

Edward J. Bloustein School of Planning and Public Policy 2001–2003

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Important Notice

Please note that only the printed version of this catalog is the official document of Rutgers, The State University of New Jersey. While Rutgers offers its catalogs on the Internet as a convenience, the university's online catalogs are unofficial, as is academic information offered at other Rutgers' web sites.

Undergraduate students in urban studies and public health also should consult the *New Brunswick Undergraduate Catalog* for additional information about courses, academic regulations, degree requirements, and student life information.

The university reserves the right for any reason to cancel or modify any course or program listed herein. In addition, individual course offerings and programs may vary from year to year as circumstances dictate.



Academic Calendars

2000–2001

September

5 Tuesday Fall term begins.

November

21 Tuesday Thursday classes meet.
 22 Wednesday Friday classes meet.
 23 Thursday Thanksgiving recess begins.
 26 Sunday Thanksgiving recess ends.

December

13 Wednesday Regular classes end.
 14 Thursday Reading period.
 15 Friday Fall exams begin.
 22 Friday Fall exams end.
 23 Saturday Winter recess begins.

January

15 Monday Winter recess ends.
 16 Tuesday Spring term begins.

March

11 Sunday Spring recess begins.
 18 Sunday Spring recess ends.

April

30 Monday Regular classes end.

May

1 Tuesday Reading period.
 2 Wednesday Reading period.
 3 Thursday Spring exams begin.
 9 Wednesday Spring exams end.
 17 Thursday University commencement.

2001–2002

September

4 Tuesday Fall term begins.

November

20 Tuesday Thursday classes meet.
 21 Wednesday Friday classes meet.
 22 Thursday Thanksgiving recess begins.
 25 Sunday Thanksgiving recess ends.

December

12 Wednesday Regular classes end.
 13 Thursday Reading period.
 14 Friday Fall exams begin.
 21 Friday Fall exams end.
 22 Saturday Winter recess begins.

January

21 Monday Winter recess ends.
 22 Tuesday Spring term begins.

March

17 Sunday Spring recess begins.
 24 Sunday Spring recess ends.

May

6 Monday Regular classes end.
 7 Tuesday Reading period.
 8 Wednesday Reading period.
 9 Thursday Spring exams begin.
 15 Wednesday Spring exams end.
 23 Thursday University commencement.

2002–2003

September

3 Tuesday Fall term begins.

November

26 Tuesday Thursday classes meet.
 27 Wednesday Friday classes meet.
 28 Thursday Thanksgiving recess begins.

December

1 Sunday Thanksgiving recess ends.
 11 Wednesday Regular classes end.
 12 Thursday Reading period.
 13 Friday Reading period.
 16 Monday Fall exams begin.
 23 Monday Fall exams end.
 24 Tuesday Winter recess begins.

January

20 Monday Winter recess ends.
 21 Tuesday Spring term begins.

March

16 Sunday Spring recess begins.
 23 Sunday Spring recess ends.

May

5 Monday Regular classes end.
 6 Tuesday Reading period.
 7 Wednesday Reading period.
 8 Thursday Spring exams begin.
 14 Wednesday Spring exams end.
 22 Thursday University commencement.

About the University

Rutgers, The State University of New Jersey, with more than 48,000 students on three campuses in Camden, Newark, and New Brunswick, is one of the major state university systems in the nation. The university comprises twenty-nine degree-granting divisions: twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen in New Brunswick.

Rutgers has a unique history as a colonial college, a land-grant institution, and a state university. Chartered in 1766 as Queen's College, the eighth institution of higher learning to be founded in the colonies, the school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and revolutionary war veteran, Colonel Henry Rutgers.

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914 (now the School of Engineering), and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also date from this period: the College of Pharmacy in 1892, the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College assumed university status in 1924, and legislative acts in 1945 and 1956 designated all its divisions as the State University of New Jersey. During these years the university expanded significantly with the founding of an evening division, University College, in 1934 and the addition of the University of Newark in 1946 and the College of South Jersey at Camden in 1950.

Since the 1950s, Rutgers has continued to expand, especially in the area of graduate education. The Graduate School–New Brunswick, Graduate School–Newark, and Graduate School–Camden serve their respective campuses. In addition, several professional schools have been established in such fields as management; social work; criminal justice; applied and professional psychology; the fine arts; and communication, information and library studies. A number of these schools offer undergraduate programs as well. Livingston College was founded in 1969 to provide a diverse community of students with the opportunity to pursue undergraduate degrees in the liberal arts and professions.

Today, Rutgers continues to grow, both in its facilities and in the variety and depth of its educational and research programs. The university's goals for the future include the continued provision of the highest quality undergraduate and graduate education along with increased support for outstanding research to meet the needs of society and fulfill Rutgers' role as the State University of New Jersey.

Institutional and Specialized Accreditation

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680; 215/662-5606. The Commission on Higher Education of the Middle States Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. That accreditation was renewed and endorsed in 1998 at the time of its last review. Documents describing the institution's accreditation may be downloaded from the university's web site at <http://www.rci.rutgers.edu/~oirap.msa/index.html> or may be reviewed during regular office hours by contacting the Office of Institutional Research and Academic Planning, Rutgers, The State University of New Jersey, 85 Somerset Street, New Brunswick, NJ 08901-1281; 732/932-7956.

Certain undergraduate programs on the Camden, Newark, and New Brunswick campuses of Rutgers are subject to specialized accreditation. For further information about specialized accreditation, including the names of associations that accredit university programs, please contact the Office of Institutional Research and Academic Planning.

Licensure

Rutgers, The State University of New Jersey, is duly licensed by the New Jersey Commission on Higher Education. For more information, please contact its Office of Programs and Services at 609/292-2955.

About the School

The Edward J. Bloustein School of Planning and Public Policy, committed to both theory and practice, positions Rutgers as one of the nation's key centers for public policy and planning scholarship and analysis. The school also serves as the major public policy forum for discussion and debate of critical issues within the state and region, while assisting New Jersey in the timely and effective development and implementation of appropriate programs and policies. Its mission is fivefold:

- to produce the key planning and public policy leaders of the twenty-first century through excellence and innovation in our basic academic degree programs,
- to serve as a national and international locus of public policy and planning scholarship, providing a supportive environment for research and innovation,
- to function as the public policy forum for the state and region, providing the objective rational venue for addressing concerns of present and future policy options,
- to serve as an intellectual center within the university for the applied social sciences, and
- to provide service and support to all levels of government.

The school's mission parallels that of the university, for it stresses undergraduate and graduate instruction, research, and public service. The school seeks to provide a rigorous and nurturing environment for students and the larger public, timely and critical research on substantive and relevant issues, and broadening of the base of local community capacity and expertise for problem solving.

The school is distinctive as one of the few strong policy schools with a first-rate planning group, and one of the few schools with the capacity to address local, state, regional, national, and international policy and planning issues with genuine expertise and credibility. It is a leader in the fields of environmental and public health and takes advantage of its proximity to many centers of research in related areas. The school also is exceptional in its simultaneous focus on undergraduate and graduate education. No other public university in the East has all this potential, and only a handful of schools nationally offer such an array of resources and talent.

ACADEMIC PROGRAMS

The school comprises three academic departments: Public Policy, Urban Planning and Policy Development, and Urban Studies and Community Health. The school's activities are augmented by several centers: Center for Government Services; Center for Negotiation and Conflict Resolution; John J. Heldrich Center for Workforce Development; National Center for Neighborhood and Brownfields Redevelopment; Alan M. Voorhees Transportation Center, consisting of the National Transit Institute and the Transportation Policy Institute; *Rutgers Regional Report*; and several cooperative

programs, including the Hubert H. Humphrey Fellowship Program. Several associated centers and programs offer cooperative research opportunities; these include the Center for Urban Policy Research, the Marine Remote Sensing Laboratory in the Institute of Marine and Coastal Sciences, Rutgers' Department of Geography, the Center for State Health Policy, and the Center for Global Women's Leadership.

DEGREE PROGRAMS

Public Policy

- Master of Public Affairs and Politics (M.P.A.P.)
- Master of Public Affairs and Politics (M.P.A.P.)/Juris Doctor (J.D.) (joint program with Rutgers' School of Law-Camden)
- Master of Public Affairs and Politics (M.P.A.P.)/Master of Business Administration (M.B.A.) (proposed joint program with Graduate School of Management)
- Master of Public Policy (M.P.P.)
- B.A. or B.S./M.P.P. (offered with Rutgers-New Brunswick undergraduate colleges)

Urban Planning and Policy Development

- Doctor of Philosophy (Ph.D.) in Urban Planning and Policy Development (Graduate School-New Brunswick)
- Master of City and Regional Planning (M.C.R.P.)
- Master of City and Regional Planning (M.C.R.P.)/Juris Doctor (J.D.) (joint program with Rutgers' School of Law-Newark and Rutgers' School of Law-Camden)
- Master of City and Regional Planning (M.C.R.P.)/Master of Science (M.S.) in Agricultural Economics (joint program with Graduate School-New Brunswick)
- Master of City and Regional Studies (M.C.R.S.)
- Master of City and Regional Studies (M.C.R.S.)/Master of Business Administration (M.B.A.) (proposed joint program with Graduate School of Management)

Urban Studies and Community Health

- Doctor of Philosophy (Ph.D.) in Public Health* (joint program offered through Graduate School-New Brunswick and University of Medicine and Dentistry of New Jersey-School of Public Health)
- Doctor of Public Health* (D.P.H.) (joint program with University of Medicine and Dentistry of New Jersey-School of Public Health)
- Master of Public Health* (M.P.H.) (joint program with University of Medicine and Dentistry of New Jersey-School of Public Health)
- Master of Public Health* (M.P.H.)/Doctor of Medicine (M.D.) (joint program with University of Medicine and Dentistry of New Jersey-School of Public Health)
- Master of Public Health* (M.P.H.)/Doctor of Psychology (Psy.D.) (joint program with Rutgers' Graduate School of Applied and Professional Psychology)
- Master of Public Health* (M.P.H.)/Master of Business Administration (M.B.A.) (joint program with University of Medicine and Dentistry of New Jersey-School of Public Health and Rutgers' Graduate School of Management)
- Joint Bachelor of Arts (B.A.) or Bachelor of Science/Master of Public Health offered with the Rutgers-New Brunswick undergraduate colleges

* The New Jersey Graduate Program in Public Health

Joint Bachelor of Arts (B.A.) in urban studies offered with the Rutgers–New Brunswick undergraduate colleges
Joint Bachelor of Science (B.S.) in public health offered with the Rutgers–New Brunswick undergraduate colleges

Graduate Admission

LOCATION

In addition to being an integral part of the university, the school is a vital part of the New Brunswick community. Its award-winning building, which it shares with Mason Gross School of the Arts, is situated at Civic Square in New Brunswick where it occupies an essential place in mid-New Jersey's educational and cultural hub. The proximity of the school to rail transportation along the New York to Washington metropolitan corridor increases access to a constant stream of innovative ideas.

REQUIREMENTS

The Edward J. Bloustein School of Planning and Public Policy encourages applications for admission to its graduate programs from individuals who have graduated from approved institutions and who show evidence of potential for the successful completion of a graduate program. Admission is competitive, however, and all admissions decisions are informed judgments regarding the applicant's previous academic performance, standardized test scores, experience and achievements, recommendations, and other relevant data. In addition, the number of students who can be accommodated in some programs is limited.

Because admission requirements vary among the programs, applicants should carefully review the information and instructions provided with the application form.

APPLICATION PROCEDURES

Admissions materials are available from the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530 (732/932-7711) and on the web at <http://gradstudy.rutgers.edu>. A complete application consists of the application form, the application fee, official transcripts of previous academic work, personal statement or essay, letters of recommendation, and test scores. Detailed procedures and instructions accompany the application forms. Applications should be filed with the Office of Graduate and Professional Admissions as early as possible to meet the deadlines listed in the application materials. Applicants are responsible for ensuring that their applications are complete and adhere to all policies and procedures as stated in the instructions.

DEADLINES

The deadline for applying for the program in Urban Planning and Policy Development is November 1 for spring-term admission and June 1 for fall-term admission. For the program in Public Policy, the fall-term deadline is February 15. However, the deadline for application consideration for merit-based financial aid (assistantships, fellowships, and scholarships) is February 1 for both Urban Planning and Policy Development and Public Policy.

International students who apply from abroad must submit completed application materials by November 1 for spring-term admission and April 1 for fall-term admission. Programs may, at their discretion, close admission prior to stated deadlines or extend deadline dates if sufficient time exists to render decisions. Applicants are encouraged to apply as early as possible.

TESTS

The Edward J. Bloustein School of Planning and Public Policy requires applicants for matriculated status to submit results of the Graduate Record Examination (GRE) general test. GRE information and application forms may be obtained from the ETS web site, *www.ets.org*, or by calling 1-609/771-7670, or by writing the Graduate Record Examinations Program, Educational Testing Service, P.O. Box 955, Princeton, NJ 08541-0955, U.S.A.

INTERNATIONAL APPLICANTS

International applicants should request an International Application for Graduate Admission from the Office of Graduate and Professional Admissions. The Test of English as a Foreign Language (TOEFL) is required if English is not the applicant's native language. For further information, see the ETS web site, *www.ets.org*, or write to TOEFL, Educational Testing Service, P.O. Box 955, Princeton, NJ 08541-0955, U.S.A. Satisfactory English proficiency is a prerequisite for graduate study at the university. Applicants failing to meet minimum standards for English proficiency may be required to take a test upon arrival at the university and to take course work in English as a second language. Nonimmigrant students also are expected to present evidence of adequate financial resources. The university may deny admission to nonimmigrant students lacking satisfactory English proficiency or adequate financial resources.

NONMATRICULATED (NONDEGREE) STUDENTS

The Edward J. Bloustein School of Planning and Public Policy welcomes students to take classes on a nondegree basis providing there is space available. Applicants should file an application with the Office of Graduate and Professional Admissions. Applicants who are accepted as non-degree students are permitted to register for an unlimited number of courses with approval of the appropriate department chairperson. Such courses carry full credit at the university; however, *a maximum of 12 credits will be accepted by the school toward a degree should the student later be admitted to a degree program*. Nondegree students who wish to enter a degree program in the Edward J. Bloustein School of Planning and Public Policy must file a separate application and fee for admission with the Office of Graduate and Professional Admissions. Admission to nondegree status neither predisposes nor guarantees later admission to a degree program.

Tuition and Fees

GRADUATE PROGRAM FEE SCHEDULE

1999–2000 Academic Year

Note: The university reserves the right to alter the amounts indicated on the following schedule at any time before the first day of classes of a term.

Application Fee , nonrefundable	\$ 50.00
Tuition *	
Full-time New Jersey resident, per term	3,388.00
Full-time non-New Jersey resident, per term	4,968.00
Part-time New Jersey resident, per credit	279.30
Part-time non-New Jersey resident, per credit	412.30
Student Fee , per term	
Full-time (12 or more credits)	333.25
Part-time (11 or fewer credits)	89.00
Matriculation continued or 1 credit of research	7.00
Meal Block Plans , per term	
Any 105 meals to any 285 meals	980.00–1,375.00
Commuter: Any 50 meals to any 75 meals	405.00–585.00
Miscellaneous Fees , per term	
Computer fee (full-time)	100.00
Computer fee (part-time) †	20.00–47.00
Basic health insurance program (optional) ‡, per term (part-time students only)	93.23
Major medical insurance plan, per year ** ‡	257.00/337.00
Spouse/each child, per year **	257.00/337.00
Late registration fee	50.00
Late payment fee (for one day to one week and/or check not honored for payment)	50.00
Partial payment fee	10.00
Late payment fee for partial payments (for one day to one week)	10.00
For each additional week or part thereof	5.00
Drop/add fee, per change	5.00
(applies to change of registration due to student error or choice after the second week of classes)	
Microfilming of doctoral dissertation	50.00
Transcript of record fee, per copy	3.00
Restoral Fee	
Fee, per term	279.30
Maximum fee (through five terms)	1,396.50
(applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	

Note: All breakage and damage to university property is charged for in full. The university is not responsible for loss by fire or theft of private property in its buildings.

* For an explanation of New Jersey residency status, see Student Residency for Tuition Purposes in the Academic Policies and Procedures chapter.

† Computer fee is based on the number of credits for which a student is registered.

‡ Basic health insurance and major medical insurance coverage of at least \$50,000 is required for international students.

** This insurance is optional (\$50,000 limit/\$100,000 limit).

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the first and second terms with due dates indicated. Students who do not receive a term bill by July 15 for the fall term and by December 5 for the spring term should notify their local student accounting office promptly.

It is the student's responsibility to obtain, complete, and return the term bill on time. Students who fail to do so are charged a late payment fee of \$50 for the first week, plus \$5 for each additional week or part of a week that payment is late. Graduate students enrolled for 6 or more credits who are unable to pay their term bills in full by the stipulated time may pay their bill according to the partial payment plan outlined below.

Payment of the term bill may be made in person or by mail. Checks or money orders are preferred and should be made payable to Rutgers, The State University of New Jersey. Cash should not be sent through the mail.

Returned Checks

A service charge of \$50 is assessed if a check presented in payment of fees is returned to the university as uncollectible. If collectible payment is not made before late payment deadlines, the applicable late payment fees also are charged.

PARTIAL PAYMENT PLAN

Graduate students enrolled in 6 or more credits who are unable to pay their term bill in full may arrange with the local cashier's office to pay their bill, if it indicates a net balance due of \$200 or more, in three installments under the partial payment plan, as follows:

1. First payment: 50 percent of the net balance due plus a \$10 nonrefundable partial payment fee payable on or before the date indicated on the term bill.
2. Second payment: 25 percent of the net balance due on or before September 15 for the fall term and on or before February 1 for the spring term.
3. Third payment: Net balance due on or before October 15 for the fall term and on or before March 1 for the spring term.

Any student submitting a term bill after classes have begun for the term must make payment according to the following schedule:

1. First payment: 75 percent of net balance due plus a \$10 nonrefundable partial payment fee.
2. Second payment: Net balance due on or before October 15 for fall term and on or before March 1 for spring term.

The nonrefundable fee for this partial payment plan is \$10 per term and must be included with the first payment. Any subsequent installment not paid on time incurs an initial late fee of \$10 for the first week or part of a week that payment is late, plus a \$5 late fee for each additional week or part of a week that payment is late.

REGISTRATION

Activation of Registration

A student's registration is activated through the proper submission of a term bill, accompanied by payment, or through an appropriate claim of financial aid. Activation of registration does not take place if there are "holds" placed on a student's records because of failure to meet outstanding obligations.

Termination of Registration

The university exercises the right to terminate the registration of any student who has an outstanding financial obligation to the university, after sufficient notice has been given to the student. A student whose registration is terminated at any time during the refund period because of nonpayment of amounts owed the university will receive a revised bill based on a refund calculated as if it were a voluntary withdrawal. The university reserves the right to "hold" transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. "Holds" are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of enrollment by satisfying the indebtedness to the university and paying a \$50 reinstatement fee.

Cancellation of Registration

To cancel registration and obtain a full refund of tuition and fees, students must notify the registrar in writing prior to the first day of classes. A student whose registration is cancelled by the registrar will receive a full refund of tuition and fees, and prorated charges for room and board, if applicable. Notification of cancellation received on or after the first day of classes is treated, for billing purposes, as a withdrawal, and a refund will be made based on the general refund policy.

GENERAL REFUND POLICY

A student who voluntarily withdraws from all courses during the first six weeks of a term will receive a partial reduction of tuition (and charges for room and board, if applicable) according to the week of withdrawal as follows:

First and second weeks:	80%
Third and fourth weeks:	60%
Fifth and sixth weeks:	40%

No reductions will be granted after the sixth week.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the registrar. Student fees are not refundable.

No reductions will be granted after the tenth day of classes to students who withdraw from one or more courses but remain registered in others. No adjustment from full-time to part-time status is made after the tenth day of classes. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies.

Failure to attend class is not equivalent to a withdrawal and a student will not receive an adjustment of charges unless a formal withdrawal is filed with and approved by the registrar, regardless of whether the student actually attended classes or took examinations.

It is not the university's policy to grant exceptions to the refund policy for withdrawals effected for medical reasons.

Refund Policies for Title IV Funds Recipients

There are two additional refund schedules that differ from the General Refund Policy schedule for Title IV funds recipients. First-time Title IV funds recipients who withdraw completely from Rutgers are provided with a separate schedule under the Pro-Rata Refund policy. Title IV funds recipients who are not first-time attendees are provided a schedule of refunds via the Appendix A Refund Policy.

For further information, please contact the financial aid office.

Financial Aid

The Edward J. Bloustein School of Planning and Public Policy and the Office of Financial Aid at Rutgers, The State University of New Jersey, are committed to assisting students with funds to help defray educational expenses. Since a student's financial resources often determine whether or not he or she attends college, every effort is made to assist each student in finding alternative resources to finance an education.

The majority of graduate students at the university, like most graduate students in the United States, receive some measure of financial aid. The amount of support each student receives depends in part, of course, upon the availability of funds. The availability of support is often dependent upon the specific graduate program and degree status. Support ranges from grants covering tuition charges to awards sufficient to pay all educational and living expenses. The sources of support include university funds, federal and state government funds, corporate and individual bequests to the university, and grants from educational and scientific foundations.

Limited funds are available from scholarships, fellowships, assistantships, grants, low-interest loans, and part-time employment to students at the school. To apply for grants, loans, and employment, students must complete the Free Application for Federal Student Aid (FAFSA), which is available from most college and university financial aid offices. At Rutgers, contact the Office of Financial Aid, Rutgers, The State University of New Jersey, 620 George Street, New Brunswick, NJ 08901-1175. Applicants who file by March 15 may expect a reply by June 1.

Information about fellowships and assistantships can be found under the heading "Sources of Financial Aid." The awarding of fellowships and assistantships is handled by the school and individual academic departments. In all cases, applicants are considered for all forms of aid for which they are eligible. More information about aid for graduate students is listed in the publication *Graduate Financial Aid at Rutgers University*, which can be obtained through the Office of Financial Aid.

HOW TO APPLY

All applicants must complete the Free Application for Federal Student Aid (FAFSA) and submit it to the federal processor no later than March 15. The forms are available at Rutgers financial aid offices or from the above address. A separate application is required for assistantships. The FAFSA should be filed at the same time as the admission application is submitted but no later than March 15 to ensure full consideration for all available funds. Renewal forms are normally mailed to continuing students in January.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are awarded to those who file by the priority filing date, March 15, and who demonstrate the greatest financial need. Therefore, there is a definite advantage to submitting an early, accurate, and complete application.

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember that charges often differ significantly from school to school. Therefore, the important factor to consider is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

Applications for fellowships and assistantships are due on or before March 15, although awards are occasionally available at later dates. A prospective graduate student may apply for an assistantship or fellowship at the time of application or before admission is complete. Applicants completing the appropriate section of the admission application are considered for those financial awards granted by the university for which they may be eligible. To be considered for an assistantship or fellowship, the student must enroll full time. Please keep in mind that applications for assistantships and fellowships are competitive and the number of requests exceeds availability.

Part-Time Students

Since financial need is determined by comparing a student's resources with the cost of attending college, most part-time students who are gainfully employed do not demonstrate financial need.

The federal student financial aid sources (Federal Direct Student Loans, Federal Perkins Loan, and Federal Work-Study Program) require that a student enroll in a minimum of 6 credits per term to be eligible.

All application procedures and deadlines applicable to full-time students apply to part-time students; however, the university has limited funds for this student population.

SOURCES OF FINANCIAL AID

The following is a brief description of programs available to graduate students.

Fellowships, Scholarships, and Grants

Louis Berger and Associates, Inc., Fellowship. Annual fellowship provides \$5,000 to \$7,500 per year to a second-year graduate student enrolled in the Master of City and Regional Planning program.

Bloustein Fellowships. Through the generosity of friends of the school, several Bloustein Fellowships, ranging from \$3,000 to \$10,000 per academic year, are available for outstanding students in the area of public policy and urban planning. Those interested in competing for the Bloustein Fellowship program should contact the Department of Public Policy. As the school's endowment and other resources grow, additional scholarships and fellowships will be made available to outstanding students.

Ralph Johnson Bunche Distinguished Graduate Award. Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the black American statesman, Nobel Peace Laureate, and recipient of an honorary Doctor of Laws from Rutgers in 1949.

Bunche fellowships provide \$12,000 per academic year, plus tuition, to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage. To apply, check the appropriate box on the graduate and professional school application form. Only those applicants

receiving awards are notified. The award is contingent upon acceptance into a graduate or professional school program and upon full-time enrollment. The application deadline for fall-term awards is March 1, unless the program to which the student is applying has an earlier deadline.

Eagleton Alumni Fellowship. This merit-based fellowship provides \$5,000 plus tuition remission and is awarded to a full-time student enrolled in the Master of Public Affairs and Politics program.

Educational Opportunity Fund (EOF). New Jersey residents who are full-time students and who can demonstrate backgrounds of financial and academic hardship are eligible for EOF grants ranging from \$200 to \$2,650. Students who received EOF grants as undergraduates are presumed eligible if they fall below the maximum income parameters required for all recipients of this state grant. Graduate students who did not receive EOF grants as undergraduates, but who feel that they come from backgrounds of financial hardship and wish to be considered, should write to the financial aid office for consideration. The grants are renewable for the duration of the student's degree work, subject to continued student eligibility and provided satisfactory academic progress is made. Students must complete the FAFSA form.

Graduate and Professional Scholar Awards. Outstanding students in the graduate and professional schools are eligible for merit scholarships of \$2,000 to \$3,000 per year for full-time study for up to two academic years. To apply, check the appropriate box on the graduate and professional school application form. Any additional statements that provide evidence of academic or artistic achievement and significant life, work, and/or extracurricular activities should be submitted in duplicate with the application. Only those applicants receiving awards are notified. The award is contingent upon acceptance into a graduate or professional school program. The application deadline for fall-term awards is March 1, unless the program to which the student is applying has an earlier deadline. In that case, the student must submit an application form to the appropriate admissions office by the program deadline date.

Graduate Scholar Awards. A stipend of \$1,100 per term is awarded to urban planning students, based on need and merit.

Susan Kirk Foundation Endowed Scholarship. This scholarship provides \$2,500 to a female Master of City and Regional Planning student concentrating in transportation planning.

Harold Martin Fellowships. Six Harold Martin Fellowships are awarded to full-time students in the Public Policy program. These merit-based awards include tuition remission and a stipend of up to \$7,000.

New Jersey State Grants. Full-time graduate students who are classified as New Jersey residents for tuition purposes and who demonstrate financial need are eligible to receive a New Jersey State Grant. Amounts vary from \$200 to \$1,000 per year and are dependent upon available funds. Application is made by submitting a FAFSA. EOF grant recipients are not eligible.

Brandon Michael Poli Endowed Memorial Scholarship. Established by friends of the late Brandon Poli, Bloustein School class of 1997, this annual scholarship provides \$1,000 to a graduate student in the Department of Urban Planning and Policy Development.

Russell Tuition Scholarships. This program provides tuition remission and is awarded to urban planning students based on merit.

Rutgers Excellence Fellowship Awards. This award is issued by departments of the university on the basis of exceptional academic merit, as evidenced by scholarly promise. The award is for up to \$14,000 plus tuition remission.

Nonuniversity Awards. In addition to opportunities for financial assistance through the university, there are other sources from which qualified graduate students may receive financial aid, since many national, state, and regional associations make special awards.

Students should be aware that each department is continually seeking funds from outside agencies to help defray student expenses. Grants and awards of this nature vary each year. Inquiries regarding the availability of such monies can be made through program advisers.

Students should contact clubs, fraternal, religious, and national professional organizations, and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid,

Loans

William D. Ford Federal Direct Loans (Direct Loans)

Direct Loans allow students and parents to borrow money directly from the federal government to pay for education, eliminating the need for an outside lender, such as a bank. In order to be considered for a Direct Loan, students must complete the FAFSA. The financial aid award letter will list eligibility for the program. Money for which students are eligible is credited directly to their accounts. Because Rutgers participates in this program, it cannot accept any Federal Stafford/Ford Loan applications from students or their lenders. Since the U.S. Department of Education (USDOE) is the lender for the Direct Loan program, borrowers send all loan repayments to the USDOE rather than to several lenders.

In general, to be eligible for a Direct Loan, a student must have a high school diploma or a General Education Development (GED) certificate or meet other standards approved by the U.S. Department of Education, be a United States citizen or an eligible noncitizen, be enrolled at least half time per term, be making satisfactory academic progress, have a social security number, sign a statement of educational purpose, not be in default on prior loans or owe refunds to federal grant programs, and if required, have registered with the Selective Service Administration.

In addition to these requirements, all first time Federal Direct Subsidized Stafford/Ford Loan and Federal Direct Unsubsidized Stafford/Ford Loan borrowers must attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan and an exit interview prior to withdrawal from college or graduation.

Federal Direct Subsidized Stafford/Ford Loan. This loan is based on financial need. The federal government pays the interest on the loan while the student is attending school. The interest rate is variable, that is, it is adjusted each year. The maximum rate for the Federal Direct Subsidized Stafford/Ford Loan is 8.25 percent. Additionally, borrowers are charged an origination fee of up to 4 percent. Students

may borrow a combined total of \$18,500 each year from the Federal Direct Subsidized Stafford/Ford Loan and Federal Direct Unsubsidized Stafford/Ford Loan programs.

Federal Direct Unsubsidized Stafford/Ford Loan. This loan is not based on need. All interest charges must be paid by the student. The interest rate and loan maximums are the same as for the Federal Direct Subsidized Stafford/Ford Loan. Students may borrow a combined total of \$18,500 each year from the Federal Direct Subsidized Stafford/Ford Loan and Federal Direct Unsubsidized Stafford/Ford Loan programs.

Federal Perkins Loan

These loans are available on a limited basis to graduate students who are enrolled in a minimum of 6 credits per term and who are citizens or permanent residents of the United States. The Perkins Loan is awarded to students who demonstrate need through the FAFSA.

Interest at the rate of 5 percent simple begins nine months after the borrower ceases to be enrolled in a minimum of 6 credits per term and extends over a maximum repayment period of ten years. Monthly payments of at least \$30–\$40 are required. Deferment of repayment is permitted for certain kinds of federal service and cancellation of loans is permitted for certain public services.

All first-time Perkins Loan borrowers at Rutgers are required to attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan. In addition, Perkins Loan recipients must attend an exit interview prior to graduation or withdrawal from college. Further details and procedures regarding the repayment of the Perkins Loan will be sent to each student recipient by Rutgers, The State University of New Jersey, Office of Student Loans, Division of Student Financial Services, 65 Davidson Road, Piscataway, NJ 08854-8093.

Emergency Loans. Students who are experiencing a financial emergency may apply for a university loan of up to \$500. The interest rate is 3 percent simple, and the loan must be repaid within the same term. An emergency need must be demonstrated and funds must be available.

Students should contact their local financial aid office for additional information. If a loan in excess of this amount is required, an appointment with a counselor is recommended. Students do not need to be recipients of financial aid nor do they need to have filed a financial aid application to be considered for these loans.

A number of graduate schools offer low-interest or interest-free short-term loans to students in their program. Students should request additional information from the various deans/directors of each program.

Employment

Assistantships Awarded by the University. The beginning salary for teaching and graduate assistantships is \$13,700 (2000–2001) per academic year, with program directors or research centers at the school offering graduate assistantships.

Applications for assistantships are due on or before March 1, although awards are occasionally available at later dates. Prospective graduate students may apply for assistantships when they are sent an application form for admission. Applicants who complete the appropriate section of the form when they apply for admission are considered for those financial awards granted by the university

for which they may be eligible. The letters of recommendation required for admission usually serve also as letters of recommendation for assistantships. Should a separate application be required for a newly established program, notice of this will be included with the admissions packet. A graduate student already enrolled at the university who wishes to apply for an assistantship should inquire at the office of the director of the graduate program in which the student is enrolled.

Federal Work-Study Program (FWSP). Federal work-study employment may be offered as a self-help portion of the financial aid award. Application for this program is made by filing the FAFSA. On-campus jobs are available in many areas. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work between five and twenty hours weekly throughout the fall and spring academic terms; in the case of summer assignments, the expectation is that the student will work between fifteen and thirty-five hours per week. Off-campus employment, including paid community service positions and reading tutorial jobs in elementary schools, also is available. No job assignments are made until all paperwork required to accept the aid is complete.

Preceptorships and Counselorships. Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. The offices of the deans of students of those colleges will, on request, provide information regarding the duties required of preceptors and counselors; the benefits, such as room, board, and tuition grants; and the procedures for application. Applications for September appointments must normally be received before May 1.

U.S. Department of Housing and Urban Development (HUD) Community Development Work-Study Program. For urban planning students. Provides full tuition plus a stipend and is awarded to minority students and/or students who are economically disadvantaged.

Other Sources of Aid

Veterans Benefits. The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouse or child of any veteran killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with service-related total disability, and certain members of the selected

reserve. Inquiries concerning eligibility may be directed to the Veterans Administration office in Newark, New Jersey (telephone 1-800/242-5867), or to the veterans coordinator on each campus. For New Brunswick, the number is 732/932-7067.

Veterans and others mentioned above who plan to utilize veterans' education benefits should initially present the Veterans Administration Certificate of Eligibility Form(s) and/or discharge papers (certified copy of the DD214) when registering for courses. If applying for other financial aid with the university, veterans must report the fact that they will receive veterans' education benefits to the Office of Financial Aid.

Veterans planning to train under Chapter 32 VEAP, Chapter 30 of the New (Montgomery) GI Bill of 1984, or Chapter 106 for Reservists, are required by the university to pay cash for tuition, fees, books, and supplies when due. Veterans, in turn, receive an allowance for each month of schooling based upon credit hours and the number of dependents.

No veteran may officially withdraw from a course (or courses) without prior approval from the academic services and/or dean of students' offices. All withdrawals must be submitted in writing. The date of official withdrawal will be the determining date for changes in benefits. Failure to comply with the official school withdrawal procedure may affect both past and future benefits. Any change in schedule also must be reported to the campus Office of Veterans Affairs.

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Graduate students ordinarily may not accept two different financial awards from the university simultaneously. Students who have applied for two different awards and are offered both should inquire at the dean's office of the school of matriculation before acceptance. Students who hold fellowships, assistantships, or internships may not accept employment outside of their academic department without the permission of the graduate program director and the dean of the school of matriculation.

Graduate students who have received aid administered by the Office of Financial Aid must report to that office any change in income, such as scholarships, loans, gifts, assistantships, or other employment received subsequent to the original aid award.

Academic Policies and Procedures (Graduate Program)

STUDENT RESPONSIBILITY TO KEEP INFORMED

The catalog of the Edward J. Bloustein School of Planning and Public Policy is the student's official guideline for information, policy, and procedures governing educational programs. Students should refer to the catalog often and should become familiar with its contents. Additional information regarding scheduling, registration, and deadlines is provided each term in the *Schedule of Classes* which is published by the Office of the Registrar.

The academic adviser is the student's mentor and guide for the academic program. Students should consult with their advisers regularly—at least once each term.

GENERAL DEGREE REGULATIONS

During the academic year, a part-time student may register for a maximum of 6 credits. Permission of the adviser and department chairperson is required for additional credits. The normal load for a full-time student is 12 credits (15 for M.P.A.P. students); registration for additional credits requires the advance approval of the graduate program director. During summer session, all students are limited to 1 credit per week of attendance.

The policy of the school is that credit for a course may not be applied toward both of two degrees pursued simultaneously at Rutgers, except when the student is enrolled in certain approved joint-degree programs. In those cases in which a student is authorized to include credits in his or her degree program for courses taken at the school prior to admission as a degree candidate, the date of the beginning of the course work to be credited establishes the beginning of the time allowed to complete the degree.

The requirements for degrees and examinations and related program requirements are formulated by each program's faculty and are intended to provide the strongest possible professional preparation for students undertaking these programs.

Modifications to academic regulations may be necessary from time to time. New regulations supersede old regulations unless the student elects to be considered under the old regulations.

REGISTRATION AND COURSE INFORMATION

Formal admission to the Edward J. Bloustein School of Planning and Public Policy and payment of or arrangement with the cashier regarding payment of tuition and fees are a part of the registration process, and registration is a prerequisite for class attendance. All students who complete registration

on time receive registration instructions by mail for the following term, and those who take part in preregistration receive term bills for the following term. All students, regardless of method of payment, must make contact with the cashier each term or their registration will be canceled. Students who do not receive registration instructions by March 15 for the fall term and by October 15 for the spring term should contact the appropriate department. Newly admitted students receive registration instructions at the time of their admission.

Advising Procedures

Each student is assigned a faculty adviser, to whom questions regarding academic program, instruction, and related concerns should be addressed. If and when a student believes that concerns have not been adequately addressed with the adviser, a conference with the department chairperson is the appropriate next step.

Continuous Registration

All students in degree programs must maintain status in the school by registering each fall and spring term in course work, research, dissertation study, or in matriculation continued. Students who fail to maintain continuous registration in course work, research, or matriculation continued must apply for reinstatement if they are to continue in good standing. Such students are charged an amount equal to the cost of registering for matriculation continued for each term in which they failed to register. This registration is available only to students who were not present on campus and not using faculty time or university research facilities.

Matriculation Continued

Students who are obliged to interrupt their studies may, with the approval of their graduate program director, register for matriculation continued (leave of absence). There is no tuition fee for this registration, although a student fee of \$7 and a computer fee of \$20 are charged. This category of registration is available only to students not present on campus and not using faculty time and university research facilities. All graduate students who are on campus and engaged in the completion of degree requirements must register for at least 1 credit per term. Late registration for matriculation continued is not allowed beyond the second week of the term. After this time, the student is required to apply for reinstatement and, depending on degree status, may be subject to a restorative fee. Students wishing to drop all courses and add matriculation continued must do so prior to the first day of the term.

Late Registration

Arrangements with the cashier regarding payment of tuition and fees are part of the registration process, and registration is a prerequisite to class attendance. Continuing students who fail to register during the advance registration period may register late only during scheduled late registration periods and not later than the seventh calendar day following the start of the term. A late fee of \$50 will be assessed and must be prepaid for any late registration submitted after the published date.

Summer Registration

The Edward J. Bloustein School of Planning and Public Policy offers a limited number of courses in the day and

evening during the summer session. These courses may be supplemented by short-term institutes and workshops designed specifically for school administrators, guidance personnel, teachers, prospective teachers, and people otherwise affiliated with school systems. Full information is contained in the summer session catalog, which can be obtained from the Division of Summer Session, Rutgers, The State University of New Jersey, 191 College Avenue, New Brunswick, NJ 08901-8546 (732/932-7565).

The requirement that degree students must remain in continuous registration from the time they are admitted until their degrees are earned applies to the regular academic year only, not to the summer session.

Change of Registration and Withdrawal

After the second week of classes, the only routinely permissible changes of registration are withdrawals from individual courses or withdrawal from *all* courses, both of which are allowed without academic penalty until the end of the eighth week. The date on which the graduate registrar receives from the student written notification of withdrawal governs the academic and financial consequences of the withdrawal. Students withdrawing from a course after the eighth week need the approval of the dean's office, as evidenced by the signature of the dean (or the dean's designated representative) on the withdrawal form, and are required to provide a letter from the instructor indicating academic status in the course and are subject to receiving a failing grade at the discretion of the instructor. A student who stops attending a course without notifying the registrar will receive a grade of *F* in that course. No refunds of tuition are given in the case of individual course withdrawals after the second week of classes, although a student who withdraws from all courses may receive a partial refund according to the rules described in the Tuition and Fees chapter. Withdrawal is not permitted after the twelfth week of the term.

Notification to the instructor, adviser, or school does not fulfill the student's obligation to communicate directly and in writing with the registrar in all matters pertaining to changes in registration and withdrawal.

Transfer of Credit for the M.C.R.P, M.C.R.S., M.P.A.P., and M.P.P. Degrees

Credit for graduate courses taken at other institutions may not be transferred until 12 credits of graduate courses with grades of *B* or better have been completed in the Edward J. Bloustein School of Planning and Public Policy as a matriculated student. Transfer of up to 12 credits is allowed only for formal graduate-level course work specifically related to the student's program of study and in which grades of *B* or better were received. No credit may be transferred for thesis research work, course work done as independent study, or work in courses that were not graded. *P* or *S* grades are eligible for transfer if equivalent to a grade of *B* or better and accompanied by a letter of equivalency from the instructor of the course. Special permission is required to transfer credit for courses taken more than six years prior to the application for transfer of credit. Quarter credits are converted to term credits by reducing the total by one-third. For transfer of graduate courses taken as an undergraduate student or toward another graduate degree, a letter is required from the registrar of the institution involved stating that the course(s) was (were) not used toward another undergraduate or graduate degree. Applications for transfer of credit are available from the department offices.

Intercollege Registration

A student in the Edward J. Bloustein School of Planning and Public Policy may register for a course offered by another division of the university with his or her adviser's approval. Other approvals may be required.

It is not necessary to seek admission to another division of the university to take a course as part of the student's Edward J. Bloustein School of Planning and Public Policy degree program. Students registering for courses in the University of Medicine and Dentistry of New Jersey–School of Public Health, in the New Brunswick Theological Seminary, or at Princeton University also must complete appropriate forms available from the Office of the Graduate Registrar.

Multiple School Registration

It is the policy of the university that a student may not be registered in more than one unit of the university simultaneously. Students wishing to take courses in more than one unit in the same term (or wishing to take courses in units in which they are not enrolled) may accomplish this through intercollege registration.

When, through multiple applications, a student is offered admission to more than one unit of the university, the student may register in only one. When a student has been admitted to a graduate and undergraduate unit, the registration will be in the graduate unit.

This policy is in no way intended to abridge a student's freedom to pursue two degrees in two units simultaneously. Such students must make special arrangements to keep both units informed of their academic progress since they are registered in only one unit.

Exchange Programs

Rutgers–Princeton Cooperative Exchange Program

Rutgers University and Princeton University have been engaged in an exchange program since 1964. The program is informal in that admission to and registration at the host institution are not required. No funds are exchanged between the two institutions; the student pays tuition only at the home institution. The policies and procedures related to this program are that (1) participants must be matriculated, (2) exchange is limited to one or two graduate courses per term per student, and (3) the courses must be part of the student's degree program and be unavailable at the home institution. To participate, a Rutgers student must register for 34:001:816 Princeton Exchange, credit by arrangement (normally 3 credits), and have the form (obtained from the graduate registrar at the Administrative Services Building) signed by the adviser, dean, and Princeton University course instructor. The form is then submitted to the Dean of the Graduate School, Princeton University. Princeton grades are assigned and are recorded on the student's record via the above form. The credits are accounted for in the student's term bill. The Edward J. Bloustein School of Planning and Public Policy students will find the programs of the Woodrow Wilson School particularly of interest.

New Brunswick Theological Seminary and University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School Exchanges

Cross registration is available in each of these two schools. Forms are available at the Office of the Graduate Registrar.

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s also may be approved for a given graduate student, either as a regular part of his or her graduate program or as a means of remedying a deficiency in preparation. When a matriculated graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the student's adviser is required and the credit prefix *G*, *N*, or *E* must appear on the transcript. The definitions for these credit prefixes are listed in the section entitled "Grades and Records" later in this chapter.

Official Auditing of Courses

A student may enroll in a course without receiving academic credit if (a) space is available, (b) the instructor has approved the audit, and (c) the graduate program director has given advance approval. At registration an *N* is placed in the credit-hour prefix column on the course request card. All course requirements except the final examination must be completed. The student is graded *S* or *U* (satisfactory or unsatisfactory), and the course and grade are entered on the student's permanent record, but no credit is given toward a degree for the course.

Full-Time and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 12 or more credit hours per term, and a part-time student is one taking fewer than 12 credit hours per term. All courses, including those taken not-for-credit, are counted in computing credit hours taken.

Teaching Assistants and Graduate Assistants

Teaching assistants and graduate assistants are required to register for at least 9 credits in course work, but not more than 12 credits of course work, per term. Teaching assistants and graduate assistants must register their assistantship approvals (per term appointed). Graduate assistants register in (subject number):866 and teaching assistants register in (subject number):877

Change of Degree Program

A change of degree program within the school requires the approval of the chairperson of the department to which the student is changing and notification of the Office of Academic Services. Paper forms are available from individual program offices.

Change of Status

Students desiring a change of status from nondegree to degree must apply for admission through the Office of Graduate and Professional Admissions. Students wishing to change their degree status (as from master's to doctorate) must request in writing information on readmission from the Office of Academic Services.

Communication with Students

All full-time and part-time graduate students are provided mailboxes at the Bloustein School. It is the student's responsibility to visit their departmental office to initiate mailbox creation. In addition, students may receive university email addresses and may be added to the school-wide listserv for updated information, news, and notice of events. To register, students should see their individual program office.

CLASS SCHEDULES AND HOURS

Starting and closing dates for each term, scheduled holidays, and other important scheduling information can be found in the academic calendar. All class periods are 160 minutes in length, meeting once a week, unless otherwise specified. There are fifteen weeks of instructional activity for each course.

Attendance

Each instructor is required to maintain an accurate record of attendance for each class or section of which he or she is in charge. Students are expected to be present at each meeting of their classes. Exceptions to this rule may be made in the case of illness and in such other instances as seem justified to the instructor.

University examinations shall not be scheduled on Saturdays except in those courses that regularly meet on Saturday.

Absence Due to Religious Observance

It is the policy of the university to excuse without penalty students who are absent because of religious observances and to allow the makeup of work missed because of such absence. Examinations and special required out-of-class activities ordinarily will not be scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for purposes of reporting. A student absent from an examination because of required religious observance will be given an opportunity to make up the examination without penalty.

Cancellation of Classes

It is the general policy of the university not to cancel classes because of inclement weather. However, because of the occasional hazards of night driving in winter, exceptions may be made for evening classes and, under exceptionally hazardous conditions, exceptions may be made for day-time classes.

During severe weather conditions, announcements are made over the following radio stations concerning the cancellation of classes: WCTC, WMGQ, WRSU, WCBS, WINS, WHWH, WPST, WJLK, WMTR, WDHA, WRNJ, WERA, WBUD, WXKW, and WZVU.

Arrangements for makeup work are announced by individual instructors.

In addition, class cancellation and office closing information is available on the recorded message system at 732/932-7799 for the New Brunswick campuses and at 973/353-1766 for the Newark campus.

GRADES AND RECORDS

Students in the Edward J. Bloustein School of Planning and Public Policy are graded in each course at the end of each term as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

Other Grade Symbols

IN (Incomplete). May be assigned at the discretion of the instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the term. Incomplete work may be made up and a change of grade may be authorized by the instructor for up to one year after the *IN* grade was assigned. After one year, an *IN* may be changed to *No Credit* at the discretion of the dean.

W (Withdrawal). Withdrawn without evaluation; used when a student officially drops a course or withdraws during the first twelve weeks of the term.

Credit Prefixes

The number of credits appearing on course records and registration forms may be preceded by a letter prefix as follows:

E. Course excluded from credit toward a degree. The student must complete all course work, including the final exam. Automatically assigned to undergraduate courses not prefixed by *G* or *N*.

G. A 300- or 400-level undergraduate course for which credit has been approved toward the graduate degree currently being pursued.

N. Course is taken “not-for-credit”; examination not required; final grade of *S* (satisfactory) or *U* (unsatisfactory) assigned.

Graduate students registering for undergraduate course work are subject to the rules concerning credit prefixes of the undergraduate division offering the course.

Transcripts

Requests for official transcripts should be addressed to the Department of Records, Rutgers, The State University of New Jersey, Office of the Registrar, 65 Davidson Road, Piscataway, NJ 08854-8096. The request should indicate that the student was enrolled in the Edward J. Bloustein School of Planning and Public Policy, identify the dates of attendance, and give any other relevant information. It must be received at least ten working days prior to the date the transcript is desired. Forms for making the request may be obtained from the registrar. A fee of \$3 for each copy desired, payable to Rutgers, The State University, must accompany the request.

Holds

The privileges of registration, advance registration, receipt of a diploma at commencement, and receipt of transcripts of record are barred to students having outstanding obligations to the university. Obligations may take the form of unpaid monies, unreturned or damaged books and equipment, parking fines, other charges for which a student may become legally indebted to the university, and failure to comply with disciplinary sanctions or administrative actions.

University departments and offices may place “holds” on registration, diplomas, and transcripts for any students having an outstanding obligation.

Student Identification Cards

Student identification cards are sent by campus mail to the student’s graduate program office on or about November 1 for fall admissions and March 1 for spring admissions. Thereafter, continuing students are sent a revalidating sticker for these cards on or about October 15 during each fall term. Students should contact the registrar, Room 200L, Administrative Services Building, Busch Campus, to replace missing or lost ID cards. The replacement fee is \$5.

SCHOLASTIC STANDING

Academic Grievances and Appeals

Students should discuss academic matters with the instructor involved with the issue. Should the problem remain unresolved, the student should approach the department chairperson first and then the associate dean. The associate dean may decide the issue or refer the matter to the dean.

POLICY ON ACADEMIC INTEGRITY SUMMARY

“Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions to this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the university community and breaches of academic integrity constitute serious offenses” (Academic Integrity Policy, p. 1).

The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them.

Faculty members have an obligation to educate students to the standards of academic integrity and to report violations of these standards to the appropriate deans.

Students are responsible for knowing what the standards are and for adhering to them. Students also should bring any violations of which they are aware to the attention of their instructors.

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access

to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Violations of academic integrity are classified into four categories based on the level of seriousness of the behaviors. Brief descriptions are provided below. This is a general description and is not to be considered as all-inclusive.

Level One Violations

These violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily involve a very minor portion of the course work. These violations are considered on academic merit and not as disciplinary offenses.

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

Level Two Violations

Level two violations involve incidents of a more serious nature and affect a more significant aspect or portion of the course.

Examples: Quoting directly or paraphrasing without proper acknowledgement on a moderate portion of the assignment; failure to acknowledge all sources of information and contributors who helped with an assignment.

Recommended Sanctions: Probation, a failing grade on the assignment, or a failing grade in the course.

Level Three Violations

Level three offenses involve dishonesty on a significant portion of course work, such as a major paper, hourly, or final examination. Violations that are premeditated or involve repeat offenses of level one or level two are considered level three violations.

Examples: Copying from or giving others assistance on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final, using a purchased term paper, presenting the work of another as one's own, altering a graded examination for the purposes of regrading.

Recommended Sanctions: Suspension from the university for one or more terms, with a notation of "academic disciplinary suspension" placed on a student's transcript for the period of suspension, and a failing grade in the course.

Level Four Violations

Level four violations are the most serious breaches of academic integrity. They include repeat offenses of level three violations.

Examples: Forgery of grade change forms, theft of examinations, having a substitute take an examination, dishonesty relating to senior thesis, master's thesis, or doctoral dissertation, sabotaging another's work, the violation of the ethical code of a profession, or all infractions committed after return from suspension for a previous violation.

Recommended Sanctions: Expulsion from the university and a permanent notation on the student's transcript.

Faculty who believe that violations have occurred should immediately contact the Office of the Dean. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the

course. Questions on reporting procedures may be directed to the Office of the Dean.

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

A university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Its rules should be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the university. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

*Preamble
University Code of Student Conduct*

Overview

Communities establish standards in order to ensure that they are able to fulfill their mission and keep their members from harm. The University Code of Student Conduct (referred to as "the code" in the remainder of this summary) defines those kinds of behavior that violate the standards of the Rutgers University community and also provides the mechanism for addressing alleged violations. In doing so, the code protects the rights of those accused of offenses (referred to as "respondents" in the remainder of this summary) by providing due process while also protecting victims of those offenses and the university community as a whole.

Process

The following summary presents key aspects of the code. Students should consult the code itself for complete information on each point.

Filing a Complaint

Any individual may file a complaint against a student suspected of violating the code by notifying the dean of students (or equivalent) of the respondent's college or school, or the director of judicial affairs in the Division of Student Affairs.

Preliminary Review

Upon receipt of a complaint, a preliminary review is conducted by the dean of students (or equivalent) or his or her designee to assess the evidence and determine if it is sufficient to proceed to a hearing. The dean conducting this review also assesses the seriousness of the charges. The most serious charges can, upon a finding of responsibility, result in separation from the university (suspension or expulsion) and are heard at university hearings. Less serious offenses (nonseparable offenses) are heard according to the procedures in place at the student's college or school of affiliation.

Separable Offenses

The following offenses are deemed serious enough to potentially result in separation from the university should a student be found responsible at a hearing:

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing
7. violation of the university's Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students' office.)
8. unauthorized entry into, unauthorized use of, or misuse of university property, including computers and data and voice communication networks
9. intentionally or recklessly endangering the welfare of any individual or intentionally or recklessly interfering with any university activity or university sponsored activity
10. use, possession, or storage of any weapon, dangerous chemical, fireworks, or explosive, whether or not a federal or state license to possess the same has been issued to the possessor
11. the distribution of alcohol, narcotics, or dangerous drugs on university property or among members of the university community, if such distribution is illegal, or the possession of a sufficiently large quantity as to indicate an intention to distribute illegally
12. theft of university services or theft of, or intentional or reckless damage to, university property or property in the possession of, or owned by, a member of the university community, including the knowing possession of stolen property (Intentional or reckless misuse of fire safety equipment is regarded as damage under this section of the code.)
13. the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession
14. violations of federal, state, or local law where such violations have an adverse effect on the educational mission of the university
15. failure to comply with the lawful directions of university officials, including campus police officers acting in performance of their duties
16. knowingly providing false testimony or evidence; disruption or interference with the orderly conduct of a disciplinary conference or hearing; violating the terms of any disciplinary sanction imposed in accordance with this code, or any other abuse of the university's disciplinary procedures.

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including speaking on their behalf. The Office of the Vice President for Student Affairs maintains a list of trained campus advisers

for this purpose. Students are free to select any member of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

Complainants and respondents also may, at their own expense, seek the advice of an attorney in addition to that of a campus adviser. Attorneys are free to advise students, to assist in the preparation of their cases, and to attend hearings, but may not speak on behalf of their clients or question witnesses at a hearing.

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board usually composed of three students and two faculty members. It is the hearing board's responsibility to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the vice president for student affairs. The vice president for student affairs considers the hearing board recommendation and determines the sanction.

Appeals

A student found responsible for violating the code may appeal the finding, the sanction, or both. Appeals are filed through the Office of the Vice President for Student Affairs, which forwards them to the Appeals Committee of the appropriate campus (Camden, Newark, New Brunswick).

Authority for Student Discipline

Ultimate authority for student discipline is vested with the Board of Governors of Rutgers, The State University of New Jersey. This authority has been delegated to university administrators, faculty, students, committees, and organizations as set forth in the University Code of Student Conduct. The above summary is intended to present some key facts of the code. Copies of the code are available from all dean of students' offices and have been placed at the reference desks of all university libraries. In addition, the director of judicial affairs in the Division of Student Affairs will provide copies of the code upon request and is available to answer any questions about the code or related judicial matters.

UNIVERSITY SAFETY AND SECURITY

Providing a safe and secure environment for all members of the university community is the mission of highest priority for the university's public safety staff. The staff comprises commissioned police officers with full investigative and arrest authority, security officers, and dispatchers. Members of the public safety staff patrol each campus and respond to requests for assistance on a full-time basis, 365 days a year and 24 hours a day.

Rutgers safety and security employees are only part of the university-wide crime prevention team. All members of the university community also are part of that team. It is the duty of all students, faculty, and staff to actively maintain a safe environment; to use due care in their own safety and the safety of others; and to comply with all local, state, and university regulations regarding their own protection and the protection of others.

The executive director for public safety is responsible for safety and security services on the New Brunswick/Piscataway campus. On the Newark and Camden campuses, these responsibilities reside in the Office of the Provost.

Information regarding public safety at Rutgers is available from the campus police departments. *Safety Matters*, a brochure outlining public safety statistics, services, and programs on each of Rutgers' regional campuses, is published annually and distributed free of charge. To receive a copy of *Safety Matters*, please call the appropriate Rutgers Police Department office at one of the following numbers:

Camden: 856/225-6009
Newark: 973/353-5547
New Brunswick: 732/932-8407

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

An academic community, where people assemble to inquire, to learn, to teach, and to reason together, must be protected for those purposes. While all members of the community are encouraged to register their dissent from any decision on any issue and to demonstrate that dissent by orderly means, and while the university commits itself to a continual examination of its policies and practices to ensure that causes of disruption are eliminated, the university cannot tolerate demonstrations that unduly interfere with the freedom of other members of the academic community.

With this in mind, the following administrative procedures have been formulated to guide the implementation of university policy:

1. The president of the university and the vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. When neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.
4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the vice president for academic affairs, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions that the university police are unable to handle. In extraordinary circumstances, where neither the president nor the vice president for academic affairs

is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden have the same authority.

5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

POLICY PROHIBITING HARASSMENT

The university prohibits harassment based on race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. Harassment is a kind of discrimination that violates state and federal civil rights laws, and is defined for purposes of those laws and the university's policy as any behavior:

1. that is unwelcome,
2. that targets a person because he or she has one or more of the protected characteristics,
3. that is engaged in by a person employed by or doing business with the university, and
4. that is sufficiently severe or pervasive to negatively alter that person or a group member's living, educational, or working environment.

Sexual harassment can take the form of unwelcome sexual advances; requests for sexual favors; or other unwelcome written, verbal, electronic, telephonic, or physical conduct of a sexual nature. *Hostile environment harassment* on the basis of sex, race, religion, color, national origin, ancestry, age, sexual orientation, disability, or marital or veteran status is persistent behavior that has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating a hostile environment.

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or if you need more information, you are encouraged to contact the Director of University Harassment Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190 (732/932-3122), or by email at msgriff@rci.rutgers.edu. You may obtain copies of the policy prohibiting harassment and the process for making or responding to a complaint on our web page (<http://www.rci.rutgers.edu/~msgriff/>).

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

Intolerance and bigotry are antithetical to the values of the university and unacceptable within the Rutgers community. One of the ways the university seeks to effect this value is through a policy of nondiscrimination, which prohibits

discrimination on the basis of race, religion, color, sex, age, sexual orientation, national origin, ancestry, disability, marital status, or veteran status in university programs. In order to reinforce institutional goals of nondiscrimination, tolerance, and civility, the following policy against verbal assault, defamation, and harassment makes clear to students that such behavior toward others violates acceptable standards of conduct within the university. (This policy is not intended to supersede the university's policy against harassment.)

Verbal assault, defamation, or harassment interferes with the mission of the university. Each member of this community is expected to be sufficiently tolerant of others so that all students are free to pursue their goals in an open environment, able to participate in the free exchange of ideas, and able to share equally in the benefits of our educational opportunities. Beyond that, each member of the community is encouraged to do all that she or he can to ensure that the university is fair, humane, and responsible to all students.

A community establishes standards in order to be able to fulfill its mission. The policy against verbal assault, defamation, and harassment seeks to guarantee certain minimum standards. Free speech and the open discussion of ideas are an integral part of the university community and are fully encouraged, but acts that restrict the rights and opportunities of others through violence, intimidation, the destruction of property, or verbal assault, even if communicative in nature, are not protected speech and are to be condemned.

Prohibited Conduct

Any of the following acts, even if communicative in nature, are prohibited "separation offenses" (charges that could lead to suspension or expulsion from the university) under the provisions of the University Code of Student Conduct:

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as a "threat of...physical abuse.")
2. Theft of, or intentional damage to, university property, or property in the possession of, or owned by, a member of the university. (Acts of graffiti or other vandalism may be prosecuted as "intentional damage to...property.")
3. Harassment, which is statutorily defined by New Jersey law to mean, and here means, purposefully making or causing to be made a communication or communications anonymously or at extremely inconvenient hours, or in offensively coarse language, or in any other manner likely to cause annoyance or alarm, or subjecting or threatening to subject another to striking, kicking, shoving or other offensive touching, or engaging in any other course of conduct or of repeatedly committed acts with purpose to alarm or seriously annoy any other person. Harassment is considered a separation offense under the University Code of Student Conduct.
4. Defamation, which is judicially defined to mean, and here means, the unprivileged oral or written publication of a false statement of fact that exposes the person about whom it is made to hatred, contempt, or ridicule, or subjects that person to loss of the goodwill and confidence of others, or so harms that person's reputation as to deter others from associating with her or him. Defamation is considered a separation offense under the University Code of Student Conduct.

While any of the four categories of acts listed above is a separation offense, that, if proven, could lead to a sanction of expulsion or suspension from the university under the provisions of the University Code of Student Conduct, clearly minor instances of such prohibited behavior should be resolved at the college level and not be treated as separation offenses requiring a university-level hearing. The initial judgments of whether a particular act is of a separable or nonseparable level are made by the appropriate college official and are subject to review by the Office of the Vice President for Student Affairs.

Students who believe themselves to be victims of verbal assault, harassment, or defamation should report such incidents to the dean or the dean of students of their college or school. In addition, the following individuals have been identified to handle complaints:

Brian Rose, director of compliance and student policy concerns, 3 Bartlett Street, College Avenue campus, 732/932-7312;

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, Bishop House, Room 105, College Avenue campus, 732/932-1711;

Rory P. Maradonna, associate provost for student life, Armitage Hall, Room 248, Camden campus, 856/225-6050;

Raymond T. Smith, associate provost for student affairs, Center for Law and Justice, Newark campus, 973/353-5541.

Some complaints can and should be resolved by informal methods, while others will require the implementation of formal procedures. All complaints are treated confidentially; complainants are encouraged to report incidents even if they do not wish to pursue the matter beyond the reporting stage.

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex (except Douglass College, which is entitled under the law to remain a single-sex institution), sexual orientation, disability, marital status, or veteran status. The university complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions about these laws, or allegations of student rights violations, should be directed to Brian Rose, Director of Compliance and Student Policy Concerns and Designated Employee for Student Rights Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190 (732/932-7312).

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

In compliance with the Equity in Athletics Disclosure Act, Rutgers provides information on men's and women's athletic programs, and the participation rates for male and female athletes. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university

library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library), and at the intercollegiate athletics offices.

STUDENT RECORDS AND PRIVACY RIGHTS

Rutgers, The State University of New Jersey, complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and makes public announcement of the law. FERPA was designed to protect the confidentiality of student records, guarantee student access to certain records, regulate disclosure of information from student files, provide opportunities for students to correct or amend records and add explanatory statements, and provide opportunities for students to file complaints with the U.S. Department of Education alleging infractions of the law.

The confidentiality of student educational records is protected by FERPA. However, the university is permitted to provide directory information without the student's consent unless he or she requests in writing that such information be kept confidential. Rutgers defines directory information to be the following: name, campus address, campus post office address, campus telephone number, Rutgers email address, RUCS user name, permanent (home) address, permanent (home) telephone number, school of attendance, major field of study, class year, dates of attendance, current credit load, credit hours earned, degrees received, dates of degrees, weight and height of intercollegiate athletes, and most recent previous school attended.

The most common ways by which the university releases student directory information are:

- through the verifications division of the Office of the Registrar or similar offices that have access to student records. (The office is called upon to verify that a student is enrolled at the university by potential employers and credit agencies, among others.)
- through the campus-wide information system known as INFO on the Rutgers University Computer Network (RUNet), which is accessible via the Internet.

Students may request that directory information be kept confidential by obtaining a form for this purpose from their dean's office or from the registrar's office. Students should be aware that requesting confidentiality of directory information makes this information unavailable to all, including prospective employers, credit agencies, and others to whom you may want this information known or verified. Thus, it is recommended that students carefully consider whether personal privacy concerns outweigh the possible inconvenience and detriments of having directory information withheld. Subsequent to filing the request, directory information remains confidential while a student is enrolled or until a written request that this restriction be lifted is received from the student by the registrar's office. As with all confidential records, Rutgers will release a student's confidential directory information only with the student's written consent or if otherwise required by law.

The university uses a student's social security number as a student identification number. While this number is not released as directory information and its confidentiality is protected in the same manner as are other educational records as defined by FERPA, the university offers students the opportunity to acquire a substitute student number.

Students wishing to have a substitute number assigned should fill out the appropriate forms in the registrar's office. The university recommends that those receiving financial aid not acquire a substitute number because the social security number is key to student identification by state and federal financial aid agencies. Thus, it is recommended that a substitute number be obtained only if student privacy concerns outweigh the possibility of a serious disruption in financial aid.

Further information on the law and Rutgers' policy and procedures on compliance with FERPA is available from the director of compliance and student policy concerns in the Division of Student Affairs (732/932-7312).

STUDENT RESIDENCY FOR TUITION PURPOSES

A determination of residency status for the purpose of tuition assessment is made by the university based on information provided by the applicant in accordance with the procedure outlined in the policy. A copy of the policy may be secured from the registrar's office or the admissions office.

Procedure

The Initial Determination

At the time an individual initially applies for admission into any graduate or undergraduate college or division of the university, the respective admissions office determines an admitted applicant's resident status for tuition assessment.

The determination made at this time shall prevail for each term unless a change is authorized as provided hereinafter.

After the Initial Determination

The status of residency for tuition purposes of students continuing in a college or division of the university is determined by the registrar of the respective college or division. The determination made by the registrar either conforms to the initial determination of the admissions office or reflects a change as provided hereinafter.

Request for a Change of Status

Requests for a change in residency status are accepted no later than the last week of the term for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be filed by the petitioner in accordance with the time limit specified in the preceding sentence, but in no case later than four weeks from the conclusion of the term for which the residency assessment is requested. Failure to comply with this provision, unless judged otherwise by the adjudicating official, voids the petition for the term in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change relates only to the current and subsequent terms. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior term.

Appeals

Appeals from the initial determination and any determination made after a request by a student for a change in residency status are accepted no later than three months after the date of notification of any such determination.

Unresolved appeals are forwarded to either the university director of graduate admissions or to the university registrar. These officers respond to the student within thirty working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the vice president for university budgeting by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting will be final.

Students' Responsibilities

Students are responsible for providing relevant information upon which a residency determination can be made. The burden of proving his or her residency status lies solely upon the student. Moreover, it is considered the obligation of the student to seek advice when in doubt regarding eligibility for in-state tuition assessment. If the student delays or neglects to question his or her eligibility status beyond the period specified above, the student forfeits his or her right to a residency assessment to which he or she might have been deemed to be eligible had he or she filed an appeal at the appropriate time.

Penalties

If a student has obtained or seeks to obtain resident classification by deliberate concealment of facts or misrepresentation of facts or if he or she fails to come forward with notification upon becoming a nonresident, he or she is subject to disciplinary action.

RESEARCH POLICY AND RESEARCH CENTERS

Research at the university, apart from that conducted by students in connection with their academic course work, is in general intended to lead to publication in some form so that its results are available to interested persons everywhere. The university does not accept grants from or enter into contracts with governmental agencies or any other sponsors for research projects of which the results may not be made publicly accessible; all university-conducted research must be available for public scrutiny and use.

Most research projects at the university are carried on by faculty members and students within the facilities offered by their own departments, but for on-campus research that cannot be conducted in department facilities, laboratories, or the library, the university has provided a number of cooperative research centers and bureaus. A list of the university's research centers may be found in the Divisions of the University chapter.

Many members of these organizations are active in graduate instruction. Information about their programs and activities may be found in *Research at Rutgers*, a handbook and bibliography published by the Research Council, the university agency that sponsors and coordinates faculty research.

PATENT POLICY

All students are governed by the university's patent policy, which is described in a statement available in the Office of Research and Sponsored Programs and the offices of all deans and department chairpersons.

Student Services

LIBRARIES

With holdings of more than three million volumes, the Rutgers University Libraries rank among the top twenty-five research libraries nationally. Comprising twenty-five libraries, reading rooms, and collections on the university's three campuses, the library system supports a broad range and depth of instruction and faculty and student research in a wide array of disciplines.

The system's largest units are the Archibald Stevens Alexander Library on the College Avenue campus and the Library of Science and Medicine on the Busch campus, both in New Brunswick, with the former housing the principal collections of research materials in the humanities and social sciences and the latter housing the principal research collections in behavioral, biological, earth and pharmaceutical sciences, and engineering.

There is a reading room for graduate students located in the Alexander Library. In addition to study space, the Graduate Reading Room includes the graduate reserve collection, a noncirculating collection of standard works in the social sciences and humanities, locked carrels for students working on their dissertations, and computer facilities.

Other libraries in New Brunswick are the Mabel Smith Douglass and Blanche and Irving Laurie Music libraries on the Douglass College campus; the Kilmer Library on the Livingston College campus; the Mathematical Sciences, Chemistry, and Physics libraries on the Busch campus; the Art Library and the East Asian Library on the College Avenue campus; and the Chang Science Library on the Cook College campus. The specialized collections of the School of Management and Labor Relations Library are located in the Labor Education Center, Ryders Lane, New Brunswick; and those of the Center of Alcohol Studies Library are on the Busch campus. The Newark campus is served by the John Cotton Dana Library, the Institute of Jazz Studies, and the Criminal Justice Library, as well as the Justice Henry Ackerson Library of Law; the Camden campus is served by the Paul Robeson Library and the Camden Law Library. Most libraries maintain one or more reserve reading rooms.

The Rutgers University Libraries function as one system. The holdings of all units in the system are accessible via IRIS, the libraries' online catalog, which contains listings for the majority of the acquisitions since 1972 and is accessible through public terminals in each library, through telephone dial-up from outside the libraries, and through the libraries' web site at <http://www.libraries.rutgers.edu>. Each library in the system, including those located in Camden and Newark, is accessible to all members of the university community through the Rutgers Request Service and telephone reference service. In addition to the collections internal to the Rutgers libraries, members of the faculty and student body have access to other libraries through cooperative agreements that link Rutgers to the Princeton University library, the State Library in Trenton, and other research libraries in the region.

Of particular interest to faculty and graduate students is Rutgers' membership in the Research Libraries Group, a nationwide consortium that allows members of the university community access to the collections of the most distinguished research libraries in the country, including those at Yale, Berkeley, Stanford, and the New York Public Library. Through a shared database, there is access to most of the books and other materials of Research Libraries Group members that are available for interlibrary loan.

Additional services provided by the libraries include computer-assisted searches of online databases in a variety of disciplines. Members of the reference departments provide assistance in both computerized and noncomputerized reference searches. Reference librarians are available to assist with research projects, classroom instruction, or research strategies and with intra- and interlibrary loans.

The libraries make every attempt to ensure accessibility to their facilities and services by individuals with disabilities.

BLOUSTEIN SCHOOL COMPUTER LABORATORY

The Edward J. Bloustein School of Planning and Public Policy operates a state-of-the-art computer laboratory used for both instruction and research. The laboratory includes forty networked PCs and supports geographic information systems (GIS) software as well as spreadsheet, database, word processing, and statistical analysis packages. The laboratory also contains a specialized facility for GIS training and analysis with Sparc UNIX workstations and several high-powered Intergraph PC workstations as well as digitizers, plotters, CD-ROM readers, and an optical scanner.

The laboratory supports the leading GIS software packages, including ArcInfo and ArcView by ESRI and MapInfo, and houses several GIS databases ranging from statewide to city specific. Connection to the university computer network is accomplished through ten base T ethernet cable and CISCO routers, providing access to email, online library catalogs, and the World Wide Web.

The computer laboratory is used for graduate class instruction, workshops sponsored by the various centers affiliated with the school, the New Jersey State Data Center, and for professional continuing education. Research projects carried out in the laboratory include student term projects, doctoral research analysis, and applied GIS grants and contracts.

COMPUTER FACILITIES

Rutgers University Computing Services (RUCS) provides extensive centralized and decentralized computing and network services for students, faculty, and staff of all academic and administrative units of the university. In addition to the RUCS facilities, many departments and schools operate computing facilities of various types.

For instructional applications and general student use, a group of Sun computer systems collectively called "eden" is available. Any registered student can create his or her own account on these systems. These systems run the UNIX operating system and provide: electronic mail; access to the Rutgers University data communications network, RUNet;

access to the Internet; applications software such as SAS and SPSS; and programming language compilers. Machine readable data files are available for census data, social science data, and other areas.

For research applications, a second group of Sun computer systems with greater capacity is available.

Public computing facilities are located on each campus. These facilities include Apple Macintosh and DOS/Windows personal computers and X-terminals. All of the workstations in the hubs are connected to RUNet. Software is available for word-processing, spreadsheets, desktop publishing, graphics, statistical analysis, and other applications.

For further information, call 732/445-HELP or write Rutgers University Computing Services, Information Center, Room 128, Hill Center for the Mathematical Sciences, Busch Campus, Rutgers, The State University of New Jersey, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854-8045.

HOUSING

Attractive and comfortable residence facilities for graduate students are available on all five New Brunswick campuses.

Single graduate students may choose to reside in furnished residence halls located on the Douglass, College Avenue, and Livingston campuses, or in furnished apartments available on the Cook and Busch campuses. Graduate residence halls have shared bath and kitchen facilities. The graduate apartments house four students in single bedroom accommodations and offer full kitchens and bathrooms.

Graduate families are housed in one- and two-bedroom unfurnished apartment units located on the Busch campus. These units are very popular and a waiting list is maintained. Early application is recommended.

Single graduate students may select housing for a full calendar year or for the academic year. Summer housing also is available.

For additional information, call the Graduate Housing Office at 732/445-2215; email uhousing@rci.rutgers.edu; or access the Housing web site at <http://www.housing.rutgers.edu>. You also can visit the Graduate Housing Office at 581 Taylor Road on the Busch campus.

OFF-CAMPUS HOUSING SERVICE

As part of Campus Information Services, the Off-Campus Housing Service is the information and referral center for off-campus renting and housing needs at the New Brunswick campus and can be reached by calling 732/932-7766, or via email at ochs@ur.rutgers.edu. The service is located at 542 George Street, at the corner of George Street and Seminary Place on the College Avenue campus, where trained staff can offer help with just about any topic regarding off-campus housing and living. Computers are available at the office to search its rental database and receive a printout of the results. Maps, informational items, staff assistance, and a pay phone also are available. The Off-Campus Housing Service can assist students, faculty, and staff in finding information about available rentals and "for sale" properties in the area. For a modest charge, the office is able to mail or fax listing printouts to any location in the United States. The service is available year round with

hours of 8:30 A.M. to 4:30 P.M. Monday through Friday and Wednesday from 8:30 A.M. to 7:30 P.M. During off-hours, callers have the option of recording their questions and having them answered when the staff returns.

The Off-Campus Housing Service web site can be accessed via the Internet at <http://cis2.rutgers.edu/rent>. It contains a large database of available rentals, apartment complex information, landlord-tenant rights information, tips to finding housing and preventing problems, and forms for a variety of renting purposes. The Off-Campus Housing Service also conducts a free legal clinic that meets weekly throughout the year. Students and staff may make appointments in person or by phone to speak to a volunteer lawyer. These attorneys specialize in landlord-tenant matters and provide free advice on any housing-related problem or question.

DINING SERVICES

The Division of Dining Services operates and maintains six student dining facilities and eleven cash facilities. These include Brower Commons on the College Avenue campus, Busch Dining Hall and Davidson Commons on the Busch campus, Cooper and Neilson Dining Halls on the Cook/Douglass campus, and Tillett Dining Hall on the Livingston campus. Each facility offers hours to suit student dining needs.

Dining Services offers several different “block plans,” which provide convenience and flexibility to fit personal lifestyle and dining habits. Students can take advantage of “all-you-can-eat dining,” in which there is no limit on the number of meals they can enjoy each week. Students may even bring in ten guests per term.

For additional information, visit Dining Services in Records Hall on the College Avenue campus, call 732/932-8041, or go to the Dining Services web site at <http://www.rci.rutgers.edu/~rudining>.

RUTGERS UNIVERSITY HEALTH SERVICES

Rutgers University Health Services provides comprehensive ambulatory medical, outpatient, and health education services for all full-time students. Part-time students may become eligible by paying the student health service and insurance fee to the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180.

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch/Livingston Health Center, located at Hospital Road and Avenue E on the Livingston campus, is open from 8:30 A.M. to 5:00 P.M., Monday through Friday. The Hurtado Health Center, located at 11 Bishop Place on the College Avenue campus, is open seven days a week when classes are in session during the academic year (8:30 A.M. to 8:00 P.M., Monday through Friday; 10:00 A.M. through 4:00 P.M., Saturday and Sunday). The Willets Health Center, located on Suydam Street on the Douglass campus, is open from 8:30 A.M. to 5:00 P.M., Monday through Friday. The Hurtado Health Center is the only one of these clinics that operates year-round. During the summer and breaks, it is open 8:30 A.M. to 4:30 P.M., Monday through Friday.

Health centers are staffed by physicians, nurse practitioners, and registered nurses. A wide range of services is provided, including general primary care, gynecology, mental health services, alcohol and substance abuse outpatient treatment programs, health education, immunizations, allergy desensitization injections, laboratory tests, physical examinations, referrals, and X-rays. Surgical and critical medical conditions are referred to the student’s personal physician, the proper specialist, or an outside hospital for treatment.

The Department of Health Education, a part of Health Services, works to increase discussions, examine issues, and explore the underlying contexts of selected health behavior. This exploration might focus, for example, on the use of food and chemical substances to manage feelings and situations, relationships, and sexuality.

Pharmacies are located at each health center and are open during the following hours: Busch-Livingston Pharmacy, 9:30 A.M. to 5:00 P.M., Monday through Friday; Rutgers Pharmacy (Hurtado), 9:30 A.M. to 5:30 P.M., Monday through Friday, and 10:00 A.M. to 3:00 P.M., Saturday; and Willets Pharmacy, 9:00 A.M. to 5:00 P.M., Monday through Friday. During Summer Session and breaks, the Rutgers Pharmacy (Hurtado) is open 9:00 A.M. to 4:30 P.M., Monday through Friday.

Rutgers University Health Services is accredited by the Joint Commission on Accreditation of Healthcare Organizations for meeting national standards of ambulatory health care delivery.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service and insurance fee, are insured for up to \$5,000 in medical expenses brought about by illness or injury. This policy provides excess coverage over any other insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies should consider this more extensive coverage. Information and applications are available from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-8285).

Compulsory International Student Insurance Fee

All students in F or J immigration status whose visa documents are issued by Rutgers are required to have both the basic and the major medical insurance coverages. The costs for insurance are charged to such students on their term bills. All accompanying family members (spouse and children) also must be insured. Insurance coverage for spouses and children must be purchased at the Center for International Faculty and Student Services, Rutgers, The State University of New Jersey, 180 College Avenue, New Brunswick, NJ 08901-8537 (732/932-7015).

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, short-term counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programming on issues concerning sexual assault, dating violence, stalking, and peer harassment are available to the university community.

For more information or to schedule an appointment or program, call 732/932-1181, look at the department web page at [www.rutgers.edu/Sexual Assault/](http://www.rutgers.edu/Sexual_Assault/), or email the staff at sasca@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus.

COUNSELING SERVICES

Bloustein Career Development

The Office of Student Services and Academic Affairs provides career development services to students and alumni of the Edward J. Bloustein School of Planning and Public Policy's three academic departments: Department of Public Policy, Department of Urban Planning and Policy Development, and Department of Urban Studies and Community Health. The office offers individual career counseling; a résumé and cover letter review service; current job/internship postings, including various national and regional job bulletins; and an employment and internship database, as well as posting student résumés online. In addition, at various times throughout the year, group sessions are held on many of the above topics. For more information, contact the student services coordinator in the Office of the Dean.

University Career Services

The university provides a comprehensive career service for students enrolled in graduate and professional studies throughout New Brunswick. Graduate students concerned with career issues, career decisions, preparing résumés/vitae, developing interviewing skills, and conducting a job search are encouraged to take advantage of this service. Seminars, workshops, and special programs designed to meet the needs of students with advanced degrees are offered each term. Individual counseling is available by appointment.

Career libraries at three locations house resource materials to assist in the career development and job search process. These include career planning and development books, sample résumés/vitae, current job listings, employer directories, federal and state job information, company literature, testing information, and internship, fellowship, and grant information. A credentials service is available for students and alumni who wish to compile letters of recommendation for future use in applying for employment or advanced degree programs.

The Career Services Office also sponsors an on-campus recruitment program. Through this program, three hundred to four hundred employers from business, industry, and government agencies are invited each year to come to the campus to interview qualified students.

For further information concerning career services at Rutgers, students should visit one of the career offices located at 61 Nichol Avenue on the Douglass campus (732/932-9742), 46 College Avenue and 56 College Avenue (732/932-7287), both on the College Avenue campus; or the Busch Campus Center (732/445-6127).

Counseling Centers

Psychological counseling for graduate students is available through the counseling centers connected with the undergraduate colleges.

Appointments can be made by contacting the appropriate office: Cook College Counseling Center, Cook Campus Center, 732/932-9150; Douglass College Psychological Services, Federation Hall, 732/932-9070; Livingston College Counseling Center, Tillett Hall, 732/445-4140; Rutgers College Counseling Center, 17 Senior Street, 732/932-7884; and University College Office of Counseling, Miller Hall, 732/932-8074. Only the Rutgers College center is open during Summer Session.

Student can choose the service that is most convenient. Services are free for students, and strict confidentiality is maintained. All centers are primarily staffed by clinical or counseling psychologists.

Each counseling center offers individual and group psychotherapy and sees couples for marital/relationship issues. Therapy groups specifically for graduate students are available at several of the counseling centers. Most counseling is short term. Referral is available to other agencies or private practice when ongoing psychotherapy is needed or desired.

Psychological services also are available through the psychiatrists at the Rutgers Student Health Service (732/932-7827).

Peer Counseling Services

There are four telephone hotlines and/or drop-in services on campus that offer supportive and anonymous listening and talk, help with crises, and a wide range of referral information. Each is staffed primarily by undergraduate students with special training. They are open mostly on Sunday and weekday evenings, and their current hours are given on answering machines at each service. The services include: 56 Peer Counseling Service, located in Bishop House (third floor), College Avenue campus, 732/247-5555; Women's Support and Resource Center (focused on women's issues), 732/828-7273; Gatehouse Peer Counseling Hotline, Cook-Douglass campus, 732/846-0957; and the Rutgers University Lesbian/Gay Alliance Hotline (focused on issues of interest to gays and lesbians), 732/932-7886.

Services for International Faculty and Students

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015; email: ru_cifss@email.rutgers.edu; web address <http://www.rci.rutgers.edu/~cifss>) coordinates services for the university's international students, scholars, and faculty. The center provides direct support in the following areas: U.S. immigration regulations and procedures; liaison to campus

offices, community groups, and U.S. and foreign government agencies; advice on nonimmigrant status, employment, medical care, adjustment to American life, cross-cultural differences, family concerns, financial planning, and other personal matters. In addition, the center sponsors programs of interest to the international community, including a comprehensive orientation, a community-based International Friendship Program that gives students the opportunity to get to know American families, informational and cross-cultural seminars, and a variety of support programs for students and their families.

To ensure personal contact, all international students are assigned an international student adviser at the center and are encouraged to establish and maintain a close working relationship with center staff throughout their stay at Rutgers.

Nonimmigrant students in F-1 or J-1 status must register with the center upon arrival in New Brunswick and inform the center of any change in their academic program, address, or enrollment status. All questions regarding one's status as a foreign student or exchange visitor in the United States are addressed to this office.

Services for Students with Disabilities

Students with disabilities on the New Brunswick campus of Rutgers University are entitled to the same benefits of the university's educational mission, the same quality of student life, and are subject to the same academic and procedural requirements as other students. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The university's services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities may also contact the New Brunswick campus coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information. The New Brunswick campus coordinator is TDD-accessible through the Student Information and Assistance Center, located at 542 George Street (732/932-9090). Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 may be directed to the Director of Compliance and Student Policy Concerns, 3 Bartlett Street, College Avenue campus (732/932-7312).

DAY-CARE CENTERS

In New Brunswick, day care is available on the Cook, Douglass, and Livingston campuses. On the Cook campus, the Department of Nutritional Sciences runs a half-day pre-school for three- and four-year olds, which is open during the academic year only. The fee is set for the academic year with limited scholarships available based upon financial need. For information, call 732/932-8895.

On the Douglass campus, the Department of Psychology runs the Douglass Psychology Child Study Center. This center offers full-time day care for children who are one through six years of age. Hours are from 7:30 A.M. to 6:00 P.M., Monday through Friday, year round. Kindergarten is offered in two and one-half hour sessions Monday

through Friday within the day. A summer camp program for school-aged children also is offered. The fee for care is based on the number of days. Different payment plans are available, i.e., weekly, monthly, and yearly. For information call 732/932-8881.

The Rutgers-Livingston Day-Care Center on the Livingston campus is a private, nonprofit center that offers a full-time developmental program for children two years of age through kindergarten age. Hours are 7:00 A.M. to 5:30 P.M., Monday through Friday, year round. There are two fee rates: 1) set rate tuition and 2) reduced rate tuition based on family size and income. For an application form and information, call 732/445-8881.

All the day-care services are heavily used and there is frequently a waiting list. Students should contact the centers early.

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) is dedicated to providing progressive community policing services that focus on the prevention of crime through the development of university-based partnerships. The department provides police, security, and safety services and is staffed by commissioned police officers, a professional security staff, and technical employees.

The University Police Department is located at 5 Huntington Street on the College Avenue campus. The campuses are patrolled on foot, in vehicles, and on bicycles. To contact RUPD to report emergencies (police, fire, or emergency medical), dial 911; from university centrex telephones, dial 6-911. For nonemergency telephone calls to the police, dial 732/932-7211; from university centrex telephones, dial 2-7211. You also can contact the police by using any of the more than sixty light blue emergency telephone boxes on the campuses or by using the housing telephones located near dormitory entrances.

Community policing offices are located in each of the campus student centers. These offices are staffed by front-line, campus-based officers who act as community organizers, team builders, and problem solvers. They provide a communications link between the community and the police department, serve on campus bias committees, and perform proactive patrol. Security officers also patrol the campuses, serving as "eyes and ears" for the police while securing facilities and providing escort services. A student-staffed bicycle patrol has been established on the Douglass-Cook and Livingston campuses. Student safety officers provide an evening equestrian patrol on the Douglass-Cook campus and evening walking escorts on the Livingston campus. Student safety officers also control access to selected residence halls during evening hours. For more information about these programs, call 732/932-5400.

The Rutgers University Police Department's efforts help create a safer environment, but the department cannot guarantee the safety and security of individuals and their property. Individuals can reduce their vulnerability to crime by practicing common sense preventive measures such as the following:

1. Avoid isolation.
2. Maintain awareness of the persons and circumstances around you.
3. Keep doors and windows locked and do not allow strangers into your residence building.

4. Do not leave property unattended or unprotected.
5. Avoid the use of alcohol or other drugs and persons who are intoxicated.

All members of the university community are urged to immediately report any suspicious persons or activities to the university police. A cooperative effort between the police and the community can make the campuses safer places to work and learn.

Security in Civic Square Building

The Civic Square Building has a security guard on duty twenty-four hours a day. After-hours admission to the building is restricted to access-card holders.

PARKING AND TRANSPORTATION

Any vehicle using campus parking facilities must be registered and must display a valid permit at all times. Fees for students vary according to their classification. Resident student vehicles are assigned in their specific residence lot only. Commuter student vehicles are assigned to a parking zone, according to college affiliation, on a particular campus only. Maps indicating resident and commuter student lots are available from the Department of Parking and Transportation Services, 26 Mine Street, College Avenue campus.

An intercampus bus transportation service is available to all Rutgers students, faculty, and staff. This bus service provides transportation within walking distance of all major campus areas and the major public transportation centers in New Brunswick. Schedules for the campus bus service are published each fall. Van transport is available for students with permanent disabilities who are unable to use campus buses to get to and from class. Requests for this service should be made through the office of the student's dean.

For more information, call 732/932-7744, email parktran@rci.rutgers.edu, or visit the Parking and Transportation web site at <http://parktran.rutgers.edu>.

Student parking for the Civic Square building is available at the New Street parking lot, which is located a few blocks away. An access card for the lot should be obtained from the Department of Parking and Transportation Services.

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA), of which all graduate students are automatically members, sponsors a variety of social and cultural activities for graduate students and represents their interests to the university and the agencies of the state through its legislative body. The GSA provides free legal advice and it sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full-time or part-time, in any of the six New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its Council, which meets once a month. Every graduate program and department may elect one representative for every forty students enrolled; schools not organized into departments elect their representatives at large, one for every forty students enrolled. (Departments with less than forty students also are allowed one elected representative.) If you are interested

in being a department representative, check with your departmental organization or the GSA office. The GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 732/932-7995 (GSA) or 7994 (GSL).

Graduate student lounges, located in the Rutgers Student Center, Busch Campus Center, and Douglass College Center, are primarily for the use of graduate students and for the functions sponsored by and for graduate students. These provide a comfortable atmosphere for socializing, lounging, and studying.

STUDENTS AND SCHOOL GOVERNANCE

The Edward J. Bloustein School provides students with a variety of opportunities to participate in governance through membership on committees and in the University Senate and through attendance at faculty meetings.

Student Advisory Committee

The Rutgers Association of Planning and Policy Students (RAPPS), consisting of elected representatives from each of the school's graduate programs, has several important functions, all related to improving the quality of student life. It surveys the student body and advises the dean on matters of student concern; it supports and promotes the scholarly and professional activities of students; and it sponsors social events. It also appoints the school's representative to the University Senate.

PAUL ROBESON CULTURAL CENTER

The Paul Robeson Cultural Center, established in 1969, serves to document, preserve, and present the contributions of African peoples to world civilizations, with particular reference to the artistic, scientific, social, and political contributions of people of color in the Americas and New Jersey. The center provides leadership, vision, and support for the more than 40,000 people each year, including more than 5,000 black students at Rutgers, through cultural programs and educational opportunities that broaden their understanding and appreciation of the American diaspora. Further, the center works closely with the tiers of communities served by Rutgers in local, state, national, and international spheres.

The center is open Monday through Thursday 8:30 A.M. to midnight; Friday, 8:30 A.M. to 9:00 P.M.; Saturday noon to 8:00 P.M.; and Sunday 1:00 P.M. to 9:00 P.M. The center is located on Bartholomew Road, Busch campus, adjacent to the Busch Campus Center. For more information, call 732/445-3545.

CENTER FOR LATINO ARTS AND CULTURE

Opened in April 1992, the center's primary mission is to research, promote, document, and interpret Latino culture. The center identifies scholars, artists, and experts who help develop interdisciplinary programs that define and examine Latino culture, history, literature, and the arts. These

programs, as well as special projects, are designed to foster academic excellence and advance the appreciation, growth, and well-being of the Latino cultural community.

The center builds a broader understanding of Latinos and their culture through conferences, exhibitions, lectures, theater productions, symposia, workshops, artists' forums, concerts, academic seminars, publications, and collaborative projects with community organizations outside the university.

Located at 122 College Avenue, the center is open weekdays from 9:00 A.M. to 5:00 P.M. For special events, the center also is open on weeknights and weekends. Please call 732/932-1263, 1494 for further information.

OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS

The Office of Diverse Community Affairs and Lesbian-Gay Concerns, established in the spring of 1992 as a resource for the campus community, provides coordination, assistance, information, educational activities, and public programs to staff, faculty, and students in the areas of lesbian-gay-bisexual-transgender awareness, the concerns of students with disabilities, and bias awareness, prevention, and intervention.

Undergraduate and graduate students interested in becoming involved in lesbian-gay-bisexual-transgender issues and programs, students with disabilities who wish to identify resources, and students who have experienced, witnessed, or are concerned about bias and intolerance on the basis of race, ethnicity, language, color, national origin, religion, sexual orientation, gender, and/or physical ability may contact the director of the office, Cheryl Clarke, at 115 College Avenue, Bishop House, Room 105, College Avenue campus (732/932-1711) for assistance, advisement, counseling, and referral. Faculty, staff, and student groups who wish to obtain technical assistance, staff development, or in-service training in these areas also may contact the director.

The office is TDD-accessible by calling 732/932-8670.

ACTIVITIES

Athletic Facilities

The athletic facilities at Rutgers include several gymnasiums, swimming pools, tennis courts, and baseball fields, and an eighteen-hole golf course. A fee is charged for the use of the golf course; graduate students are otherwise entitled to make use of these facilities without charge. Several of the athletic clubs in the undergraduate colleges—bowling, judo, lacrosse, rugby, skiing, and others—also are open to graduate students.

Athletic Ticket Policies

Tickets to intercollegiate football and basketball games are available at a special rate. All ticket information is available at the ticket office located in the Louis Brown Athletic Center.

Concerts, Dramatic Productions, and Lectures

Several series of concerts by world-famous musicians, bands, dancers, and musical organizations are presented on campus each year by the Office of University Arts Services, the departments of music and dance of the Mason Gross School of the Arts (MGSA), the New Brunswick Programming Committee, the student center programming boards, and the concert organizations of the different campuses. Many events are free.

The Department of Theater Arts of the Mason Gross School of the Arts presents fifteen to eighteen productions a year at the Rutgers Arts Center on the Douglass campus. The Cabaret Theater Society and the College Avenue Players are student organizations that provide students who are not in the professional MGSA program with the opportunity to express their theatrical talents and to broaden their acting experience.

Numerous lectures are presented regularly by academic departments, lecture series groups, and other organizations. Several concert series, movie series, and numerous lectures are sponsored at the university throughout the year.

In addition, the Bloustein School sponsors several endowed lectures each year, as well as numerous special conferences and presentations on planning and policy topics.

ALUMNI

Alumni Relations

The university seeks the support of its alumni and, in return, offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering over 290,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling its educational goals. Second, the department encourages alumni to continue their college friendships after graduation through social, educational, and reunion activities.

The Department of Alumni Relations provides guidance and administrative services to each of the college associations, as well as to a network of regional alumni clubs throughout the country.

The university publishes an award-winning magazine for alumni and friends of the university.

The department's New Brunswick office is located at Winants Hall, Rutgers, The State University of New Jersey, 7 College Avenue, New Brunswick, NJ 08901-1262 (732/932-7061).

Bloustein School Alumni Association

All undergraduate colleges and most graduate and professional schools have their own alumni associations that sponsor programs based on the interests of the alumni of that college. The Bloustein School Alumni Association (BSAA) works to forge an alumni network and meets throughout the year. Active membership is maintained through payment of regular alumni dues. The BSAA is represented in the Rutgers University Alumni Federation, which sponsors university-wide programs, such as homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance.

Rutgers University Foundation

The Rutgers University Foundation was incorporated in 1973 as a semiautonomous division of the university responsible for soliciting funds from private sources.

With a full professional staff and a national network of volunteers who sit on advisory committees and assist in the solicitation of funds, the foundation has steadily—indeed, dramatically—increased the amount of annual private support for Rutgers, private support that provides funding for more than 1,500 university programs that encompass every division of the university and every campus.

In the process of developing new ways to finance programs at Rutgers from nonpublic sources, the foundation has garnered national recognition and awards for its fund-raising and communications. The professional staff includes experts in corporate and foundation relations, an area that accounts for more than half of the private monies received by the university. It also includes specialists in deferred and planned giving, in fund-raising for athletics, in soliciting annual gifts, in obtaining major and special gifts, and in managing campaigns to fund capital needs.

In 1984, the foundation undertook the most ambitious fund-raising endeavor in the university's history, the \$125 million Campaign for Rutgers. Using advanced fund-raising methods to identify new philanthropic sources for

Rutgers, the foundation structured the campaign to raise funds for areas that have direct bearing on the quality of education and research at the university. Campaign funds were earmarked to support distinguished professorships, to underwrite new program development and departmental research, to allow for renovation of campus facilities, to endow scholarships and fellowships, and to establish a pool of "opportunity resources" for all university divisions. In 1990, the campaign concluded 34 percent over goal and in the process increased annual contributions to the university from \$9 million to \$27 million.

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: the 75th Anniversary Fund for Douglass College, the 25th Anniversary Campaign for the Jane Voorhees Zimmerli Art Museum, the Campaign for Undergraduate Biological Sciences, the Campaign for Rutgers Stadium and Women's Athletic Scholarships, the Alexander Library Campaign, and the university-wide Campaign for Community, Diversity, and Educational Excellence.

Further information about the foundation may be obtained from the Rutgers University Foundation, Winants Hall, Rutgers, The State University of New Jersey, 7 College Avenue, New Brunswick, NJ 08901-1261 (732/932-7777).

DEPARTMENT OF PUBLIC POLICY

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About the Program

The Department of Public Policy offers two degrees through the Edward J. Bloustein School of Planning and Public Policy. The Master of Public Affairs and Politics (M.P.A.P.) is a 30-credit degree. (The M.P.A.P. was formerly the M.S. degree in Public Policy offered by the Graduate School–New Brunswick in conjunction with the Eagleton Institute of Politics.) A joint M.P.A.P./Juris Doctor (J.D.) degree also is offered in conjunction with the School of Law–Camden. A proposed joint M.P.A.P./Master of Business Administration (M.B.A.) degree is pending and would be offered in conjunction with the Graduate School of Management. Before moving to the Bloustein School, the M.P.A.P. program had been in place since 1958 under the direction of the Eagleton Institute of Politics. It has a strong record of attracting excellent students; placing its graduates in professional positions in the field of public affairs, including government, nonprofits, and the private sector; and is designed to meet the need for highly trained policy specialists.

The department also offers a Master of Public Policy (M.P.P.) degree, a 45-credit degree offering advanced methods training, an applied field experience, and specialization in a substantive policy area. The first M.P.P. class graduated in 1999. The M.P.P. also is open to superior Rutgers students enrolled in one of the Rutgers–New Brunswick undergraduate colleges in a special five-year B.A. or B.S./M.P.P. program. The first graduates of this program are expected in 2001.

The master's degree programs in public policy are designed to prepare students for careers in government, politics, and public affairs. Both programs require course work in the public policy process, quantitative research methods, and economic analysis. A distinctive feature of these programs is their emphasis on political institutions and the role of politics in the making and implementing of public policy.

In addition to a strong permanent faculty, the department engages several high-ranking or former high-level government officials and practitioners to teach classes. A number of faculty members in the department also hold positions with applied research centers, such as the John J. Heldrich Center for Workforce Development, the Center for State Health Policy, the Center for Government Services, and the Eagleton Institute of Politics.

Programs in Public Policy

MASTER OF PUBLIC POLICY

The Master of Public Policy (M.P.P.) degree is a two-year program designed to fill the need for highly trained individuals to work on complex public policy problems. The degree consists of 45 credits, usually fifteen courses, for its successful completion. A required core, which consists of course work, an applied field experience or internship, and a policy research seminar, accounts for 30 credits. An M.P.P. student would complete the remaining 15 credits with electives. As part of the elective selections, an M.P.P. student must choose 9 credits, or three courses, from an approved specialization, such as environmental, health, employment, political processes, or education policy. The M.P.P. is normally a two-year degree program for full-time students.

MASTER OF PUBLIC AFFAIRS AND POLITICS (M.P.A.P.)

Formerly the “Eagleton” program, the objective of the graduate program in public policy is to prepare students for careers in government, politics, and public affairs within the public, nonprofit, or private sector. The program emphasizes political institutions in the making and implementation of public policy.

The M.P.A.P. is a 30-credit program. Normally students have some relevant work experience prior to enrollment. Students are expected to complete five required courses worth 15 credits in the following areas: policy formulation and implementation, quantitative methods, state and local public finance or microeconomics, policy analysis and evaluation, and a research practicum. The remaining 15 credits consist of five elective courses of the student's choosing.

Students may complete the M.P.A.P. program on either a full-time or part-time basis. With permission from the department chair, individuals may enroll in up to 12 credits of work as nondegree students before formally applying to the program.

M.P.A.P./J.D. DUAL-DEGREE PROGRAM

Rutgers' School of Law–Camden and the Department of Public Policy offer a dual-degree program for students interested in law and politics. The three and one-half year program leads to a Juris Doctor degree and a Master of Public Affairs and Politics. Students spend one year in New Brunswick studying public policy and politics and two and one-half years in Camden studying law. Students may begin the program either in public policy or in law. To be accepted into the joint degree program, students must apply to and be admitted separately by the School of Law–Camden and by the graduate program in public policy.

M.P.A.P./M.B.A. DUAL-DEGREE PROGRAM

Approval is pending for a proposed dual-degree program leading to a Master of Public Affairs and Politics and a Master of Business Administration. The program would be offered by the Bloustein School and the Graduate School of Management.

B.A. OR B.S./M.P.P. DUAL-DEGREE PROGRAM

The Department of Public Policy, in cooperation with Rutgers–New Brunswick undergraduate colleges, has created a special program that enables students to earn a Bachelor of Arts or Science degree and a Master of Public Policy in five years rather than the normal six years. Students apply for admission to the joint program in the spring term of their junior year. If admitted, during their senior year, students must complete all undergraduate requirements to receive their bachelor's degree and take up to six graduate courses in the public policy department. In the summer, after the fourth year, students are enrolled in the Edward J. Bloustein School of Planning and Public Policy and participate in an internship at a public agency, private nonprofit, or private firm on public issues, for which they receive 6 graduate credits. The following fall, students enter as full-time graduate students in the Department of Public Policy and receive their Master of Public Policy degree in May.

Course Listing

34:833:511. POLITICS AND POLICY ON THE WORLD WIDE WEB (1.5)

Provides instruction on the creation of WWW pages, the conduct of policy research and advocacy on the net, and the reciprocal relations between policy and new communications technology.

34:833:520. LEGISLATIVE POLICYMAKING (3)

Exploration of legislatures as political institutions responsible for policymaking in the American states. Consideration of the role of legislators, lobbyists, governors, and the media.

34:833:521. MASS MEDIA, PUBLIC OPINION, AND PUBLIC POLICY (3)

Role and impact of the mass media, the nature and expression of public opinion, and how these feed into the development and implementation of public policy in the American political system.

34:833:522. PUBLIC POLICY ADVOCACY (3)

Role and process of organized advocacy by private interests in the formation and implementation of public policy. Strategies and methods used to influence the policy process.

34:833:523. NEW JERSEY POLITICS AND POLICY (3)

Influence of the political process on public policy. Comparisons with other states.

34:833:525. DECISION MAKING FOR PUBLIC POLICY (3)

Changes in policymaking over the last several decades. Examples include the environment, welfare reform, law enforcement, and health care. The budget as a policymaking "engine" at both the federal and state levels.

34:833:526. LABOR POLICY (3)

Examination of labor markets and policies. Topics include wage inequality, discrimination, unions, and employment and training programs.

34:833:533. RESEARCH DESIGN AND DATA ANALYSIS FOR PUBLIC POLICY (3)

Scientific method of study, the processes of conceptualization and measurement, and "experimental design," or how social programs are structured so they may be effectively studied.

34:833:534. ADVANCED DATA ANALYSIS FOR PUBLIC POLICY (3)

Prerequisites: 34:833:533 or a basic social science statistics course and instructor's consent.

Mastery of statistical techniques employed to analyze public policy programs and problems, including simple and general linear regression modeling, use of intercept-dummy variables and interaction variables, linear probability model and the probit model of discrete choice, and simultaneous equation models.

34:833:537. SURVEY RESEARCH (3)

How to conduct, analyze, and evaluate surveys. Topics covered include: problem formation, sample design and selection, questionnaire wording and layout, modes of survey administration, field procedures, data reduction, and data analysis.

34:833:540. STATE AND LOCAL PUBLIC FINANCE (3)

Theory and practice of state-local public finance; link between regional economy and subnational governments; fiscal federalism; major state-local spending programs; revenues, including property, sales, and income taxes and gambling; intergovernmental grants.

34:833:541. ISSUES IN STATE AND LOCAL FISCAL POLICY (3)

Contemporary state-local policy areas, such as revenue forecasting and the budget process, privatization of public services, education finance, health care/medicaid, welfare reform, and economic development. Relevant economic research and alternative policy options.

34:833:543. ECONOMICS AND PUBLIC POLICY (3)

Basic microeconomic analysis with applications to current policy issues. Models of consumer and firm behavior applied to issues such as assistance programs for low-income individuals, tax incentives for firms and workers, and environmental regulation. Public goods, externalities, and the role of government in economic markets.

**34:833:550. EDUCATION POLICY AND POLICYMAKING:
THE FEDERAL AND STATE LEVELS (3)**

Development, implementation, and effects of federal and state education policy; key policy issues as cases for the exploration of political, policy design, and implementation issues.

34:833:551. ISSUES IN EDUCATION FINANCE (3)

Legal, political, economic, and equity issues in public school finance. Topics include sources of revenue, school finance formulas, the allocation of education resources, the equity and adequacy of school finance systems, school finance litigation, and the politics of school finance reform.

34:833:570. THE ROLE OF EXPERTS IN THE POLICY PROCESS (3)

Interrelations of technical expertise with policymaking in various institutional settings. Case studies in environmental, health, economic, and science and technology policy.

34:833:571. PUBLIC MANAGEMENT (3)

Fundamental tasks and responsibilities of management in the public sector, with an emphasis on the external and internal environments in which managers implement public policy.

34:833:572. NEGOTIATION AND PUBLIC POLICY (3)

Nonadversarial concepts and techniques of conflict resolution—negotiation, mediation, consensus-building dialogues—considered in public contexts, from courts, prisons, and schools to other institutional and noninstitutional settings. Issues include controversial subjects such as siting resource recovery plants, implementing economic redevelopment plans, enacting environmental protection measures, and devising grievance mechanisms.

34:833:573. CAMPAIGNS AND PUBLIC POLICY (3)

Overview of modern political campaigning. The campaign as a process occurring within a political context.

34:833:576. URBAN POLICY FORMULATION (3)

The origins and evolution of federal and state programs designed to assist cities with growth, development, and redevelopment. Focus on programs in housing, community development, infrastructure provision, and growth management. The role of planning in maximizing the benefits of federal and state assistance efforts.

34:833:577. URBAN POLICY (3)

The origins and evolutions of U.S. federal, state, and local governments to preserve and/or enhance the viability of urban places. Case study analysis of selected cities. Examination of alternative revitalization policies.

34:833:592. PUBLIC POLICY FORMATION (3)

Formulation and implementation of public policy, with emphasis on federal policymaking, models for policy choice, and inter-governmental policy problems. Analysis of the formulation and implementation of a governmental program.

34:833:593. POLICY ANALYSIS AND EVALUATION (3)

Strategies and methods of public policy analysis and evaluation: developing a research strategy, choosing measures, analyzing data, and communicating results.

34:833:634. POLICY RESEARCH SEMINAR (3)

Participation in a directed research project that applies analytical techniques of policy analysis and evaluation or survey research to public policy problems.

34:833:670. INDEPENDENT STUDY IN PUBLIC POLICY (3)

34:833:671. INTERNSHIP IN PUBLIC POLICY (3)

34:833:672. APPLIED FIELD EXPERIENCE (6)

Designed specifically for and required of students enrolled in the two-year (M.P.P.) degree program; allows students to gain practical experience in a public policy setting and relate it to an academic perspective. Students work in a professional setting for approximately twenty hours per week for fourteen weeks and write a paper synthesizing their experience within an academic framework under the regular supervision of the faculty member in charge.

34:833:680. SEMINAR IN PUBLIC POLICY (3)

Selected problems in American public policy. Topics include: environmental policy; education policy; politics and policy on the World Wide Web; and race, politics, and the news media.

DEPARTMENT OF URBAN PLANNING AND POLICY DEVELOPMENT

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Departmental Background and Philosophy

Founded in its present form in 1967, the department's graduate program educates innovative people who wish to combine social concerns with analytic skills. This preparation spans many functional outlets in the field and relates to traditional as well as emerging roles for professional planners. While planners are likely to work on a wide range of problems, they also are likely to emphasize a particular issue in building individual careers, concentrating their professional expertise. For this reason the trained planner is often called "a generalist with a specialty." That phrase is more than just a cliché. It indicates a useful curriculum format and assures a productive application of faculty disciplines and other program resources. It defines the approach to graduate study in urban planning and policy development here at Rutgers.

Diverse disciplines—reflected in the backgrounds of incoming students, in the positions filled by graduates, and in the academic and professional pursuits of the faculty—exemplify the flexibility of the Graduate Program in Urban Planning and Policy Development at Rutgers. This intentional diversity sets the direction of our programs: to seek a variety of approaches in exploring the dimensions of urban and regional questions and in preparing responses to those questions. The programs enable its graduates to competently respond to socioeconomic problems and political opportunities as well as with the physical and natural concerns of traditional planning.

Faculty members in the graduate programs hold doctorates in a range of fields: over one-half hold doctorates in planning, while the others have advanced degrees in law, geography, political science, business administration, economics, education, and urban design. In addition, courses are taught by adjunct faculty who are practicing professionals in planning or related fields and by members of the research faculty of the university's Center for Urban Policy Research.

Programs in Urban Planning and Policy Development

The Department of Urban Planning and Policy Development offers courses of study leading to the professional degree of Master of City and Regional Planning (M.C.R.P.) and the scholarly degrees of Master of City and Regional Studies (M.C.R.S.) and Doctor of Philosophy in urban planning and policy development. The M.C.R.P. and M.C.R.S. degrees are conferred by the Edward J. Bloustein School of Planning and Public Policy and the Ph.D. degree is conferred by the Graduate School—New Brunswick. A joint degree program leading to the M.C.R.P. and Juris Doctor degrees and a dual M.C.R.P./M.S. degree program in agricultural economics also are available.

MASTER OF CITY AND REGIONAL PLANNING DEGREE

The Master of City and Regional Planning (M.C.R.P.) degree is generally recognized as the professional degree in the field. The M.C.R.P. program prepares students for practice in planning as well as policy and program development through a curriculum that is designed to develop in the student an understanding of the linkages between the social, economic, and political factors of urban society and the physical and environmental framework of regions and communities.

The program requires two years of full-time course work, with a total of 48 credits being earned during that time. Reflecting the school's philosophy of providing an interdisciplinary approach for each student, a minimum of 27 elective credits is included in the 48 credit total.

<i>Required Course of Study</i>	<i>Credits</i>
34:970:501 Development and Theory of Urban Planning	3
34:970:509 Urban Economy and Spatial Patterns	3
34:970:510 Graduate Planning Studio	6
34:970:515 or 516 Methods of Planning Analysis I or II	3 *
34:970:517 Survey of Planning Law Principles	3
Elective Courses	30
Total credits for the M.C.R.P.	48

Students may be excused from a required course if they demonstrate equivalent mastery of the subject matter. Application for waiver should be made to the faculty member in charge of the required course on the Waiver of Course Requirement Form available from the graduate secretary. Applicants for a waiver of studio courses should contact the graduate program director. When waivers are granted, the student then must substitute other courses to fulfill the 48-credit requirement for the M.C.R.P. degree or the 30-credit requirement for the M.C.R.S. degree. All electives are selected with the approval of a faculty adviser. A maximum of 12 graduate credits earned outside the department may be applied toward the M.C.R.P., subject to approval by the graduate faculty.

Undergraduate courses may be taken for graduate credit while a student is matriculated in the M.C.R.P. or M.C.R.S. program. They generally are taken when no comparable graduate courses are

* One introductory methods course, either 34:970:515 or 516, plus one other quantitative course, which may be 34:970:515, 516, 527, 591, 612, or 644, is required.

available within the Rutgers University system. In general, no more than 6 hours of undergraduate course credit taken while the student is in the graduate program may be applied to the graduate degree. Undergraduate courses to be taken for graduate credit must be reviewed and approved by the student's faculty adviser before the course is taken. Also, when registering, the student must insert a G prefix before the course number in order to receive graduate credit. Students who have taken an undergraduate course without the G prefix will find that the transcript indicates that the course does not count toward their graduate degree.

MASTER OF CITY AND REGIONAL STUDIES

The Master of City and Regional Studies (M.C.R.S.) degree is offered by the Department of Urban Planning and Policy Development and administered by the Bloustein School. This degree normally is earned by holders of advanced degrees in other disciplines who wish to develop special auxiliary knowledge in planning. Requirements and standards for admission are otherwise comparable to the M.C.R.P. The 30 credits required for this degree include the core required courses for the M.C.R.P. except for the studios. All M.C.R.S. candidates are required to take and pass an extensive comprehensive examination.

Master of City and Regional Studies Option in International Development Planning

The one-year option in international development planning leads to the M.C.R.S. degree. It is designed to meet the needs of practicing professionals with extensive experience in international development. The curriculum consists of a core of four courses in development theory and planning methods and an opportunity to specialize in either gender issues in development and planning or regional development and developing countries. The 30-credit curriculum is capped by an oral or written comprehensive examination. Students are accepted once per year, in the fall term.

The gender issues in the development and planning concentration provide a critique of conventional development policies and encourages students to question underlying assumptions as well as to examine the differing impact of specific policies on women and men. Students gain the analytic and technical skills to reappraise policy concepts and to construct viable alternatives to them. Additional resources for the program come from women's studies, which covers a broad range of subjects from anthropology to zoology, and from the unique women's research centers at Rutgers. For example, students can draw upon the information base and work with the Center for Women's Global Leadership, the Center for the American Woman and Politics, or the Institute for Research on Women.

National and regional contexts delineate study in the concentration in regional development and developing countries, whether comparing issues and approaches in developed and developing countries or analyzing the development and evolution of regions and urban settlement systems in developing countries. Alternative strategies for regional and national development also are evaluated, including problems and processes of modernization and urbanization, spatial development, growth centers and new towns, metropolitan and regional planning, and comparative national urban development and regional policies.

Certificate Programs

Transportation Studies Certificate

The Bloustein School, in partnership with Rutgers' School of Engineering, offers a cross-disciplinary program leading to the graduate certificate in transportation studies. The certificate is open to matriculated graduate students in the two graduate programs at the Bloustein School (urban planning and policy development and public policy) and in the Department of Civil and Environmental Engineering. The certificate is offered with two concentrations:

technology and design and policy and planning. The technology and design concentration focuses on analysis and design issues and is directed at students with an interest in transportation and traffic engineering and facility design. The policy and planning concentration focuses on the policy and planning process and is directed at students with these interests. In general, the student enrolls in one of the programs at the master's level and, upon graduating, receives a transportation studies certificate signifying completion of the program at the same time the student receives his or her master's degree. Under some circumstances, doctoral students may be admitted to the certificate program.

Geospatial Information Science Certificate

A certificate program in geospatial information science currently is under consideration. The proposed certificate program would be offered by a faculty drawn from the Bloustein School, the Department of Geography, and Cook College. The certificate program would be designed to provide an in-depth, interdisciplinary examination of the emerging discipline of geospatial information as an arena of scientific inquiry and the societal/environmental implications of Geographic Information Systems technology.

M.C.R.S./M.B.A. DUAL-DEGREE PROGRAM

Approval is pending for a proposed dual-degree program leading to a Master of City and Regional Studies and a Master of Business Administration. The program would be offered by the Bloustein School and the Graduate School of Management.

DOCTOR OF PHILOSOPHY DEGREE

The Doctor of Philosophy, offered through the Graduate School–New Brunswick, is an advanced scholarly degree appropriate for students seeking a career in university teaching and research, advanced policy research in the public sector, and more basic research in the private sector. The number of persons admitted will depend on the number of applicants who display a high level of performance and on the faculty's judgment concerning its capacity to provide sufficient supervision. It is the intent of the faculty to admit to the program only those exceptional students who can be expected to complete successfully that program; admission, however, is not *per se* a guarantee of success. There is no requirement of full-time residency for doctoral students and no language requirement, except at the discretion of the faculty.

Only applicants who already have completed a master's degree or the equivalent may apply directly for admission into the doctoral program. Those applicants who have not completed an advanced degree may apply for admission into the doctoral program after satisfactory completion of at least 24 course credits in the planning program. Until such time as they are admitted into the doctoral program, they should consider themselves enrolled only for the master's degree and plan their program accordingly.

Applicants to the Ph.D. program must provide evidence of their research abilities and a full résumé in addition to the normal application requirements. Evaluation of applicants will be performed by those faculty members on the Committee on Doctoral Programs (CDP).

Graduate courses completed at other institutions, comprising a part of the program in their field of concentration, may be accepted for credit toward the doctorate, subject to conditions outlined in the Graduate School–New Brunswick bulletin and to the judgment of the CDP. Such credits (up to half of those taken but no more than 24) may be transferred. The maximum 24 transferable credits normally would not include studio-type courses, independent or directed studies, or master's thesis research. No more than 12 credits of advanced undergraduate courses may be offered toward the degree.

During the course of study for the doctoral degree, the student works closely with a faculty adviser selected by the student, takes at least 9 credits of planning theory (including 16:970:624 Planning and Social Theory) and 9 credits of methods of analysis beyond the M.C.R.P. requirement (including 16:970:626 Advanced Planning Analysis), and meets frequently with the CDP which evaluates the student's progress.

In developing a coherent program of study, the student faces the long-range objective of preparing for a career in teaching and research as well as the more immediate task of passing the doctoral qualifying examination, thus being admitted to candidacy for the degree. The examination, normally offered each September, January, and May, includes written and oral components. It is conducted by four members of the graduate faculty and consists of the following fields:

1. Theory of Planning and Policymaking (required).
2. Methods of Analysis (required). The methods of analysis examination encompasses three areas: research design and statistical methods, planning methods and models, and methodology in the field of specialization.
3. A special field within planning, such as housing, transportation, urban and regional planning, social policy, comparative planning, regional development and developing nations, or one other field worked out between the student and the CDP.
4. Related field. Substantive knowledge and broad understanding of the theory and methods of an allied discipline, such as an urban planning field (other than the major field), economics, geography, political science, computer sciences, sociology, statistics, civil engineering, anthropology, or other relevant fields.

Within three months of completion of the qualifying examination, the student submits a dissertation proposal to the CDP for approval and begins research under the supervision of an adviser and a faculty committee. When the doctoral dissertation has been completed, there is an oral examination on the thesis. The student also is required to present a colloquium on the research. The Doctor of Philosophy degree is awarded upon completion of a thesis demonstrating the ability to conduct independent research of a high scholarly quality on a topic of significance and upon the passing of the final oral examination.

M.C.R.P./J.D. DUAL-DEGREE PROGRAM

A four-year course of study, this program leads to the Master of City and Regional Planning and Juris Doctor degrees offered by the department and the schools of law at the Newark and Camden campuses of Rutgers. Two-and-a-half years are spent at the law school and one-and-a-half in the planning program. Students are accepted independently for both graduate professional programs after separate application to each.

DUAL PLANNING DEGREE AND M.S. IN AGRICULTURAL ECONOMICS PROGRAMS

The dual-degree programs lead to either a Master of City and Regional Planning or a Master of City and Regional Studies degree in urban planning and policy development and a Master of Science degree in agricultural economics. Students are accepted independently for each graduate program after separate application. Students must meet the degree requirements of each program; however, with proper course selection, 9 credits of course work from each program may be applied to the other degree, thus reducing by one and one-half terms the length of time required to obtain the two degrees.

ACADEMIC STANDING

Master of City and Regional Planning

The Master of City and Regional Planning (M.C.R.P.) degree is offered by the Department of Urban Planning and Public Policy. The department is committed to an excellent education for all students. Occasionally, however, a student will have academic difficulties. The Committee on Academic Standing and Financial Aid (CASFA), comprised of department faculty in conjunction with the graduate program director, administers student probation and recommendations for dismissal, based on the criteria discussed below.

Grade-Point Average Requirement

A student must maintain an overall grade-point average of 3.0 and a grade-point average of 3.0 in the required courses in order to graduate with an M.C.R.P. degree ($A=4.0$ and $F=0$). If, at the end of a term, the grade-point average is below 3.0, according to either criterion, the student will have one term to improve the average to 3.0 or greater. During this term, the student will be on probation. At the end of the probation term, if the student has not achieved a grade-point average of 3.0 overall and in the required courses, the CASFA, in conjunction with the graduate program director, will recommend dismissal to the dean.

Additionally, the Bloustein School requires that no more than 9 credits of C or C+ grades may be used in meeting the requirements of the degree. In calculating the grade-point average, all courses taken while a matriculated student in the M.C.R.P. degree program will be counted. Courses taken as a nonmatriculated student that are to be counted for the degree also will be included in the grade-point average.

Master of City and Regional Studies

The Master of City and Regional Studies (M.C.R.S.) degree is offered by the Department of Urban Planning and Policy Development and administered by the Bloustein School. Those who hold advanced degrees in other disciplines who wish to develop special auxiliary knowledge in planning normally earn this degree. Requirements and standards for admission are otherwise comparable to the M.C.R.P. The 30 credits required for this degree include the required core courses for the M.C.R.P. degree, except for the studios. All M.C.R.S. candidates are required to take and pass an extensive comprehensive examination.

Grade-Point Average Requirement

The minimum grade-point average for graduation is 3.0. Additionally, the Bloustein School requires that no more than 9 credits of C or C+ grades may be used in meeting the requirements of the degree. Other requirements are similar to the M.C.R.P. degree.

Comprehensive Examination

The M.C.R.S. degree requires a comprehensive examination used to assess the knowledge of the student with regard to basic concepts and methods used by urban planners. The examination may be written or oral and is supervised by two members of the graduate urban planning faculty. The oral exam lasts approximately one hour. While the primary focus is on basic planning concepts and methods, the exact content of the examination is determined by the two faculty examiners. A written examination can take the form of one or two longer essays or a series of short questions. This examination is to be closed book and taken in a departmental office or classroom. The M.C.R.S. comprehensive examination is to be scheduled for the last term in which the student will be in residence in the department. The Master of City and Regional Studies Comprehensive Examination Form, outlining the process, is available in the departmental office.

Doctor of Philosophy Degree

The Ph.D. in Urban Planning and Policy Development is administered by the Graduate School–New Brunswick. Detailed departmental guidelines and requirements are outlined in a separate document (Requirements for the Doctoral Program), which is available in the departmental office.

Concentrations, Studios, and Internships

CONCENTRATIONS

Five issue-oriented concentrations, or specialties, reflect the strengths of the faculty in the Department of Urban Planning and Policy Development. These concentrations include the core of general courses, but go beyond that broad foundation of skills, awareness, and understanding to explore more deeply the scope of specific planning issues. They allow more detailed examinations of the dimensions, questions, conflicts, and impacts addressed by the professional as well as by the researcher. They encourage recognition of common elements that resonate between and among various problems, policies, and programs.

The department offers five areas of concentration that allow students to specialize in one or more fields of planning, in addition to taking the required core courses. These concentrations are intended to help students develop a program of study that will help them fulfill their individual career goals. Courses in each concentration are grouped into “recommended” and “relevant” categories. The department recommends that any student who wants to specialize in a particular area take three of the recommended courses. Additional courses taken in that area will depend upon the student’s particular interest and can be selected, with the help of advisers, from among the listed recommended and relevant courses or from other courses recommended by area advisers.

These concentrations cover areas of substantial strength within the department. There also are other feasible concentrations, such as Information Technology. Students who want to blend two concentrations to design their own programs can do so and should speak with their faculty adviser and the area advisers.

Following are the areas of concentration: Environmental and Physical Planning, Housing and Real Estate, Regional Development and Developing Nations, Transportation Policy and Planning, and Urban and Community Development.

All recommended courses for these concentrations are offered through the department and other units of the Edward J. Bloustein School of Planning and Public Policy. Additional relevant courses are offered within the university, in the Departments of Landscape Architecture, Agricultural Economics and Marketing, Ecology, Environmental Science, and Geography, among others. Courses also may be found at Princeton University and New Jersey Institute of Technology.

Environmental and Physical Planning

Faculty Advisers

Urban Planning: Clinton Andrews, Salah El-Shaks, Anton Nelessen

Work in these areas investigates the nature, extent, and value of land use and development planning and of controls over land, including what controls mean for population growth or distribution, for the environmental quality of a region, for protecting ecological systems, for developing community structure, and for public and private development decisions. Beyond the legal and technological mechanisms for equitable and efficient planning and regulation, other areas of inquiry include evaluating land for commitment to various types of development and redevelopment; devising land-use decision formulas that can best harmonize competing social, economic, environmental, and energy demands; developing regulations and procedures that enhance the design of buildings and

spaces; and constructing urban patterns that offer the best option, given the characteristics of the land. Study in these areas also includes the three- and four-dimensional relationships between buildings, infrastructure, and landscape and between the human scale and the natural environment.

All recommended courses are offered through the Bloustein School. Additional relevant courses are offered in the Departments of Public Health, Landscape Architecture, Agricultural Economics and Marketing, Ecology, and Environmental Science, among others. With prior permission and arrangements for additional work, students also may take related undergraduate courses.

Recommended Courses

34:970:508	Elements of Physical Planning
34:970:523	Legal Aspects of Environmental Planning
34:970:525	Property Theory and Policy
34:970:527	Advanced Multivariate Methods
34:970:541	Planning for New Communities
34:970:591	Computer Applications in Urban Planning and Development
34:970:601	Workshop in Urban Design
34:970:602	Zoning for Communities of Place
34:970:604	Land Development Practice
34:970:618	Environmental Planning and Management

Relevant Courses

34:833:570	The Role of Experts in the Policy Process
34:970:555	Urban Transportation Policy Analysis
34:970:556	Urban Transportation Planning
34:970:571	Industrial Ecology
34:970:575	Locational Conflict
34:970:585	Tourism Planning
34:970:592	Topics in Computer Applications in Urban Planning

Housing and Real Estate

Faculty Advisers

Urban Planning: Robert Burchell, David Listokin, Jan Wells

A broad understanding of housing and development planning, housing economics and markets, land and building analysis, development, and marketing processes, particularly in the United States, is gained through a sequence of courses in development planning and practice; real estate research, finance, and investment; and housing analysis and impact. This concentration meets the needs of students with varying interests, including planning for development, real estate market research and analysis, real estate finance and investment analysis, and relating land-use planning and controls to the private development process.

Recommended Courses

34:970:528	Housing Economics and Markets
34:970:529	Principles of Housing
34:970:604	Land Development Practice
34:970:627	Housing Impact Analysis

Relevant Courses

16:030:506	Applied Econometrics
16:082:528	Modern Architecture
16:082:529	Design of Cities
16:180:545	Advanced Construction Engineering Management I
16:180:546	Advanced Construction Engineering Management II
16:510:513	Colloquium in Cultural History
34:833:540	State and Local Public Finance
34:833:541	Issues in State and Local Fiscal Policy
34:833:572	Negotiation and Public Policy
16:920:531	Urban Development and Community Change
16:920:532	Sociology of Urban Environments
34:970:508	Elements of Physical Planning
16:970:512	History of Planning Thought
34:970:521	Historic Preservation
34:970:525	Property Theory and Policy
34:970:527	Advanced Multivariate Methods

34:970:541 Planning for New Communities
 34:970:601 Workshop in Urban Design
 34:970:618 Environmental Planning and Management
 16:970:622 Theory and Policy for Urban Redevelopment
 NJIT Arch 651 Real Estate Analysis for Architects
 NJIT Arch 674 Infrastructure and Architecture
 NJIT Arch 678 Graduate Problems in Modern Housing
 Princeton ARC 401 Theories of Housing and Urbanism
 Princeton WWS 508 or POL 573 Econometrics and Public Policy
 Princeton WWS 538 Politics and Policymaking in Metropolitan Areas

Regional Development and Developing Nations

Faculty Advisers

Urban Planning: Hooshang Amirahmadi, Salah El-Shakhs

National and regional contexts delineate study in this concentration, whether comparing issues and approaches in developed and less-developed countries or analyzing the development and evolution of regions or urban-settlement systems in developed and developing countries. Alternative strategies for regional and national development also are evaluated, including problems and processes of modernization and urbanization, spatial development, growth centers and new towns, local economic development, government finance, metropolitan and regional planning, and comparative national urban development and regional policies.

It is recommended that students in this concentration take at least three of the recommended courses in addition to a specialized studio in their area of interest. The course and studio choices will depend on whether or not the student is focusing on international planning and policy. All recommended courses are offered in the school. Other relevant courses may be available at other units within Rutgers University and Princeton University.

Recommended Courses

34:970:537 International Comparative Planning
 34:970:644 International Economic Development
 34:970:645 Regional Development
 34:970:646 Global Restructuring

Relevant Courses

34:970:527 Advanced Multivariate Methods
 34:970:541 Planning for New Communities
 34:970:609 Third-World Social Policy

Other relevant courses offered within Rutgers University and at Princeton University are: labor markets, international economics, industrial organization (economics), regional geography, and environmental problems in developing countries (geography).

Transportation Policy and Planning

Faculty Advisers

Urban Planning: Richard Brail, John Pucher

The transportation policy and planning concentration provides a broad overview of the field as well as practical applications of planning methods in these areas. Characteristics of current highway and mass transit systems are examined in detail in the context of historical and recent trends. Quantitative analysis of problems and alternative solutions are emphasized. Courses explore the political/institutional environment of policymaking in these systems along with the consequences for the future of planning in each.

All recommended courses are offered through the school. Suggested relevant courses are offered at the school, in other Rutgers University departments, at Princeton University's Woodrow Wilson School (WWS), and at the New Jersey Institute of Technology (NJIT). Free cross-registration is permitted between Rutgers and both NJIT and Princeton.

Recommended Courses

34:833:540 State and Local Public Finance
 34:833:593 Policy Analysis and Evaluation
 34:970:516 Methods of Planning Analysis II
 34:970:555 Urban Transportation Policy Analysis

34:970:556 Urban Transportation Planning
 34:970:557 International Transport Policy and Planning
 34:970:558 Public Transit Policy
 34:970:591 Computer Applications in Urban Planning and Development
 34:970:618 Environmental Planning and Management

Relevant Courses

16:180:531 Traffic Engineering: Modeling of the Transportation Systems and Operations
 16:180:532 Transportation Planning: Intelligent Transportation Systems (ITS)
 16:180:533 Traffic Operations: Analysis and Control of Transportation Systems Operations
 34:970:527 Advanced Multivariate Methods
 NJIT Tran 552 Design of Transport Facilities
 NJIT Tran 610 Transport Economics
 NJIT Tran 615 Traffic Studies and Capacity
 NJIT Tran 643 Transportation Finance
 NJIT Tran 705 Mass Transportation Systems
 Princeton WWS 528b/CIV 533 Transportation

Urban and Community Development

Faculty Advisers

Urban Planning: Susan Fainstein, Norman Glickman,

David Listokin, Lisa Servon

Public Policy: Robert Catlin

This concentration examines the physical, political, economic, and administrative elements of development, as well as the methods for assessing development impacts. Development is analyzed within both urban and suburban contexts. The primary emphasis is on the United States, although some information on Europe and developing countries is included.

Courses included in this concentration address theory and practice related to urban communities and the particular issues they face. The courses cover theory, practice, and policy development; relevant studio courses allow students to work for clients in urban communities and apply the theory and knowledge they have attained in the classroom. This concentration meets the needs of students with a range of interests, including downtown redevelopment, community revitalization, urban poverty, economic development, and housing. All recommended courses are offered through the school. Other relevant courses may be offered at the school, in various departments throughout Rutgers University, and at Princeton University's Woodrow Wilson School (WWS).

Recommended Courses

34:833:593 Policy Analysis and Evaluation
 34:970:528 Housing Economics and Markets
 34:970:561 Urban Poverty Theory and Policy
 34:970:562 Local Economic Development
 34:970:563 Community Development
 16:970:622 Theory and Policy for Urban Redevelopment

Relevant Courses

34:970:575 Seminar: Locational Conflict
 34:970:581 Gender and International Development
 34:970:583 Gender and Policy Development
 Princeton WWS 513 Qualitative Research Methods
 Princeton WWS 552 Microeconomic Analysis of Domestic Policy

STUDIOS

Putting classroom and research experience to use in actual settings while still in the academic atmosphere tempers and strengthens professional education.

Field work or studio courses are part laboratory—to explore possibilities—and part “real world”—where an existing issue is followed through the planning process; that is, defining the problem, structuring and evaluating approaches, developing

realistic recommendations, and presenting the results. Projects are selected on the basis of the importance of the problems they present as well as for the educational opportunities they provide.

An important component in all studio courses is effective presentations to the client. In addition to speaking skills, students learn how to use effectively a variety of computer graphic tools, including Powerpoint, Director, and Photoshop. Many of the studios also make use of Geographic Information Systems programs for spatial analysis, and Autocad for drawing and design.

Consultation with the client clearly establishes the issues, the time frame and other constraints (technological, fiscal, social, political, etc.), and the objectives of the work. Students and faculty participate in this process to ensure realistic programs, given other academic responsibilities.

After reviewing background information supplied by the client, the group organizes its approach and assigns tasks, concentrating initially on collection of appropriate data. Then, with particular attention to constraints identified in the first step, students analyze their information to clarify the situation, the relationships, the problems, and the opportunities.

Alternative recommendations to account for all of the findings are developed and discussed with the client for reactions and comments. The final report, appropriately modified to reflect these comments and supported by suitable graphics and other necessary materials, is presented to the client and is exhibited in whatever forum is applicable to the problem and the project.

Recent studios have included:

1. redevelopment recommendations and strategies for Paterson, NJ, and Bayonne, NJ;
2. plan for historic preservation in selected neighborhoods in New Brunswick, NJ;
3. analysis of technology, land use, and transportation alternatives for the Rutgers–New Brunswick campus;
4. urban design analysis and plan for the College Avenue campus, Rutgers–New Brunswick;
5. community development studio for Newark, NJ; and
6. design for transit-friendly communities for Plainfield, NJ, and Linden, NJ, station areas.

All of these projects required students to make oral and graphic presentations to public officials and to write a collaborative final report.

INTERNSHIPS

Students may get credit for the M.C.R.P. degree through an internship with a public agency, nonprofit corporation, or private consulting firm. Some of these positions provide a stipend while others are unpaid. The student works an average of eight hours a week and writes a paper based on the internship experience. No more than 3 credits may be earned in this manner. The Edward J. Bloustein School of Planning and Public Policy student services coordinator provides assistance in placing students in internships. Forms are available from the graduate secretary of the department.

DIRECTED STUDY

M.C.R.P., M.C.R.S., and Ph.D. students may sign up for 34:970:615,616 Directed Study in Urban Planning, under the direction of a faculty member. These are intensive and specialized academic experiences. A Directed Study cannot be taken during the first 12 credits and requires that an Application to Enroll for Directed Study be approved and signed in advance of the course by the faculty member and the graduate program director. For the M.C.R.P. or M.C.R.S. program, no more than 3 credits of Directed Study can be applied to the degree without special permission.

Course Listing

34:970:501. DEVELOPMENT AND THEORY OF URBAN PLANNING (3)

Fainstein, Servon. Required for the M.C.R.P. degree.

Planning in its historical context; the meaning of rationality in policy formulation; relation to social, economic, and political processes; relation of theory to practice; alternative views of planning role; problems of ensuring equity and democratic participation; issues of race and gender.

34:970:508. ELEMENTS OF PHYSICAL PLANNING (3)

El-Shakhs, Nelessen

Introduction to the principles and practice of physical planning in the United States. Workshop exercises, analyses, and readings designed to provide a comprehensive and practical understanding of steps in the physical planning and approval process, the elements of physical plans, and the data and analyses needed to prepare and review such plans.

34:970:509. URBAN ECONOMY AND SPATIAL PATTERNS (3)

Amirahmadi, Pucher. Required for the M.C.R.P. degree.

Overview of basic economics principles and public finance. Survey of location theory, focusing on central place theory, systems of cities, and industrial location theories. Economic, sociological, and geographic theories of the internal structure of cities examined.

34:970:510. GRADUATE PLANNING STUDIO (3 OR 6)

El-Shakhs, Nelessen. Required for the M.C.R.P. degree. Enrollment during last year of course work.

Team projects in planning design; research and program development; field studies and problem analysis in local, regional, state, and national contexts. Development evaluation of comprehensive solutions, strategies, and recommendations for inner-city, suburban, and exurban areas and for regions.

16:970:512. HISTORY OF PLANNING THOUGHT (3)

Krueckeberg

Major ideas in city and regional planning. Utopian thought, European models of city planning, urban technology, the city beautiful movement, garden cities, housing reform, zoning, regional planning, theories of urban design, and national planning. Focus on the origin, growth, and impact of these ideas on the evolution of planning and urban development in the context of broader intellectual, social, and technological change.

34:970:513. INTRODUCTION TO URBAN DESIGN AND SITE PLANNING (3)

Nelessen

Provides an overview and fundamental understanding of two-, three-, and four-dimensional site plans and building design for new development and redevelopment.

34:970:515. METHODS OF PLANNING ANALYSIS I (3)

Brail

Introduction to applied statistics and computing. Includes descriptive and inferential statistics, regression and correlation analysis, and computer-based analytic tools for planning analysis.

34:970:516. METHODS OF PLANNING ANALYSIS II (3)

Andrews

Introduction to a set of tools widely used in professional planning practice. Topics include applied demography (descriptive analysis of populations, top-down and bottom-up population projections), regional economics (income and product accounts, economic base multipliers, shift-share analysis, regional input-output analysis), urban applications of economics (measuring inequality, gravity models, transportation analysis), and decision analysis (value trade-offs, risk aversion, optimization, benefit-cost analysis, multi-criteria analysis).

34:970:517. SURVEY OF PLANNING LAW PRINCIPLES (3)

Simmons. Required for the M.C.R.P. degree.

Introduction to major legal principles involved in the planning process. Zoning, subdivision, housing, eminent domain, and comparative land-use systems used to introduce principles of constitutional law; administrative law; and the law of contracts, property, torts, and procedure.

34:970:521. HISTORIC PRESERVATION (3)

Listokin

The scope of historic preservation has expanded significantly. An overview of historical evolution of the preservation movement in the United States, examining important public preservation regulations and programs and the economics of historic preservation.

34:970:523. LEGAL ASPECTS OF ENVIRONMENTAL PLANNING (3)

Legal principles involved in protecting the environment, including air, water, and noise pollution; control of population growth and distribution; and ecological aspects of land-use control.

34:970:525. PROPERTY THEORY AND POLICY (3)

Krueckeberg

The problem of private property versus public and common property rights in housing, urban space, and environmental resources treated in an international perspective. Policies and practices that determine patterns of ownership, use, economy, and justice in alternative property regimes critically examined.

34:970:527. ADVANCED MULTIVARIATE METHODS (3)

Greenberg

Multivariate statistical methods used to analyze land-use, environmental, public health, and other large data sets.

34:970:528. HOUSING ECONOMICS AND MARKETS (3)

Wells

Demographic shifts and changing housing need/demand parameters, evolution of housing supply patterns and cost trends, and market interrelationships. Historic trendlines and future directions evaluated. Current issues and policies examined.

34:970:529. PRINCIPLES OF HOUSING (3)

Wells

Housing and development policy as it has evolved historically and as it is being practiced currently on the federal, state, and local levels. Basic economic factors affecting housing, political context, social outcomes.

34:970:537. INTERNATIONAL COMPARATIVE PLANNING (3)

El-Shakhs

Comparative urban systems and urban development; context and problems of urban evolution; processes of population growth, migration, and urbanization; comparative organization and approaches for national and regional urban policies.

34:970:541. PLANNING FOR NEW COMMUNITIES (3)

El-Shakhs

Origins and development of the New Towns concept as an approach to urban development at different levels within an international context. Examination of the planning process and design prototypes, and evaluation of basic assumptions and achievements using a number of case studies.

34:970:555. URBAN TRANSPORTATION POLICY ANALYSIS (3)

Pucher

Overview of major policy issues in urban transportation systems; interdependence of transportation with urban land-use patterns. Problems of the present auto-dominated system examined, and alternative solutions analyzed in the context of the changing political/institutional environment.

34:970:556. URBAN TRANSPORTATION PLANNING (3)

Brail

Urban transportation planning and programming process, with particular emphasis on the methods used at the metropolitan and local levels to gather and analyze appropriate data for decision making, evaluate alternative plans and programs, and fund and implement selected proposals. Integrated approach to conceptualizing and operationalizing various techniques, encompassing both land-use and transportation modeling and administrative and fiscal structures.

34:970:557. INTERNATIONAL TRANSPORT POLICY AND PLANNING (3)

Pucher

A comparative analysis of transportation systems, problems, policies, and travel behavior around the world, including North America; Western Europe; Japan; formerly socialist countries of Eastern Europe; and developing countries in Africa, South America, and Asia.

34:970:558. PUBLIC TRANSIT POLICY (3)

Pucher

Overview of public transit planning and policy issues, including recent trends as well as future outlook; focus on situation in the U.S., but with extensive comparative analysis, seeking lessons from more successful transit systems in Europe and Canada.

34:970:561. URBAN POVERTY THEORY AND POLICY (3)

Servon

The problem of persistent urban poverty in the U.S., primarily from the period beginning with the War on Poverty in the early 1960s. Examines issues such as how is poverty defined, how has the face of poverty changed, the feminization of poverty, and the shortcomings of strategies to address poverty.

34:970:562. LOCAL ECONOMIC DEVELOPMENT (3)

Servon

Theory about what economic development is and what economic developers do. Economic development contexts of different types of regions, such as resource regions, high-tech regions, and older industrial regions. Recent trends in economic development and new federal initiatives.

34:970:563. COMMUNITY DEVELOPMENT (3)

Servon

Overview of the history of community development and challenges to the dominant perspective, as well as the range of institutional factors shaping the field. Develops student skills appropriate to work in the field through course assignments.

34:970:571. INDUSTRIAL ECOLOGY (3)

Andrews

Explores the metaphor of industrial ecology and tests whether it is a framework for implementing sustainable development. Evaluates current research and practice in industrial ecology at the macro level (materials and energy flows), meso level (morphology and structure), organizational level (how firms work), and micro level (individual motives and behaviors). Examines the implications for environmental planning and policy.

34:970:575. LOCATIONAL CONFLICT (3)

Lake

Analysis of the origins, dynamics, and resolution of community-level conflicts over the siting of controversial facilities. Explores public participation and communicative planning as alternatives to NIMBY conflicts encountered by planners.

34:970:581. GENDER AND INTERNATIONAL DEVELOPMENT (3)

Bunch, Turshen

Overview of competing theories of development planning and feminist critiques of current theory and planning practice. Feminist perspectives on the sexual division of labor and women's role in the global economy. Gender dimensions of demography and diversity in planning; environmental problems (gender and the food, fuel, and water crises); organization of space (gender and the city, housing, transport, and land use); and gender research, training programs, and evaluation projects.

34:970:583. GENDER AND POLICY PLANNING (3)

Servon

Examines the issues in planning and public policy through the lens of gender. Focuses on the ways that gender has shaped these issues from problem definition to policy solution. Critical debates in feminist and gender-based theory and how these have been used to challenge traditional planning, policy, and economics.

34:970:585. TOURISM PLANNING (3)

Holcomb

Analysis of the largest industry by value globally. Rise of mass tourism, marketing tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.

34:970:591. COMPUTER APPLICATIONS IN URBAN PLANNING AND DEVELOPMENT (3)

Brail. Pre- or corequisite: 34:970:515 or 516 or equivalent.

Overview of applied computing in planning with special emphasis on geographic information systems. Introduction to hardware and software, modeling techniques, database management systems, and decision support environments.

34:970:592. TOPICS IN COMPUTER APPLICATIONS IN URBAN PLANNING (3)

Brail. Pre- or corequisite: 34:970:591.

Selected topics in application of computer technology to planning. Advanced implementations of geographic information systems for planning, emerging software developments, and case studies.

34:970:601. WORKSHOP IN URBAN DESIGN (3)

Nelessen

Working with the three- and four-dimensional visual and spatial characteristics of suburban and urban areas. Planning and design process, history of design, basic graphic techniques, environmental analysis, and conceptualization of the ten basic design principles. Prior design training not necessary.

34:970:602. ZONING FOR COMMUNITIES OF PLACE (3)

Nelessen

How to write and illustrate a new zoning code that can be applied to a city or county, to replace obsolete Euclidean ordinances.

34:970:604. LAND DEVELOPMENT PRACTICE (3)

Burchell

Emphasizes private decision making and development, publicly supported development, and the impact of public control on private development.

34:970:608. HUMAN RIGHTS, HEALTH, AND VIOLENCE (3)

Bunch, Turshen

The law and discourse of human rights. Covers the basic international instruments of human rights law, the theoretical reframing of women's rights as human rights, the traditional uses of human rights and humanitarian law in war time, the new uses as the "rights community" defines violence more broadly, and the specific applications of human rights to health.

34:970:609. THIRD-WORLD SOCIAL POLICY (3)

Turshen

Social policy issues and the priorities of third-world countries and their ability to achieve balanced economic and social development. Sectors covered include food, health, housing, energy, and education.

34:970:611. URBAN PLANNING AND SOCIAL POLICY (3)

Analytical approaches to social policy formation with emphasis on program design and analysis. Areas include labor market planning, social services, income maintenance, education, and health planning.

34:970:612. RESEARCH STRATEGIES IN PLANNING (3)

Andrews. For Ph.D. and advanced master's degree program students.

Introduces the concepts, methods, and practices of social science research. Topics include scholarly writing, graphics, data presentation, survey research, qualitative methods, case studies, evaluations, and other strategies.

34:970:613. ECONOMIC DEVELOPMENT MARKETING (3)

Holcomb

How cities, states, and countries market themselves for economic development. Competition for investments, businesses, residents, and tourists. Using history, sports, and culture for economic growth.

34:970:615,616. DIRECTED STUDY IN URBAN PLANNING (3,3)

Directed study with an individual faculty member with approval of the graduate director.

34:970:618. ENVIRONMENTAL PLANNING AND MANAGEMENT (3)

Andrews

Highlights institutional, technical, procedural, and normative factors that influence environmental planning and policy. Topics include environmental decision making (structuring decisions, physical context, social context), actors (government, scientific community), methods (GIS, risk assessment), process issues (public participation, negotiation), and decision criteria (equity, efficiency). Case studies and in-class exercises put topics into context.

34:970:627. HOUSING IMPACT ANALYSIS (3)

Listokin

Quantitative methods and models related to all aspects of housing analysis; rate of return and discounted cash-flow procedures; mortgage, depreciation, capitalization, and appraisal procedures; fiscal-impact and cost-revenue models; and market analysis.

34:970:636. INTERNSHIP IN URBAN PLANNING (3)

Internship in governmental, nonprofit, or private organization focusing on substantive urban planning issues. Eight to ten hours a week plus the writing of an analytical term paper.

34:970:644. INTERNATIONAL ECONOMIC DEVELOPMENT (3)

Amirahmadi

Theories, techniques, administration, information systems, and core processes of regional planning, including techniques for regional disaggregation of national plans, regional income and multiplier, input-output table, shift-share analysis, economic base analysis, and project evaluation.

34:970:645. REGIONAL DEVELOPMENT (3)

Amirahmadi

Theories of development, underdevelopment, and uneven development in developing countries and regions in relation to the international economic order; the role of multinational corporations and international development agencies; national and regional development strategies and policies and emerging alternative perspectives.

34:970:646. GLOBAL RESTRUCTURING (3)

Amirahmadi

Defines the nature and causes of the present global political-economic and territorial restructuring; assesses the impact of globalization on industries, local communities, nations, and international relations. Examines implications for world development, planning, and public policy and evaluates emerging alternatives including the "Third Way."

34:970:650 TO 670. SEMINARS IN URBAN PLANNING (BA)

Lectures and special problems on current issues. Content of course varies from year to year on the basis of student and faculty interest.

Graduate School–New Brunswick Courses

16:970:512. HISTORY OF PLANNING THOUGHT (3)

Krueckeberg

Major ideas in city and regional planning. Utopian thought, European models of city planning, urban technology, the city beautiful movement, garden cities, housing reform, zoning, regional planning, theories of urban design, and national planning. Focus on the origin, growth, and impact of these ideas on the evolution of planning and urban development in the context of broader intellectual, social, and technological change.

16:970:622. THEORY AND POLICY FOR URBAN REDEVELOPMENT (3)

Fainstein

Analysis of the evolution of urban redevelopment activities in the U.S. with comparisons to Western Europe; nature and process of urban decline; role of the real-estate industry; public-private partnerships; theoretical interpretations of urban redevelopment.

16:970:624. PLANNING AND SOCIAL THEORY I (3)

Fainstein. Required course for Ph.D. program. Open to others by permission of instructor.

Examination of contemporary social theory as it applies to planning; the role of the state in the capitalist society; planning and the market; theories of development, restructuring, and accumulation; postmodernism; possibilities for planned social change; issues of social justice.

16:970:625. (S) PLANNING AND SOCIAL THEORY II (3)

Fainstein. Required for the Ph.D.

Review of literature in several broad topics in urban and regional studies. Theories of development; regulation theory; urban social movements; pluralism; other topics.

16:970:626. ADVANCED PLANNING ANALYSIS (3)

Krueckeberg. Prerequisite: Permission of instructor. Required course for Ph.D. program.

Doctoral-level study of urban-focused research methods. Social science methodology, application of statistical techniques, and structure of planning and policy research.

16:970:698,699. SPECIAL STUDIES IN URBAN PLANNING (BA,BA)

Prerequisite: Permission of graduate director.

Field or library independent-study projects, guided by faculty members, leading to the presentation of an essay for the master's degree or for Ph.D. students who have not yet qualified for candidacy.

16:970:701,702. RESEARCH IN URBAN PLANNING (BA,BA)

For Ph.D. students' dissertation and optional master's thesis.

DEPARTMENT OF URBAN STUDIES AND COMMUNITY HEALTH

Programs in Public Health
and Urban Studies

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Programs in Public Health and Urban Studies

The Department of Urban Studies and Community Health offers courses leading to the B.A. in Urban Studies and the B.S. in Public Health. These degrees are issued jointly by the Edward J. Bloustein School of Planning and Public Policy and the Rutgers–New Brunswick undergraduate colleges. Students admitted to the Bloustein School may pursue either the B.A. or B.S. option, but not both.

Exceptional, well-prepared students who are admitted to the Edward J. Bloustein School of Planning and Public Policy may be encouraged to pursue dual-degree programs (B.S./M.P.H. for public health, B.A./M.P.P. for public policy).

BACHELOR OF SCIENCE DEGREE IN PUBLIC HEALTH

The Department of Urban Studies and Community Health offers an undergraduate major in public health, leading to a bachelor of science degree. The program prepares students for graduate education in public health and for entry-level positions in a broad spectrum of private and public health-care organizations. Students in the program receive a conceptual understanding of inter-related health, environmental, economic, educational, and social welfare issues.

To pursue a major in public health, students must apply and be admitted to the Edward J. Bloustein School of Planning and Public Policy, usually in the second term of their sophomore year and after completing the prerequisite courses. Applications are available in the college dean's office and in the academic department. Students must hold a 2.5 or better cumulative grade-point average and have earned an average of 2.5 or better in the prerequisite courses. Upon acceptance into the school, students will be assigned an adviser. Only grades of C or higher will count toward major requirements.

Prerequisites for the Major in Public Health (13–20 credits)

- 01:119:150 Biology, Society, and Biomedical Issues (3)
or 01:377:225 Contemporary Health Problems (3)
or 01:119:101,102 General Biology (4,4) or
01:119:127,128 Anatomy and Physiology (4,4)
- 01:355:101 Expository Writing I (3)
- 10:832:232 Introduction to Public Health (3)
- 10:975:205 Basic Statistical Methods (4) or 01:960:211,212 (3,3) or
equivalent 4-credit statistics course(s)

Major Requirements (42–43 credits)*

Core (24–25 credits)

- 10:832:101 Introduction to Urban Studies (3) or 10:975:101
Introduction to Urban Studies (3)
- 10:832:238 Health and Public Policy (3)
- 10:832:241 Computer Applications in Health Research (4)
- 10:832:335 Epidemiology (3) or 11:375:403 Environment and
Public Health: Epidemiological Aspects (3)†
- 10:832:499 Research or Field Practicum (6)

and at least two of the following:

- 10:832:332 Public Health Economics (4) or 01:220:316 Health
Economics (3)‡
- 10:832:334 Introduction to Health Administration (3)
or 11:375:406 Public Health Practice and
Administration (3)
- 10:832:345 Health Program Development (3)
- 10:832:483 Protecting Public Health and the Environment (3)

Electives (18 credits)

Students must complete an additional six courses of at least 3 credits each, four of which must be at the 300 level or higher. Any public health (832) course qualifies as an approved elective, as do up to four preapproved electives offered by other departments (see departmental adviser for listing). Courses counted toward another major cannot be electives for public health.

Courses

10:832:101. INTRODUCTION TO URBAN STUDIES (3)

Credit not given for both this course and 10:975:101.
Interdisciplinary perspectives on the study of cities; historical and contemporary urban processes and policies.

10:832:232. INTRODUCTION TO PUBLIC HEALTH (3)

Dimensions of personal and environmental health and their relationship to social, economic, cultural, psychological, and political factors; measurements and indices of community health status.

10:832:238. HEALTH AND PUBLIC POLICY (3)

Prerequisite: 10:832:232.
Comparative and analytical study of health services in the U.S. and selected other countries. Theoretical framework for viewing organizational issues in the delivery of health services.

10:832:241. COMPUTER APPLICATIONS IN HEALTH RESEARCH (4)

Open only to public health majors. Prerequisites: 10:832:232, 10:975:205, and permission of instructor.
Computer concepts and skills, in a Windows environment, applied to public health survey research. Hands-on exercises in questionnaire development, data collection and entry, analysis, and presentation of results.

10:832:252. INDIVIDUAL AND COMMUNITY HEALTH PROMOTION (3)

Corequisite: 10:832:253. Credit not given for this course and 01:377:252 and 253.
Selected health topics, intervention theories, skills, and strategies for influencing both personal and community health behavior.

10:832:253. HEALTH PROMOTION IN THE COMMUNITY (CASE) (1)

Corequisite: 10:832:252. Credit not given for this course and 01:377:253.
Application of the principles learned in 10:832:253 to the community setting.

10:832:290,291. INDEPENDENT STUDY (1-3,1-3)

Prerequisites: 10:832:232 and approval of faculty supervisor.
Independent study on a topic selected by the student in consultation with a faculty supervisor.

10:832:298,299. SPECIAL TOPICS IN PUBLIC HEALTH (BA,BA)

Prerequisites: 10:832:232 and approval of a faculty supervisor.
Topics vary. Specific titles available at time of registration.

10:832:331. SOCIAL URBAN POLICY (3)

Credit not given for both this course and 10:975:331.
Analytic study of the development of U.S. social public policy. Includes discussion of policies in housing, welfare, race relations, and education.

* Cook College students have additional requirements. See the Cook College section of the *New Brunswick Undergraduate Catalog 1999–2001* for the public health major.

† See prerequisites in the Cook College section of the *New Brunswick Undergraduate Catalog 1999–2001*.

‡ See prerequisites under Economics in the *New Brunswick Undergraduate Catalog 1999–2001*.

10:832:332. PUBLIC HEALTH ECONOMICS (4)

Prerequisite: 10:975:205 or equivalent. Credit not given for both this course and 01:220:316.

Principles of microeconomics used to examine the demand for health, medical care, and health insurance and the behaviors of medical care providers. Analysis of health-care behavior.

10:832:333. FINANCIAL ASPECTS OF URBAN HEALTH (3)

Prerequisites: 10:832:232 and 10:975:205, or equivalent.

Financing management tools in various care delivery settings. Analytical skills necessary to interpret financial information and understand the processes and tasks performed by the financial departments of an institution.

10:832:334. INTRODUCTION TO HEALTH ADMINISTRATION (3)

Prerequisites: 10:832:232 and 10:975:205, or equivalent. Credit not given for both this course and 11:375:406.

Application of administrative theory to health delivery, policy, and planning. Structures and functions of management. Application of principles in a field study.

10:832:335. EPIDEMIOLOGY (3)

Prerequisites: 10:832:232 and 10:975:205, or equivalent. Credit not given for both this course and 11:375:403.

Principles and methods of epidemiology; the study of the distribution (patterns of occurrence) and determinants (causes) of disease and injury in human populations.

10:832:339. PUBLIC HEALTH LITERATURE (3)

Prerequisite: Permission of instructor.

Examines historic and current public health literature. Effective writing emphasized: correspondence, essays, reports, and critiques of public health articles.

10:832:345. HEALTH PROGRAM DEVELOPMENT (3)

Recommended: 01:830:101. Open only to public health majors.

Planning for the promotion and improvement of the public's health through individual, group, institution, and community-level interventions.

10:832:356. PUBLIC HEALTH LAW AND ETHICS (3)

Prerequisite: 10:832:232. Credit not given for both this course and 01:730:105 or 01:730:249.

An introduction to public health law and ethics stressing community health and well-being versus the rights of the individual.

10:832:415. WOMEN AND HEALTH (3)

Exploration of issues raised by women's health-care needs and by women's participation in the health labor force, in the context of contemporary feminist thought.

10:832:416. MENTAL ILLNESS: SOCIAL AND PUBLIC POLICY (3)

Credit not given for both this course and 10:975:416.

Mental health care in U.S. history and contemporary policies. Deinstitutionalization. Public and private care facilities. Patient/consumer empowerment. Field visits.

10:832:417. INTRODUCTION TO POPULATION TOOLS AND POLICY (3)

Credit not given for both this course and 10:975:417.

Basic demographic concepts, methods, and their application. Population growth, mortality, fertility, migration, and marriage patterns. Special topics include AIDS, world population growth, teen pregnancy.

10:832:437. ISSUES IN ENVIRONMENTAL AND OCCUPATIONAL HEALTH (3)

Contemporary issues in occupational and environmental health, including workers' compensation, ergonomics, hazardous waste, and air and water pollution.

10:832:483. URBAN REVITALIZATION AND PUBLIC HEALTH (3)

Exploring the role of public health compared to economic feasibility, politics, and other factors in neighborhood revitalization.

10:832:491,492. SPECIAL TOPICS IN PUBLIC HEALTH (3,3)

Topics vary. Specific titles available at time of registration.

10:832:495,496. INDEPENDENT STUDY (1-3,1-3)

Prerequisites: 10:832:232 and approval of faculty supervisor.

Independent study on a topic selected by the student in consultation with a faculty supervisor.

10:832:499. RESEARCH OR FIELD PRACTICUM (6)

Open only to public health majors. Prerequisites: Completion of 100 credits toward graduation and 40 credits in the major.

Students choose one of two options: a) experience as a first-level researcher in public health or b) selected field experience in a health-care delivery setting to develop and apply necessary skills, integrating classroom learning with on-the-job realities.

BACHELOR OF ARTS DEGREE IN URBAN STUDIES

The Department of Urban Studies and Community Health offers major and minor programs in urban studies leading to a bachelor of arts degree.

To pursue a major or minor in urban studies, students must apply and be admitted to the Edward J. Bloustein School of Planning and Public Policy, usually in the second term of their sophomore year and after completing the prerequisite courses. Applications are available in the college dean's office and in the academic department. Students must hold a 2.5 or better cumulative grade-point average and have earned an average of 2.5 or better in the prerequisites. Upon acceptance into the school, students will be assigned an adviser. Only grades of C or higher will count toward major or minor requirements.

Prerequisites for the Major or Minor in Urban Studies (6 credits)

01:355:101 Expository Writing I (3)
10:832/975:101 Introduction to Urban Studies (3)

Major Requirements (25–30 credits)

10:975:205 Basic Statistical Methods (4) or 01:960:211,212 (3,3)
or equivalent 4-credit statistical course(s)
10:975:393 Internship in Urban Studies (3-6)
10:975:494 Senior Seminar in Urban Studies (3)
Minimum of five additional courses in urban studies (15)

Options

Two options are available that provide for specializations in urban planning and urban management.

Urban Planning Option. A minimum of five courses in urban planning. See departmental adviser for details.

Urban Management Option. 10:975:249, 307, 330, and 420, or approved equivalents, and at least two additional courses in a specific functional field relevant to urban management, e.g., transportation, housing, public finance, women's issues. See departmental adviser for details.

Minor Requirements

The minor requires five additional courses in urban studies, beyond the prerequisites, including 10:975:205 (or equivalent) and excluding 10:975:393, 493, and 494, which are for majors only. A minimum of three courses must be at the 300 level or above.

Certificate Programs

The urban planning and real estate development certificates are awarded only with or subsequent to earning a bachelor's degree.

Environmental Geomatics Certificate

Cook College offers a certificate in Environmental Geomatics that is appropriate for students interested in further study of spatial analysis and geographic information systems. See the Cook College chapter of the *New Brunswick Undergraduate Catalog 1999–2001* for more information.

Housing and Real Estate Development Certificate

A total of 24 credits is required for the certificate, of which 9 credits comprise the core courses. Of the remaining 15 credits, at least 9 credits must be from the electives list. Other relevant courses may be accepted toward the certificate with prior permission of the department.

Core Courses

- 10:975:250 Introduction to Urban Housing (3)
- 10:975:335 Administrative Issues in Environment and Land-Use Planning (3)
- 10:975:440 Introduction to Real Estate (3)

Strongly Recommended

- 01:450:309 Location of Economic Activity (3)
- 10:975:306 Introduction to Urban and Environmental Planning (3)
- 10:975:315 Theory and Methods of Land-Use Planning (3)
- 10:975:316 Urban Design and Site Planning (3)
- 10:975:413 Urban Revitalization (3)
- 10:975:443 Methods of Real Estate and Development Analysis (3)
- 10:975:444 American Land (3)
- 10:975:460 Economic Development Marketing (3)
- 10:975:481 Housing and Economic Analysis (3)

Urban Planning Certificate

Students must take eight courses (minimum of 24 credits) in urban planning to earn the certificate.

- 10:975:305 U.S. Urban Policy (3)
- 10:975:306 Introduction to Urban and Environmental Planning (3)
- 10:975:335 Administrative Issues in Environment and Land-Use Planning (3)

One of the following:

- 10:975:413 Urban Revitalization (3)
- 10:975:460 Economic Development Marketing (3)
- 10:975:473 Urban Transportation Policy (3)
- 10:975:481 Housing and Economic Analysis (3)

One of the following:

- 10:975:315 Theory and Methods of Land-Use Planning (3)
- 10:975:316 Urban Design and Site Planning (3)
- 10:975:482 Social Aspects of Environmental Design (3)

Three additional courses either from the above or from the following electives:

- 10:975:307 Application of Quantitative Methods (3)
- 10:975:417 Introduction to Population Tools and Policy (3)
- 10:975:420 Computers in Planning and Management (3)
- 10:975:434 Municipal Implementation of Planning Programs (3)
- 10:975:454 Planning Administration (3)
- 10:975:474 Tourism Planning (3)
- 10:975:478 History of Planning Thought (3)

Substitute courses must be approved by a departmental adviser.

Courses

10:975:101. INTRODUCTION TO URBAN STUDIES (3)

Interdisciplinary perspectives on the study of cities; historical and contemporary urban processes and problems.

10:975:205. BASIC STATISTICAL METHODS FOR URBAN STUDIES AND COMMUNITY HEALTH (4)

Descriptive and inferential statistics, data presentation and analysis, sampling methods, probability, estimation, hypothesis testing, correlation and linear regression, chi square.

10:975:206. THIRD-WORLD URBAN POOR (3)

Causes of and governmental responses to urban poverty in the third world. Economic, historical, and cultural factors.

10:975:222. URBAN POVERTY (3)

The causes and consequences of urban poverty in the U.S. and alternative methods of eliminating it. Plight of the urban poor and governmental solutions for poverty.

10:975:249. INTRODUCTION TO URBAN MANAGEMENT AND PUBLIC ADMINISTRATION (3)

Contemporary urban management, focusing primarily on large American cities. Emphasis on different functional areas, such as welfare, police, housing, health, and transportation services, and on applied solutions.

10:975:250. INTRODUCTION TO URBAN HOUSING (3)

Major issues in urban housing and relevant historical, economic, and social factors. Political and bureaucratic dimensions of housing decision making.

10:975:260,261. INDEPENDENT STUDY (1-3,1-3)

Prerequisite: Approval of faculty supervisor.

Independent study on a topic selected by the student in consultation with a faculty supervisor.

10:975:298,299. SPECIAL TOPICS IN URBAN STUDIES (3,3)

Topics vary. Specific topics available at time of registration.

10:975:305. U.S. URBAN POLICY (3)

Introduction to the social, economic, and physical issues of urban communities. The historical emergence of the city, with focus on racial, intergovernmental, and environmental issues.

10:975:306. INTRODUCTION TO URBAN AND ENVIRONMENTAL PLANNING (3)

Overview of policy areas (e.g., land use, housing, transportation, neighborhood rehabilitation) in which planners operate, with emphasis on historical analysis and practical solutions.

10:975:307. APPLICATION OF QUANTITATIVE METHODS (3)

Mathematical and simulation methods for planning/administration applications. Population projection, location and travel behavior, traffic, linear programming, project management, waiting lines, decision analysis.

10:975:315. THEORY AND METHODS OF LAND-USE PLANNING (3)

A review of modern land planning theories and techniques. Purpose and objectives of plans and planning. Data gathering and analysis techniques. The effect of modern technology upon planning methods.

10:975:316. URBAN DESIGN AND SITE PLANNING (3)

The impact of physical design on the quality of urban life. Focus on analytic processes for understanding basic elements of successful human environments. Extensive fieldwork.

10:975:324. URBAN SOCIAL MOVEMENTS (3)

How social movements translate changing social values into political forces. Issues include peace, labor, human rights, environment, health, democracy, and women.

10:975:330. URBAN FISCAL POLICY (3)

Prerequisite: 01:220:200 or 102 and 103.

Urban public sector finances; their political context; economic principles of budgeting, taxation, service delivery, and management; urban-suburban financial relations.

10:975:331. SOCIAL URBAN POLICY (3)

Credit not given for both this course and 10:832:331.

Analytical study of the development of U.S. social public policy. Includes discussion of policies in housing, welfare, race relations, and education.

10:975:335. ADMINISTRATIVE ISSUES IN ENVIRONMENT AND LAND-USE PLANNING. (3)

Administrative issues in environment and land-use planning. Zoning subdivision, housing, eminent domain, and comparative land-use systems.

10:975:393. INTERNSHIP IN URBAN STUDIES (3-6)

Open only to urban studies majors. Prerequisites: Completion of a minimum of three courses within the student's area of concentration; permission of department.
Work experience in government or private sector firm. Opportunities to apply and test theoretical concepts, and exposure to problems and realities faced by professionals in the field.

10:975:395. QUALITATIVE RESEARCH METHODS IN HEALTH AND PLANNING (3)

Qualitative approaches to the analysis of health and planning issues. Reliability and validity of research design, accessing documentary sources, constructing questionnaires, interview techniques, participant observation, objectivity and ethics in fieldwork.

10:975:413. URBAN REVITALIZATION (3)

Causes of urban decline and subsequent renewal efforts. Emphasis on contemporary programs to stimulate revitalization. Neighborhood renovation, gentrification, historic preservation, economic development, and benefits of urban redevelopment.

10:975:416. MENTAL ILLNESS: SOCIAL AND PUBLIC POLICY (3)

Credit not given for both this course and 10:832:416.

Mental health care in U.S. history and contemporary policies. Topics include deinstitutionalization, public and private care facilities, patient/consumer empowerment. Field visits.

10:975:417. INTRODUCTION TO POPULATION TOOLS AND POLICY (3)

Credit not given for both this course and 10:832:417.

Basic demographic concepts, methods and their application. Population growth, mortality, fertility, migration, and marriage patterns. Special topics include AIDS, world population growth, teen pregnancy.

10:975:420. COMPUTERS IN PLANNING AND MANAGEMENT (3)

Computer concepts and methods applicable to planning, urban studies, and management, including programming, models, database management, telecommunications, graphics, and GIS.

10:975:434. MUNICIPAL IMPLEMENTATION OF PLANNING PROGRAMS (3)

Legal limitations on the power of local governments to deal with urban problems. Intergovernmental relations and the powers to tax, spend, lend, and borrow. The relation of local governments with the federal government.

10:975:440. INTRODUCTION TO REAL ESTATE (3)

An overview of real estate in the marketplace, the organization and services of the real estate industry, and the tools of real estate practitioners.

10:975:441. U.S. HEALTH AND HOUSING POLICY (3)

Intersection of U.S. health and public housing policies. Topics include falls, fires, safety, and needs of the elderly.

10:975:443. METHODS OF REAL ESTATE AND DEVELOPMENT ANALYSIS (3)

Demographic and economic projections of real estate demand investment patterns and procedures. Real estate appraisal methods. Property taxation and discounted cash flow analysis.

10:975:444. AMERICAN LAND (3)

Analysis of policy alternatives and practical techniques for dealing with the American land base. Focus equally on urban, suburban, and rural issues. Emphasis on real-world applicability.

10:975:450. ENVIRONMENTAL LAW (3)

Introduction to the legal theories and procedures of environmental litigation including air pollution, water pollution, and control of population growth and distribution.

10:975:460. ECONOMIC DEVELOPMENT MARKETING (3)

How cities, states, and countries market themselves for economic development. Interplace competition for investments, businesses, residents, and tourists. Using history, sports, and culture for economic growth.

10:975:462. HUMAN RIGHTS, HEALTH, AND VIOLENCE (3)

Open to seniors only.

Covers human rights law—its uses in wartime, theoretical reframing of women's rights, and applications to health and health care.

10:975:473. URBAN TRANSPORTATION POLICY (3)

Major policy issues in urban transportation. Historical development and current characteristics of the urban transportation systems. Problems and alternative solutions analyzed in the context of political and institutional constraints.

10:975:474. TOURISM PLANNING (3)

Analysis of largest industry by value globally. Rise of mass tourism, marketing tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.

10:975:475. WORLD CITIES (3)

Survey of a selected number of the world's largest cities; their origin, development, structure, problems, and future.

10:975:477. IMMIGRATION, URBAN POLICY, AND PUBLIC HEALTH (3)

Open to seniors only.

Facts and controversies surrounding immigration. Legislative history, urban and public health impacts, racial implications.

10:975:478. HISTORY OF PLANNING THOUGHT (3)

Major ideas in city and regional planning since the early nineteenth century. Origin, growth, and impact of these ideas on the evolution of planning and urban development in the context of broader intellectual, social, and technological change.

10:975:481. HOUSING AND ECONOMIC ANALYSIS (3)

Quantitative approaches to the analysis of housing and employment. Emphasis on informational sources and analytical techniques employed by planners. Cost-revenue, fiscal impact, demographic, rate of return, and mortgage analysis; general employment evaluation approaches.

10:975:482. SOCIAL ASPECTS OF ENVIRONMENTAL DESIGN (3)
Interrelation between the built environment and human perception and behavior. Mental maps, human use of space, environmental stressors, environmental design for children and the elderly. Group project, fieldwork.

10:975:483. URBAN REVITALIZATION AND PUBLIC HEALTH (3)
Credit not given for both this course and 10:832:483.
A review of the recent history, current status, and future of protection of public health and the environment in the United States.

10:975:485. GENDER AND INTERNATIONAL DEVELOPMENT PLANNING (3)
Open to seniors only.
Competing theories of development and feminist critiques of current theory and practice; the sexual division of labor, ecofeminism, human rights of women, and population and women's health.

10:975:490,491. INDEPENDENT STUDY (1-3,1-3)
Prerequisite: Approval of faculty supervisor.
Independent study on a topic selected by the student in consultation with a faculty supervisor.

10:975:493,494. SENIOR SEMINAR IN URBAN STUDIES (3,3)
Open only to senior urban studies majors. Prerequisites: 10:975:101 or equivalent, 205, 393, and at least three other courses in the department.
Assimilation and integration of past learning and experience. Multidisciplinary discussion and reading on key concepts of urban studies. Preparation of senior thesis.

10:975:498,499. SPECIAL TOPICS IN URBAN STUDIES (3,3)
Topics vary. Specific titles available at time of registration.

GRADUATE PROGRAMS IN PUBLIC HEALTH

Master of Public Health Doctor of Public Health Doctor of Philosophy in Public Health

The M.P.H. and D.P.H. degrees are offered by faculty in the Department of Urban Studies and Community Health in conjunction with the University of Medicine and Dentistry of New Jersey–School of Public Health (UMDNJ–SPH).

A dual-degree program leading to the Master of Public Health and Master of Business Administration is offered by faculty in the Department of Urban Studies and Community Health and Rutgers' Graduate School of Management, in conjunction with UMDNJ–SPH.

The Ph.D. in Public Health is offered in conjunction with both the medical school and the Graduate School–New Brunswick. For further information about the New Jersey Graduate Program in Public Health, contact Dr. Michael Greenberg, codirector of the graduate programs (732/932-4101, ext. 673).

Programs

Graduate study in public health has been developed as a joint degree between the University of Medicine and Dentistry of New Jersey–School of Public Health and Rutgers, The State University of New Jersey, with participation of faculty from both institutions. In addition, highly qualified scientists and administrators from industry, government, and public institutions participate in the teaching program.

Admission to the UMDNJ–SPH courses for Rutgers students requires the completion of the Graduate Exchange Program Form available from the registrar's offices at UMDNJ–SPH or Rutgers. In addition to these graduate courses, other courses specific to the candidate's specialty area are offered through various programs at Rutgers. Contact the office of the New Jersey Graduate Program in Public Health at UMDNJ–SPH for a listing of courses (732/445-0199).

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Administration, Centers, and Faculty 50

Administration, Centers, and Faculty

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James W. Hughes, *Ph.D., Professor and Dean of the School*
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Stephen D. Weston, *B.A., Student Services Coordinator*
Donna Weber, *M.S.W., Senior Development Officer*

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Michael Greenberg, *Ph.D., Director, National Center for Neighborhood and Brownfields Redevelopment*
Louis J. Gambaccini, *M.P.A., Director, Alan M. Voorhees Transportation Center*
Sanford Jaffe, *LL.B., Director, Center for Negotiation and Conflict Resolution*
Carl E. Van Horn, *Ph.D., Director, John J. Heldrich Center for Workforce Development*

FACULTY

Hooshang Amirahmadi, *Professor; B.S., Azarabadegan; M.S., Dallas; Ph.D., Cornell (City and Regional Planning)*
Teaching and research interests include urban and regional economics, comparative regional policies, international and regional investments, and global restructuring. Area interests include the Middle East.

Clinton J. Andrews, *Assistant Professor; B.S., Brown; Ph.D., Massachusetts Institute of Technology*
Teaching and research interests include energy and environmental planning, regulatory reform, and planning methods.

Richard K. Brail, *Professor; B.A., Rutgers; M.C.R.P., Ph.D., North Carolina*
Teaching and research interests focus on urban transportation planning and the use of computer and information technology, particularly geographic information systems, urban databases, and spatial models.

Charlotte Bunch, *Professor; B.A., Duke*
Teaching and research interests include women's studies, gender and development.

Philip H. Burch, *Research Professor, Center for Government Services; M.A., Ph.D., Rutgers*
Research interests include American government, public policy analysis, school finance, elites and interest groups.

Robert W. Burchell, *Professor, Center for Urban Policy Research; B.S.M.E., U.S. Coast Guard Academy; M.C.R.P., Ph.D., Rutgers*
Teaching and research interests include real estate analyses, fiscal impact analyses, housing, and land-use planning methods and theory.

Joel Cantor, *Professor; Director, Center for State Health Policy; B.A., Wisconsin; Sc.D., Johns Hopkins*
Teaching and research interests include health-care financing and delivery, health-care policy, and access to health services by low-income populations.

Robert A. Catlin, *Professor; B.S., Illinois Institute of Technology; M.S.U.R.P., Columbia; Ph.D., Claremont Graduate School*
Teaching and research interests include housing and community development, planning administration, planning and minority group communities.

Henry A. Coleman, *Associate Professor and Director, Center for Government Services; B.A., Morehouse College; M.A., Ph.D., Princeton*
Research interests include the analysis of public policy issues, especially in the areas of state and local finances, income redistribution, and labor force utilization.

Jocelyn Elise Crowley, *Assistant Professor; B.A., Cornell; M.P.P., Georgetown; Ph.D., Massachusetts Institute of Technology*
Teaching and research interests include social policy, American politics, women and politics, and methods.

Salah El-Shakhs, *Professor and Coordinator, Hubert H. Humphrey Fellowship Program; B.S., Cairo (Architecture); M.C.P., Ph.D., Harvard*
Teaching and research interests include comparative urbanization, national and regional urban development strategies, spatial development and evolution of urban systems, new town, and land-uses planning. Area interests include Africa, Middle East, and Western Europe.

Bari Anhalt Erlichson, *Assistant Professor; A.B., Dartmouth College; M.A. (Education), M.A. (Political Science), Ph.D., Stanford*
Teaching and research interests include education policy and politics; political institutions; and race, ethnicity, and representation.

Susan S. Fainstein, *Professor; A.B., Harvard (Radcliffe College); A.M., Boston; Ph.D., Massachusetts Institute of Technology (Political Science)*
Teaching and research interests include political economy, social policy, and planning theory. Current research focuses on comparative urban development between Western Europe and the United States and the political economy of redevelopment.

Norman J. Glickman, *State of New Jersey Professor of Urban Planning; Director, Center for Urban Policy Research; B.A., M.A., Ph.D., Pennsylvania*
Teaching and research interests include international and regional economic development, econometric modeling and urban impact analysis, and urban and industrial policy.

Michael Greenberg, *Professor; B.A., Hunter; M.A., Ph.D., Columbia (Geography)*
Teaching and research interests include environmental planning, economic and environmental trade-offs, toxic substances, and the geography of disease.

David H. Guston, Associate Professor; B.A., Yale; Ph.D., Massachusetts Institute of Technology (Political Science)

Research interests include science and technology policy, the role of experts and policy analysis in democratic decision making, and legislative processes and organization.

Briavel Holcomb, Professor; B.Sc., Nottingham (U.K.);

Dip. Ed., Oxford (U.K.); M.A., Ph.D., Colorado (Geography)

Teaching and research interests include urban revitalization; marketing and economic development; urban geography; the geography of inequality; and environmental perception and design for women, children, and the elderly.

James W. Hughes, Professor and Dean of the Edward J.

Bloustein School of Planning and Public Policy; Director,

Rutgers Regional Report; B.S., M.C.R.P., Ph.D., Rutgers

Teaching and research interests include demographics, housing and real estate markets, and analysis of regional and state economies.

Radha Jagannathan, Assistant Professor; B.A., School of

Economics, Delhi (India); M.A., Rutgers; Ph.D., Princeton

Research interests include public welfare, child welfare, and welfare-to-work programs. Teaching interests include statistics and methods, as well as public policy and poverty, housing, and child welfare.

Donald A. Krueckeberg, Professor; B.S., Michigan State;

M.C.P., Ph.D., Pennsylvania

Teaching and research interests include methods of planning analysis, planning theory, and history.

Robert W. Lake, Professor, Center for Urban Policy

Research; Editor, CUPR Press; B.A., Antioch; M.A.,

Ph.D., Chicago (Geography)

Teaching and research interests include urban and political geography, race and housing, environmental regulation, and locational conflict.

David Listokin, Research Professor, Center for Urban Policy

Research; B.A., CUNY (Brooklyn College); M.C.R.P.,

Ph.D., Rutgers

Teaching and research interests include fair-share housing, urban finance, fiscal impacts, housing policy, environmental impact analysis, education finance, housing finance.

Richard Lynch, Assistant Professor; B.A., Rutgers; M.S.,

Temple; Ph.D., Rutgers

Teaching and research interests include risk factors and diseases in occupational health.

Jane Miller, Associate Professor; B.A., Williams College; M.A.,

Ph.D., Pennsylvania

Teaching and research interests include maternal and infant health, demography.

Anton E. Nelessen, Associate Professor; B.Architecture,

Minnesota; M.S., Harvard (Architecture and Urban Design)

Teaching and research interests include design at all scales, urban design for new communities, neighborhood and C.B.D. rehabilitation, visual perception, communication of planning theory and practice, and three-dimensional, 360-degree environmental simulation.

Edward Ortiz, Associate Professor; B.A., CUNY (City College)

Teaching and research interests include urban poverty.

Frank J. Popper, Professor; B.A., Haverford College; M.P.A., Ph.D., Harvard

Teaching and research interests include land-use planning, the American West, politics of land use, and regional and environmental policy.

John R. Pucher, Professor; B.A., North Carolina (Chapel Hill);

Ph.D., Massachusetts Institute of Technology

Teaching and research interests include urban transportation, urban economics, and public sector economics.

Alan Rosenthal, Professor; A.B., Harvard; M.P.A., M.A.,

Ph.D., Princeton

Research interests include state legislatures and state politics.

Dona Schneider, Associate Professor; B.A., Trenton State

College; M.A., Rutgers; M.P.H., Rutgers/University of

Medicine and Dentistry of New Jersey; Ph.D., Rutgers

Teaching and research interests include morbidity and mortality patterns of children and high-risk groups.

David C. Schwartz, Professor; Director, American Affordable

Housing; A.B., A.M., CUNY (Brooklyn College); Ph.D.,

Massachusetts Institute of Technology (Political Science)

Teaching and research interests include housing policy, housing finance, housing/health-care relationship, legislative politics, and American government.

Lisa J. Servon, Assistant Professor; B.A., Bryn Mawr College;

M.A., Pennsylvania; Ph.D., California (Berkeley)

Teaching and research interests include economic development, poverty and social welfare policy, and planning theory.

John A. Spry, Assistant Professor; Joint Appointment with

the Center for Government Services; Ph.D., Rochester

Teaching interests include economics for public policy and local public finance. Research interests include public finance; local income and property taxes, intergovernmental fiscal relationships, education finance, and public choice.

Meredeth Turshen, Associate Professor; B.A., Oberlin College;

M.S., New York; Ph.D., Sussex (U.K.)

Teaching and research interests include gender and development, international health, nutrition, third-world social policy; occupational and environmental health in the U.S. and abroad; women's studies.

Carl E. Van Horn, Professor; Director, John J. Heldrich Center

for Workforce Development; B.A., Pittsburgh; M.A., Ph.D.,

Ohio State (Political Science)

Teaching and research interests include employment policy, policy analysis and evaluation, public policy formation, state government and politics.

Julie M. Whittaker, Assistant Professor; Joint Appointment

with the John J. Heldrich Center for Workforce Development;

Ph.D., Wisconsin (Madison)

Teaching interests include labor policy and advanced research methods. Research interests include income and benefit inequality, changing structure of occupations and technology, and women in the labor market.

Lyna Wiggins, Associate Professor; B.S., California

Polytechnic Institute (San Luis Obispo); M.S., Stanford;

Ph.D., California (Berkeley)

Teaching and research interests include geographic information science, urban applications of GIS, and planning methods.

Nancy Wolff, *Associate Professor; B.A., Ph.D., Iowa State*
Teaching and research interests include health economics and public finance.

Cliff Zukin, *Professor; B.A., Oregon; M.A., Ph.D., Ohio State (Political Science)*

Research interests include mass media and American politics, public opinion and voting behavior, survey research.

ASSOCIATED FACULTY

Raphael J. Caprio, *Professor of Public Administration (Rutgers–Newark) and Vice President for Continuous Education and Research; A.B., Rutgers (Newark); Ph.D., Rutgers*

Teaching and research interests include alternative delivery models of public service including privatization, outsourcing and interlocal agreements.

Caron Chess, *Associate Professor, Department of Human Ecology; Director, Center for Environmental Communication, Cook College; B.A., New York; M.S., Michigan; Ph.D., New York*

Teaching and research interests are public participation, deliberation, and communication concerning environmental issues.

Frank Fischer, *Professor of Political Science and Public Administration (Rutgers–Newark); Ph.D., New York*

Teaching and research interests include science, technology, and environmental policy.

Fern Goodhart, *Health Services Director; B.A., Queens College; M.S., Massachusetts*

Teaching and research interests include health education programs and state hypertension control.

Cathy Stein Greenblat, *Professor of Sociology (Rutgers–Camden); Ph.D., Columbia*

Teaching and research interests include gaming simulation, sociology of the family, human sexuality, and research methods.

Peter Simmons, *University Professor (Rutgers–Newark); A.B., LL.B., California (Berkeley)*

Teaching and research interests including planning law, municipal law, and land use.

Shirley Smoyak, *Professor; B.S., M.S., M.Phil., Ph.D., Rutgers*

Teaching and research interests include deinstitutionalization of the mentally ill, crisis services for children and adolescents.

Jon Van Til, *Associate Professor, Urban Studies and Public Administration (Rutgers–Camden); Ph.D., California*

Teaching and research interests include energy futures, voluntary action, and citizen participation.

LECTURERS/CENTER DIRECTORS/ PROFESSIONALS

James J. Florio, *Former Governor of New Jersey; University Professor of Public Policy; Codirector, National Center for Neighborhood and Brownfields Redevelopment (on leave); J.D., Rutgers' School of Law–Camden*

Teaching interests include executive and legislative policy-making and decision making for public policy.

Louis Gambaccini, *Visiting Lecturer; Director, Alan M. Voorhees Transportation Center; B.S., Connecticut; M.P.A., Syracuse (Maxwell School of Citizenship and Public Affairs); New York (Doctoral Studies)*

Teaching interests include transportation management.

Sanford Jaffe, *Director, Center for Negotiation and Conflict Resolution; B.A., Rutgers; LL.B., Harvard*

Teaching and research interests include negotiation, dispute resolution, legal education, and criminal justice.

Henry Mayer, *Executive Director, National Center for Neighborhood and Brownfields Redevelopment; B.S., Purdue; Ph.D., Rutgers*

Teaching and research interests focus on neighborhood revitalization.

Harry W. O'Neill, *Visiting Lecturer in Public Policy; Vice Chairman, Roper Starch Worldwide; B.A., Colgate; M.S., Pennsylvania State*

Teaching interest is survey research. Research interests include survey research for public policy, social, and political issues; corporate communications; and litigation.

Martin E. Robins, *Director, Transportation Policy Institute, Alan M. Voorhees Transportation Center; A.B., Princeton; LL.B., Harvard Law School*

Teaching interests are in the area of transportation policy and planning.

Mark Robson, *Executive Director, Environmental and Occupational Health Sciences Institute; Ph.D., Rutgers*

Teaching and research interests include pesticide use, policy, regulation, and alternative pest control.

Harold Rubenstein, *Visiting Lecturer in Public Policy; Executive Director, New Jersey State Bar Association; B.A., SUNY (Albany); J.D., Rutgers' School of Law–Newark*

Teaching and research interests include professional ethics and judicial administration.

Linda Stamato, *Deputy Director, Center for Negotiation and Conflict Resolution; B.A., Rutgers (Douglass College) (Political Science); M.A., Seton Hall (American Studies); M.A., Rutgers (Labor Studies)*

Teaching and research interests include negotiation, conflict resolution, higher education policy, and regulatory policy.

Ruth Ann Stewart, *Research Professor, Center for Urban Policy Research; B.A., Wheaton College; M.S., Columbia*

Teaching and research interests include public policy issues in the arts and culture; the role of the arts in economic and community development.

William Tracy, *Executive Director, John J. Heldrich Center for Workforce Development; Lecturer in Public Policy; B.S., St. Peter's College; M.A., Iowa*

Teaching and research interests include workforce and economic development.

Jan Wells, *Lecturer; Director for Housing, National Center for Neighborhood and Brownfields Redevelopment; B.A., Florida State; M.B.A., Columbia; Ph.D., Rutgers*

Teaching and research interests include housing and land use, specifically, the production of market and subsidized housing, housing finance, demographics driving housing demand, the impact of land-use and zoning decisions on housing prices, redevelopment of brownfields for residential use, and housing policy and theory.

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Francis L. Lawrence, *ex officio*

J. Bruce Llewellyn, *New York, NY*

Nancy K. Lotstein, *Del Mar, CA*

Henry A. Lubinski, *Fanwood*

Michael C. MacDonald, *Easton, CT*

Ernest C. Mueller, *North Caldwell*

Patricia Nachtigal, *Upper Montclair*

Gene O'Hara, *Rumson*

Dean J. Paranicas, *Summit*

Roxanne E. Parker, *Madison*

Brian D. Perkins, *Princeton*

Eileen L. Poiani, *Nutley*

Gail L. Powers, *Marlton*

Paul V. Profeta, *West Orange*
Richard J. Rawson, *Neshanic Station*
Lillian Ringel, *Maplewood*
Bethany Rocque-Romaine,
Old Bridge

Michael T. Salpas, *Annandale*

John J. Scally, Jr., *Short Hills*

Philip S. Schein, *Bryn Mawr, PA*

Dorothy M. Stanaitis, *Gloucester City*

Abram J. Suydam, Jr., *Somerset*

Anne M. Thomas, *Flemington*

Karen M. Torian, *Plainfield*

Addie S. Wright, *Marietta, GA*

Guy N. Zazzara, *Jersey City*

Robert Hamilton,
student representative

Edna Ishayik, *student representative*

Joseph I. Naus, *faculty representative*

Mark C. Vodak, *faculty representative*

Felix M. Beck (emeritus), *Livingston*

Floyd H. Bragg (emeritus),
North Brunswick

Peter Cartmell (emeritus), *Rumson*

Carleton C. Dilatush (emeritus),
Point Pleasant

Carlton A. Holstrom (emeritus),
Pipersville, PA

Paul B. Jennings (emeritus), *Piscataway*

Charles A. Jurgensen (emeritus),
Newville, PA

Walter L. Leib (emeritus), *Scotch Plains*

Janice H. Levin (emerita),
New York, NY

Claire W. Nagle (emerita), *Bridgewater*

Harold S. Perl (emeritus), *West Orange*

Norman Reitman (emeritus),
Highland Park

George T. Reynolds (emeritus),
Princeton

Alvin J. Rockoff (emeritus),
North Brunswick

Marijane Singer (emerita),
Woodcliff Lake

Edward J. Slotkin (emeritus),
Southfield, MI

Arthur L. Taub (emeritus),
East Brunswick

Michael R. Tuosto (emeritus),
North Brunswick

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Mildred R. Schildkamp,
Monroe Township

Assistant Secretary:

Enrica Gioe Chretien, *Mountainside*

Treasurer:

Joseph P. Whiteside, *East Brunswick*

Administrative Officers

University-wide

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Raphael J. Caprio, *Ph.D.*, *Vice President for Continuous Education and Outreach*

Michael W. Carroll, *M.A.*, *Executive Director of the Rutgers University*

Foundation and Vice President for Development and Alumni Relations

Emmet A. Dennis, *Ph.D.*, *Vice President for Student Affairs*

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Susan G. Forman, *Ph.D.*, *Vice President for Undergraduate Education*

Marianne I. Gaunt, *M.L.S.*, *University Librarian*

Christine M. Haska, *Ph.D.*, *Vice President for Institutional Research and Planning*

Mildred R. Schildkamp, *B.S.*, *Secretary of the University/Assistant*

to the President

David R. Scott, *J.D.*, *University Counsel*

Joseph J. Seneca, *Ph.D.*, *University Vice President for Academic Affairs*

Joseph P. Whiteside, *M.B.A.*, *Senior Vice President and Treasurer*

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Camden

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Rory P. Maradonna, *M.B.A.*, *Associate Provost for Student Affairs*

Mark Rozewski, *M.C.R.P.*, *Associate Provost for Administration and Finance*

Newark

Norman Samuels, *Ph.D.*, *Provost*

Harvey H. Feder, *Ph.D.*, *Associate Provost for Academic Programs*

George G. Laskaris, *M.S.*, *Associate Provost for Information Technology*

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Raymond T. Smith, *Ph.D.*, *Associate Provost for Student Affairs*

Gene A. Vincenti, *M.B.A.*, *Associate Provost for Budget and Campus Development*

Divisions of the University

ACADEMIC DIVISIONS

Rutgers, The State University of New Jersey, provides educational and research services throughout the state on campuses located in Camden, Newark, and New Brunswick. The principal university center is located in New Brunswick, where Rutgers originated two centuries ago.

Camden

Camden offers programs at three undergraduate colleges and at five graduate schools. With an enrollment of five thousand students, it offers exceptional educational opportunities in addition to providing the advantages and resources associated with a major state university.

Faculty of Arts and Sciences–Camden

Margaret Marsh, *Ph.D., Dean*

Established in 1983 as a result of academic reorganization of the Camden campus, the Faculty of Arts and Sciences–Camden offers academic programs for undergraduate and graduate work in twenty-three arts and sciences disciplines and in a variety of interdisciplinary areas.

School of Business–Camden

Milton Leontiades, *Ph.D., Dean*

Established in 1988, the School of Business–Camden sets major requirements and teaches all courses leading to the Bachelor of Science degree in the professional areas of accounting and management. The School of Business also sets the major requirements and teaches all courses leading to a Master of Business Administration degree.

Camden College of Arts and Sciences

Margaret Marsh, *Ph.D., Dean*

A coeducational, liberal arts college, CCAS is the successor institution to the College of South Jersey, which was established in 1927 and became part of the state university in 1950.

University College–Camden

Margaret Marsh, *Ph.D., Dean*

University College–Camden is an evening college of liberal arts and professional studies serving part-time students since 1950.

Graduate School–Camden

Margaret Marsh, *Ph.D., Dean*

Graduate programs in the liberal arts were started in Camden in 1971 under the jurisdiction of the Graduate School–New Brunswick. The Graduate School–Camden was established as an autonomous unit in 1981.

School of Law–Camden

Rayman L. Solomon, *J.D., Ph.D., Dean*

Founded in 1926, the School of Law–Camden joined the university in 1950 as the South Jersey Division of the School of Law–Newark. It became an independent unit of the university in 1967. The law school offers a curriculum leading to the degree of Juris Doctor, including advanced study in special areas.

Summer Session–Camden

Thomas Venables, *Ed.D.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

Newark

Newark offers programs at three undergraduate colleges and at four graduate schools. With an enrollment of approximately ten thousand students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Steven J. Diner, *Ph.D., Dean*

The Faculty of Arts and Sciences–Newark was established in 1985 to expand and strengthen the instructional program for undergraduate students at the Newark campus. The combined faculties of Newark College of Arts and Sciences and University College–Newark offer courses and academic programs in more than sixty subject areas.

Newark College of Arts and Sciences

Steven J. Diner, *Ph.D., Dean*

Founded in 1930 as Dana College, this undergraduate, coeducational, liberal arts college became part of Rutgers when the University of Newark was integrated into the state university in 1946.

College of Nursing

Hurdis Margaret Ann Griffith, *Ph.D., Dean*

The College of Nursing was established in 1956 as an expansion of the university's offerings in the former School of Nursing of the Newark College of Arts and Sciences. Its graduate program is conducted through the Graduate School–Newark.

University College–Newark

Steven J. Diner, *Ph.D., Dean*

University College–Newark is an evening and weekend college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of Bachelor of Arts and Bachelor of Science.

Faculty of Management

Howard Tuckman, *Ph.D., Dean*

Established in 1993, the Faculty of Management encompasses the Graduate School of Management and the School of Management. The School of Management is an upper-division undergraduate school, founded in 1993, that offers the Bachelor of Science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Degree programs are available in accounting, finance, management, and marketing. The Graduate School of Management, founded in 1929 as the Seth Boyden School of Business and incorporated into Rutgers in 1946, offers three programs. Two of these programs, management and professional accounting, lead to the Master of Business Administration degree. The third program offers the Ph.D. degree in management jointly with the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Norman Samuels, *Ph.D., Dean*

The Graduate School–Newark was established as a separate instructional division of the university with degree-granting authority in 1976.

School of Criminal Justice

Leslie W. Kennedy, *Ph.D., Dean*

The School of Criminal Justice, which opened in 1974, offers a graduate program that provides students with a sound foundation for work in teaching, research, or criminal justice management. The Master of Arts degree is offered through the school, and the Ph.D. degree is offered in conjunction with the Graduate School–Newark.

School of Law–Newark

Stuart L. Deutsch, *J.D., Dean*

The university's graduate programs in law originated in other institutions. The New Jersey School of Law, founded in 1908, and the Mercer Beasley School of Law, founded in 1926, merged in 1936 to become the University of Newark School of Law, which became part of Rutgers in 1946.

Summer Session–Newark

Hugo J. Kijne, *Ph.D.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses with sixteen academic units, eighteen hundred faculty, and thirty-three thousand students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Richard S. Falk, *Ph.D., Acting Dean*

Established in 1981 as a result of academic reorganization of the New Brunswick campus, the Faculty of Arts and Sciences–New Brunswick teaches all arts and science courses for undergraduate and graduate students in degree-granting units and sets the major requirements for all arts and science majors. Organized into disciplines and departments, it offers forty-four undergraduate major programs and twenty-nine graduate programs, which are administered by the Graduate School–New Brunswick.

Douglass College

Barbara Shailor, *Ph.D., Dean*

Founded in 1918 as the New Jersey College for Women, Douglass is the largest women's college in the nation. While maintaining rigorous standards of instruction in the fundamental disciplines of the liberal arts, Douglass supports and develops programs which link major courses of study to future careers. The college also implements special programs as well as independent activities designed to help women students develop the qualities required for achievement in any field of endeavor.

Livingston College

Arnold Hyndman, *Ph.D., Dean*

Livingston College opened in 1969 as a coeducational institution dedicated to serving a diverse student body reflecting the racial, ethnic, and socioeconomic composition of today's society. As a college of the liberal arts and professions, Livingston is committed to a multidisciplinary program that brings together a diverse group of students, faculty, and staff in a cosmopolitan community dedicated to learning.

Rutgers College

Carl Kirschner, *Ph.D., Dean*

Rutgers College was chartered in 1766 and is the original nucleus around which the university developed. Formerly an undergraduate college for men, it is now coeducational. Dedicated to the promotion of excellence in undergraduate education, Rutgers College provides its students with clear guidelines in the pursuit of a liberal arts education.

University College–New Brunswick

Emmet A. Dennis, *Ph.D.*, *Dean*

University College–New Brunswick is an evening college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College–New Brunswick students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of Bachelor of Arts and Bachelor of Science.

Cook College

Bruce C. Carlton, *Ph.D.*, *Dean*

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with emphasis on environmental, agricultural, food, and marine sciences. Formerly the College of Agriculture and later the College of Agriculture and Environmental Science, Cook College adopted its present name in 1973. Graduate programs are offered through the Graduate School–New Brunswick.

College of Pharmacy

John L. Colaizzi, *Ph.D.*, *Dean*

First organized in 1892 and incorporated into the state university in 1927, the College of Pharmacy offers a five-year professional program leading to the Bachelor of Science degree and a graduate program leading to the Pharm.D. degree. Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick also are available. In addition, the college sponsors an extension program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

George B. Stauffer, *Ph.D.*, *Dean*

This branch of Rutgers opened in July 1976. The school grants both undergraduate and graduate degrees. Formed to provide an education in the arts of the highest professional caliber, the school offers an M.F.A. degree in visual arts and theater arts; D.M.A., A.Dpl., M.M., and B.Mus. degrees in music; and a B.F.A. degree in visual arts, dance, and theater arts.

School of Business–New Brunswick

Howard Tuckman, *Ph.D.*, *Dean*

Approved by the New Jersey Department of Higher Education in 1986, the School of Business–New Brunswick offers both undergraduate and graduate degrees. On the undergraduate level, it is a two-year, upper-division school offering programs in accounting, finance, management, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The Bachelor of Science degree is jointly awarded by the School of Business–New Brunswick and the undergraduate college. The school's graduate program offers the Master of Accounting degree.

School of Communication, Information and Library Studies

Gustav Friedrich, *Ph.D.*, *Dean*

This school was formed in 1982 by a merger of two schools to provide academic programs that focus on various facets of communication and information science. The school offers undergraduate programs of study in communication, and journalism and mass media. Students are admitted to the school in their junior year from the five residential undergraduate colleges in New Brunswick: Cook, Douglass, Livingston, Rutgers, and University colleges. Bachelor of Arts degrees are awarded jointly by the School of Communication, Information and Library Studies and the undergraduate college. At the graduate level, programs are offered that lead to the degree of Master of Library Service, the Master of Communication and Information Studies, and, jointly with the Graduate School–New Brunswick, to the Doctor of Philosophy degree. Courses for in-service librarians also are provided.

School of Engineering

Michael T. Klein, *Sc.D.*, *Dean*

Instruction in engineering began at Rutgers in 1864, when New Jersey designated Rutgers College to be the State College for the Benefit of Agriculture and Mechanic Arts. The College of Engineering became a separate unit in 1914, and was renamed the School of Engineering in 1999. The school is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in even disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, *Ph.D.*, *Dean*

Founded in 1992, the Edward J. Bloustein School of Planning and Public Policy provides focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. The school offers undergraduate programs in urban studies and public health, each leading to the baccalaureate degree. On the graduate level, the school confers Master of City and Regional Planning, Master of City and Regional Studies, Master of Public Affairs and Politics, Master of Public Policy, Master of Public Health, and Doctor of Public Health degrees; the latter two degrees are offered jointly with the University of Medicine and Dentistry of New Jersey–School of Public Health. A dual-degree program in public health and applied psychology leading to the Master of Public Health and Doctor of Psychology degrees is offered with the Graduate School of Applied and Professional Psychology. A program also is offered that leads to the Doctor of Philosophy degree in urban planning and policy development; this degree is conferred by the Graduate School–New Brunswick. In addition, the school offers joint-degree programs with Rutgers two law schools, with the Graduate School of Management, and with the Graduate School–New Brunswick.

School of Management and Labor Relations

Barbara A. Lee, *Ph.D., J.D., Dean*

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies and employment relations. At the graduate level, programs are offered that lead to the degrees of Master of Science in Human Resource Management, Master of Arts in Labor and Employment Relations, and Doctor of Philosophy in Industrial Relations and Human Resources.

Graduate School–New Brunswick

Richard S. Falk, *Ph.D., Acting Dean*

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than sixty disciplines and is responsible for all Doctor of Philosophy degrees at Rutgers–New Brunswick. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

Sandra L. Harris, *Ph.D., Dean*

The GSAPP was established in 1974 to train direct-service psychologists who have a special commitment to community involvement. It offers the Doctor of Psychology (Psy.D.) degree in professional psychology with specializations in the areas of clinical psychology, school psychology, and organizational psychology. The GSAPP also awards the Master of Psychology (Psy.M.) degree *en passant* to the doctorate; the Psy.M. is not offered as a terminal degree.

Graduate School of Education

Louise C. Wilkinson, *Ed.D., Dean*

Courses in education were first offered by Rutgers College in the late nineteenth century. A separate school offering its own curricula was organized in 1924. The GSE offers programs leading to the degrees of Master of Education, Specialist in Education, and Doctor of Education.

School of Social Work

Mary E. Davidson, *Ph.D., Dean*

Established in 1954 to prepare students for professional social work practice, the SSW offers a two-year graduate curriculum leading to the Master of Social Work degree. Jointly with the Graduate School–New Brunswick, it offers a program leading to the Doctor of Philosophy degree, and its faculty also teaches an undergraduate social work program.

Summer Session–New Brunswick

Thomas A. Kujawski, *Ed.M.*

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

Advanced Food Technology, Center for Nabisco Institute
for Advanced Food Technology, Cook Campus

Advanced Information Processing, Center for CoRE
Building, Busch Campus

Agricultural Experiment Station, New Jersey Martin Hall,
Cook Campus

Alcohol Studies, Center of Smithers Hall, Busch Campus

American Woman and Politics, Center for the Wood Lawn,
Douglass Campus

Art Museum, Jane Voorhees Zimmerli.
College Avenue Campus

Biological Research, Bureau of Nelson Biology
Laboratories, Busch Campus

Biostatistics, Institute for. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment.
Cook Campus

Ceramic Research, Malcolm G. McLaren Center for.
607 Taylor Road, Busch Campus

Coastal and Environmental Studies, Center for Doolittle
Hall, Busch Campus

Computer Science Research, Laboratory for Hill Center,
Busch Campus

Controlled Drug-Delivery Research Center Pharmacy
Building, Busch Campus

Crime Prevention Studies, Center for S.I. Newhouse Center
for Law and Justice, Newark Campus

Criminological Research, Institute for Lucy Stone Hall,
Livingston Campus

Critical Analysis of Contemporary Culture, Center for the.
8 Bishop Place, College Avenue Campus

*Discrete Mathematics and Theoretical Computer Science,
Center for.* CoRE Building, Busch Campus

Eagleton Institute of Politics. Wood Lawn,
Douglass Campus

Economic Research, Bureau of New Jersey Hall,
College Avenue Campus

Edison Papers, Thomas A. 16 Seminary Place,
College Avenue Campus

Engineered Materials, Institute for Engineering Building,
Busch Campus

Engineering Research, Bureau of Engineering Building,
Busch Campus

Fiber Optic Materials Research Program. 607 Taylor Road,
Busch Campus

Fisheries and Aquaculture Technology Extension Center.
Martin Hall, Cook Campus

Government Services, Center for Edward J. Bloustein
School of Planning and Public Policy, 33 Livingston
Avenue, College Avenue Campus

*Health, Health Care Policy, and Aging Research, Institute
for.* 30 College Avenue, College Avenue Campus

Historical Analysis, Rutgers Center for 88 College Avenue,
College Avenue Campus

Human Evolutionary Studies, Center for 131 George Street, College Avenue Campus

International Business Education, Center for Janice H. Levin Building, Livingston Campus

International Conflict Resolution and Peace Studies, Center for Hickman Hall, Douglass Campus

International Faculty and Student Services, Center for 180 College Avenue, College Avenue Campus

Jazz Studies, Institute of Dana Library, Newark Campus

Jewish Life, Center for the Study of 12 College Avenue, College Avenue Campus

Journalism Resources Institute 185 College Avenue, College Avenue Campus

Marine and Coastal Sciences, Institute of 71 Dudley Road, Cook Campus

Materials Synthesis, Center for Engineering Building, Busch Campus

Mathematical Sciences Research, Center for Hill Center, Busch Campus

Mathematics, Science, and Computer Education, Center for Science and Engineering Resource Center, Busch Campus

Molecular and Behavioral Neuroscience, Center for Aidekman Center, Newark Campus

Negotiation and Conflict Resolution, Center for Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Neighborhood and Brownfields Redevelopment, National Center for Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Operations Research, Center for Hill Center, Busch Campus

Packaging Science and Engineering, Center for Engineering Building, Busch Campus

Physics Research, Bureau of Serin Physics Laboratories, Busch Campus

Rutgers Cooperative Extension Martin Hall, Cook Campus

Surface Modification, Laboratory for Serin Physics Laboratories, Busch Campus

Transportation Center, Alan M. Voorhees Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Urban Policy Research, Center for 33 Livingston Avenue, College Avenue Campus

Waksman Institute of Microbiology 190 Frelinghuysen Road, Busch Campus

Walt Whitman Center for the Culture and Politics of Democracy Hickman Hall, Douglass Campus

Wireless Information Network Laboratory Electrical Engineering Building, Busch Campus

Women, Institute for Research on 160 Ryders Lane, Douglass Campus

Workforce Development, John J. Heldrich Center for Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Centers Operated Jointly

Biotechnology and Medicine, Center for Advanced Environmental and Occupational Health Sciences Institute. Hazardous Substance Management Research Center.

UNIVERSITY LIBRARY SYSTEM

Alcohol Studies Library Smithers Hall, Busch Campus

Annex Annex Building, Busch Campus

Archibald Stevens Alexander Library 169 College Avenue, College Avenue Campus

Art Library Hamilton Street, College Avenue Campus

Bailey B. Pepper Entomology Library John B. Smith Hall, Georges Road and Jones Street, Cook Campus

Blanche and Irving Laurie Music Library Douglass Library, Chapel Drive and George Street, Douglass Campus

Chemistry Library Wright Chemistry Laboratory Building, Busch Campus

Chrysler Herbarium Library Nelson Biology Laboratories, Busch Campus

Criminal Justice Library S.I. Newhouse Center, 15 Washington Street, Newark Campus

East Asian Library Alexander Library, College Avenue Campus

Institute of Jazz Studies Library Bradley Hall, Newark Campus

John Cotton Dana Library 185 University Avenue, Newark Campus

Kilmer Area Library Avenue E, Livingston Campus

Library of Science and Medicine Bevier Road, Busch Campus

Mabel Smith Douglass Library Chapel Drive and George Street, Douglass Campus

Mathematical Sciences Library Hill Center, Busch Campus

Media Services Kilmer Area Library, Livingston Campus

Paul Robeson Library 300 North Fourth Street, Camden Campus

Physics Library Serin Physics Laboratories, Busch Campus

School of Law-Camden Library Fifth and Penn Streets, Camden Campus

School of Law-Newark Library S.I. Newhouse Center, Washington Street, Newark Campus

School of Management and Labor Relations Library Ryders Lane, Cook Campus

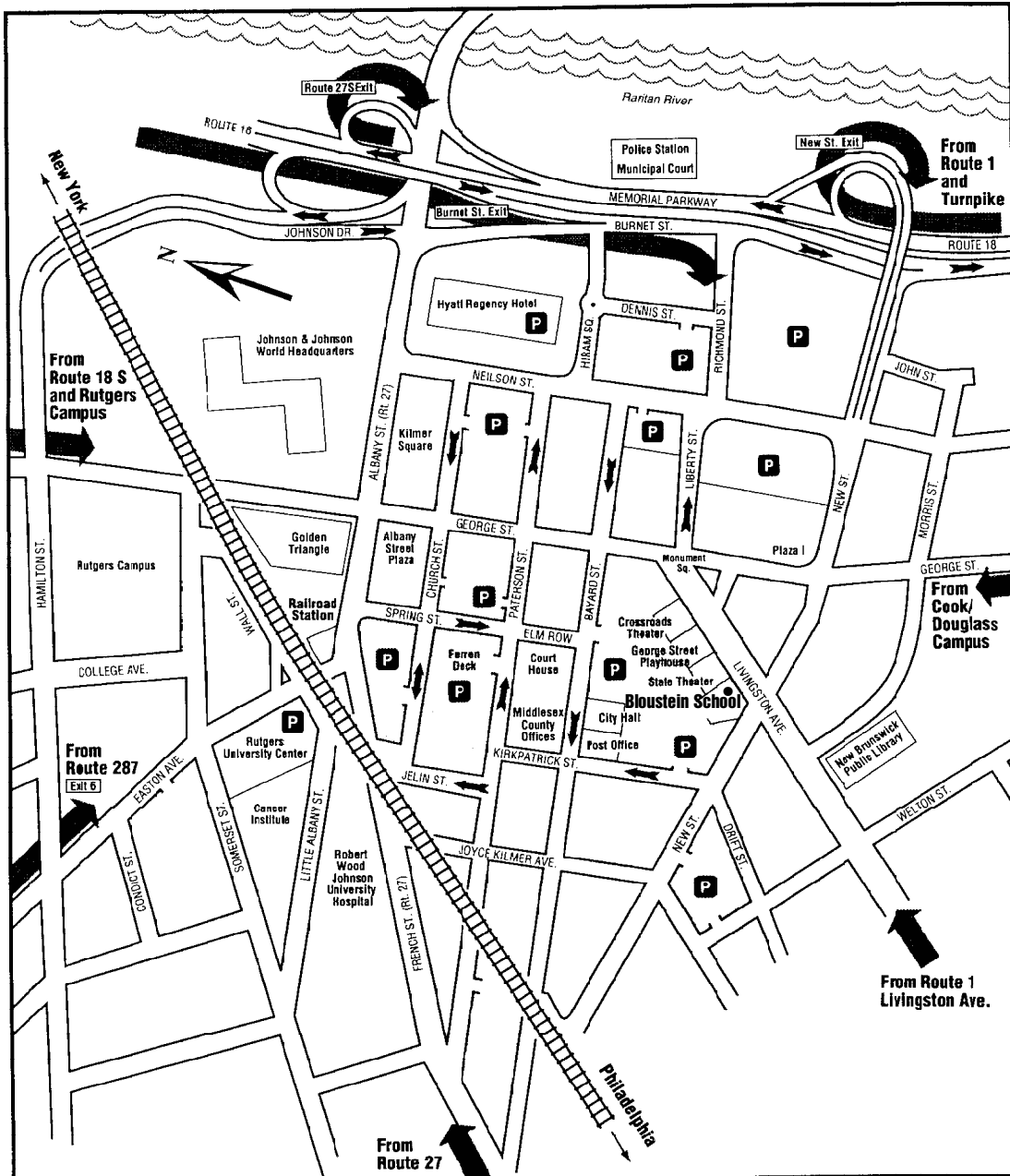
SERC Reading Room Science and Engineering Resource Center, Frelinghuysen Road, Busch Campus

Special Collections and University Archives Alexander Library, College Avenue Campus

Stephen and Lucy Chang Science Library Foran Hall, Cook Campus

Edward J. Bloustein School of Planning and Public Policy

Civic Square, 33 Livingston Avenue, New Brunswick, NJ 08901-1981 (732/932-5475)



By Train:

The New Brunswick train station, which has Amtrak connections, is about an hour from New York City and Philadelphia. The Bloustein School is approximately 5 minutes walking distance from the station. Cross Albany Street (Route 27) and turn left. Walk a block and a half to George Street. Turn right onto George Street and walk four blocks to Livingston Avenue. Turn right onto Livingston Avenue. The Bloustein School is at the corner of Livingston Avenue and New Street.

By Car:

From New York or Northern New Jersey:

1. Take the New Jersey Turnpike South; get off at Exit 4.
2. Follow signs for Route 18N (toward New Brunswick).
3. Exit at New Street.
4. The third traffic light is Livingston Avenue. The Bloustein School at Civic Square is a large red brick building on the far right corner.

From Trenton or Southern New Jersey:

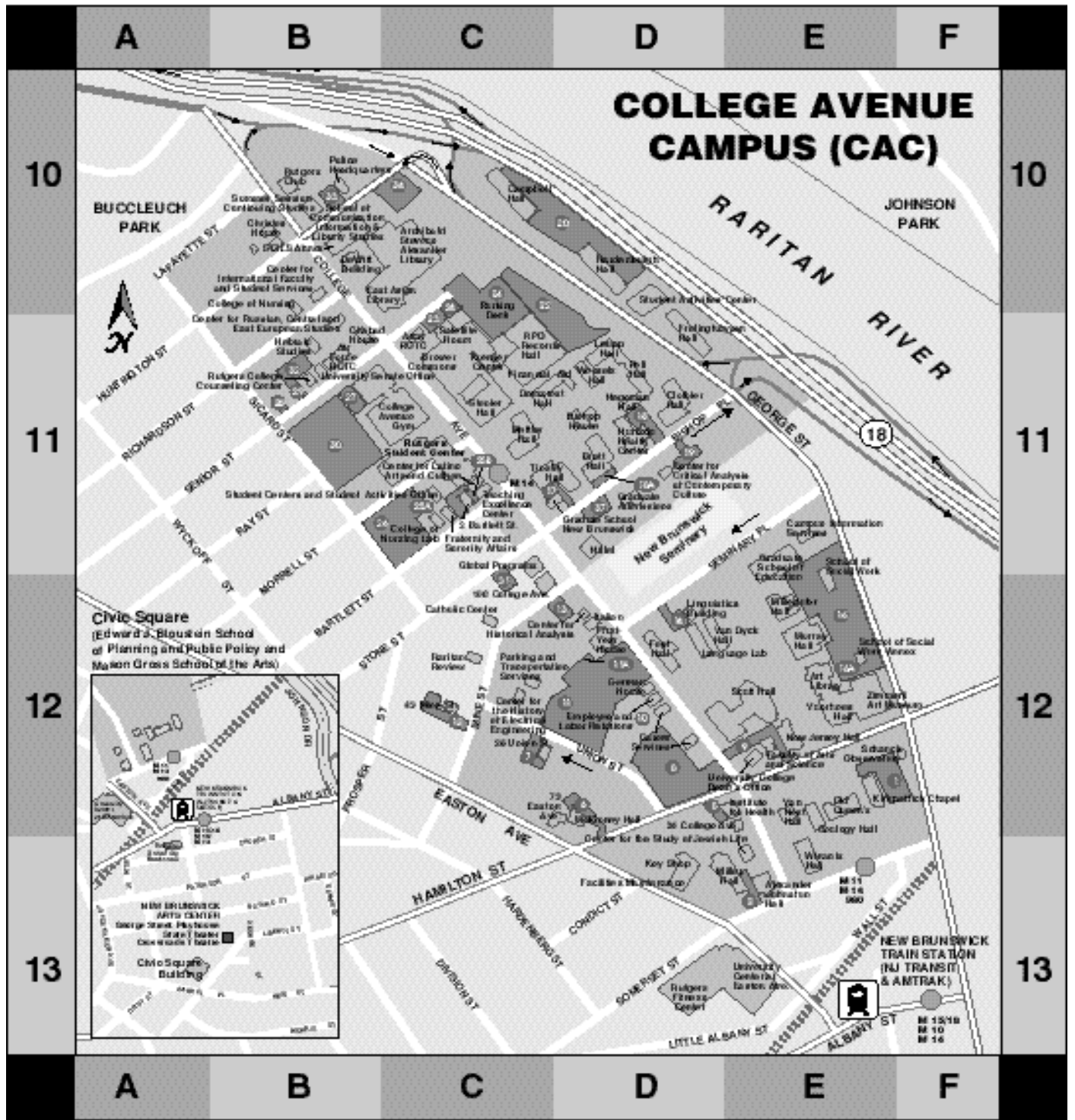
1. Take the New Jersey Turnpike North; get off at Exit 9.
2. Follow signs for Route 18N (toward New Brunswick).
3. Follow steps 3 and 4, at left, to reach the school.

From Route 1:

1. Take Route 1S or Route 1N to Route 18 (New Brunswick).
2. Follow Route 18N.
3. Follow steps 3 and 4, at left, to reach the school.

From Route 287:

1. Take Route 287; get off at Exit 10 (New Brunswick).
2. Follow Easton Avenue for approximately 7 miles until it ends at Albany Street (at the New Brunswick train station).
3. Turn left onto Albany Street; go a block and a half to George Street.
4. Turn right at George Street and go four blocks to Livingston Avenue. Turn right onto Livingston Avenue. The Bloustein School will be on your right at the next intersection (New Street).



LEGEND

- NJ Transit bus stop
- Train station
- Parking lot
- Discipline of study
- Trail
- 11.5 mile
- State route
- County route

Geographic features are indicated by shaded regions.

For comments or changes to the map, please call Campus Information Services at 732.932.6545 ext. 644.

To Bloustein School

COLLEGE AVENUE CAMPUS BUILDING DIRECTORY

ACCESSIBLE	BLDG. NAME	GRID
	3 Bartlett St.	C11
	24 College Ave.	E12
	36 Union St.	C12
	43 Mine St.	C12
	73 Easton Ave.	D12
	Air Force ROTC (5 Senior St.)	B11
	Air Force ROTC (9 Senior St.)	B11
	Alexander Johnston Hall	E13
♿	S 5 Archibald Stevens Alexander Library	C10
	Army ROTC	C11
♿	↑ ♻️ Art Library	E12
♿	♻️ Bishop House	D11
♿	Brett Hall	D11
♿	↑ ♻️ Brower Commons	C11
♿	↑ Campbell Hall	C10
	♻️ Campus Information Services (Riverstede)	E11
	Career Services (Admin.)	D12
♿	♻️ Career Services (College Ave.)	D12
	Catholic Center	C12
♿	♻️ Center for Critical Analysis of Contemporary Culture	D11
	Center for Historical Analysis	D12
	Center for International Faculty and Student Services	B10
	Center for Latino Arts and Culture	C11
	Center for Russian, Central and East European Studies	B10
	Center for the History of Electrical Engineering	C12
	Center for the Study of Jewish Life	E12
♿	↑ ♻️ Chabad House (Les Turchin)	B11
	Christos House (194 College Ave.)	B10
♿	↑ ♻️ Civic Square	A13
♿	↑ Clothier Hall	D11
♿	♻️ College Avenue Gym (the Barn)	C11
	College of Nursing	B10
	College of Nursing Lab	C11
	Demarest Hall	D11
	De Witt Building (Simeon)	B10
♿	↑ ♻️ East Asian Library	B10
♿	↑ ♻️ Edward J. Bloustein School of Planning and Public Policy, Civic Square Building	A13
	Employee and Labor Relations	D12
	Facilities Maintenance (College Ave.)	D13
	Faculty of Arts and Sciences–Dean’s Office	E12
♿	♻️ Financial Aid	C11
	First-Year House	D12
	Ford Hall	D12
	Fraternity and Sorority Affairs Office	C11
♿	↑ Frelinghuysen Hall	D11
	♻️ Geology Hall	E12
	German House	D12
♿	♻️ Global Programs	C11
	Graduate Admissions	D11
♿	↑ ♻️ Graduate School of Education (GSE)	E11
	♻️ Graduate School–New Brunswick	D11
♿	↑ Hardenburgh Hall	D10
	Hebraic Studies	B11

ACCESSIBLE	BLDG. NAME	GRID
	Hegeman Hall	D11
	Hillel	D11
♿	↑ ♻️ Hurtado Health Center	D11
	Institute for Health, Health Care Policy, and Aging Research	E12
	Italian	D12
	Key Shop (College Ave.)	D13
	Kirkpatrick Chapel	E12
♿	♻️ Kreeger Center	C11
♿	♻️ Language Lab	D12
	Leupp Hall	D11
	Linguistics Building	D12
♿	↑ ♻️ Mason Gross School of the Arts, Civic Square Building	A13
♿	McKinney Hall	D12
♿	↑ Mettler Hall	C11
♿	♻️ Milledoler Hall	E12
♿	♻️ Miller Hall	E13
♿	↑ ♻️ Murray Hall	E12
	♻️ New Jersey Hall	E12
♿	♻️ Old Queen’s (President’s Office)	E12
	Parking and Transportation Services	C12
	Pell Hall	D11
	♻️ Police Headquarters–Rutgers University	B10
	Raritan Review (Raritan Quarterly)	C12
♿	♻️ RPO–Records Hall	C11
♿	♻️ Rutgers Club	B10
♿	Rutgers College Counseling Center	B11
♿	♻️ Rutgers Federal Credit Union (Faculty/Staff) (100 College Ave.)	C12
♿	♻️ Rutgers Fitness Center (Easton Ave.)	D13
♿	↑ ♻️ Rutgers Student Center (RSC)	C11
♿	↑ Rutgers University Bookstore	A13
♿	♻️ Satellite Room (Computing Services)	C11
	Schanck Observatory	F12
♿	↑ ♻️ School of Communication, Information and Library Studies (SCILS)	B10
♿	♻️ School of Social Work	E11
	School of Social Work Annex	E12
	SCILS Annex	B10
♿	↑ ♻️ Scott Hall	E12
♿	↑ Stonier Hall	C11
♿	↑ ♻️ Student Activities Center (SAC), Ledge	D10
	Student Centers and Student Activities Business Office	C11
♿	Summer Session/Continuing Studies	B10
	Teaching Excellence Center	C11
♿	↑ Tinsley Hall	D11
♿	↑ University Center at Easton Ave.	E13
	University College Dean’s Office	E12
	University Senate Office	B11
♿	↑ ♻️ Van Dyck Hall	D12
♿	♻️ Van Nest Hall	E12
♿	♻️ Voorhees Hall	E12
	Wessells Hall	D11
♿	↑ ♻️ Winants Hall (Alumni Relations, Foundation)	E13
♿	↑ ♻️ Zimmerli Art Museum	E12

Accessible



to the ground floor



to other floors



Public bathrooms (Handicap Accessible)



Public bathrooms (Handicap Non-Accessible)

TRANSPORTATION TO THE NEW BRUNSWICK AREA CAMPUSES

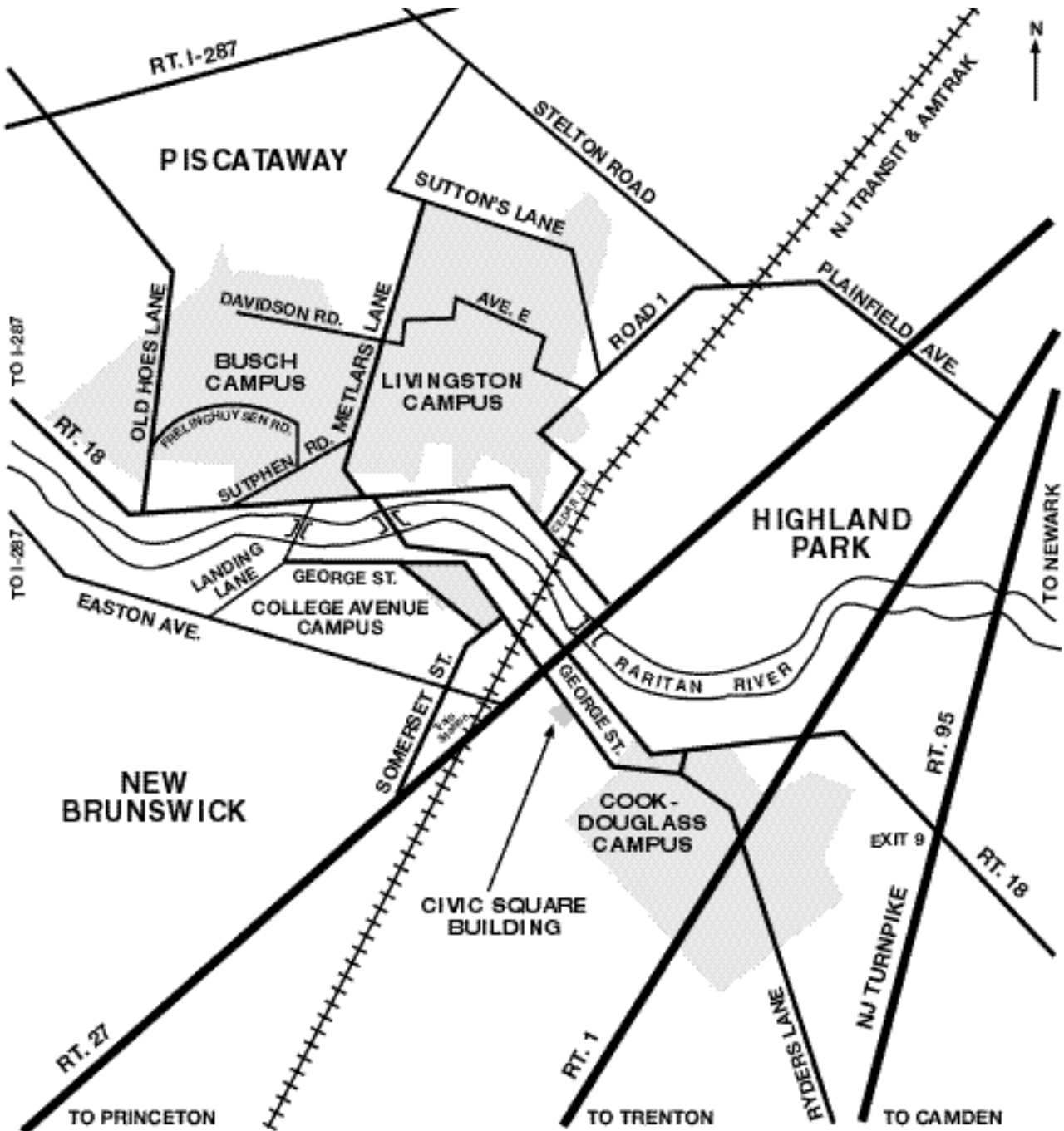
BUSCH CAMPUS
College of Pharmacy
Rutgers College
School of Engineering

**COLLEGE AVENUE
CAMPUS**
Rutgers College
School of Communication,
Information and
Library Studies
University College—
New Brunswick

**COOK-DOUGLASS
CAMPUS**
Cook College
Douglass College
Mason Gross School
of the Arts
School of Management
and Labor Relations

LIVINGSTON CAMPUS
Livingston College
School of Business—
New Brunswick
School of Management
and Labor Relations

**CIVIC SQUARE
BUILDING**
Edward J. Bloustein School
of Planning and Public Policy
Mason Gross School
of the Arts



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