

# Edward J. Bloustein School of Planning and Public Policy 2003–2005

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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.

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

Dates are subject to change.

## 2003–2004

### September

2 Tuesday Fall term begins.

### November

25 Tuesday Thursday classes meet.  
26 Wednesday Friday classes meet.  
27 Thursday Thanksgiving recess begins.  
30 Sunday Thanksgiving recess ends.

### December

10 Wednesday Regular classes end.  
11 Thursday Reading period.  
12 Friday Reading period.  
15 Monday Fall exams begin.  
22 Monday Fall exams end.  
23 Tuesday Winter recess begins.

### January

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

### March

14 Sunday Spring recess begins.  
21 Sunday Spring recess ends.

### May

3 Monday Regular classes end.  
4 Tuesday Reading period.  
5 Wednesday Reading period.  
6 Thursday Spring exams begin.  
12 Wednesday Spring exams end.  
20 Thursday University commencement.

## 2004–2005

### September

1 Wednesday Fall term begins.

### November

24 Wednesday No classes.  
25 Thursday Thanksgiving recess begins.  
28 Sunday Thanksgiving recess ends.

### December

13 Monday Regular classes end.  
14 Tuesday Reading period.  
15 Wednesday Reading period.  
16 Thursday Fall exams begin.  
23 Thursday Fall exams end.  
24 Friday Winter recess begins.

### January

17 Monday Winter recess ends.  
18 Tuesday Spring term begins.

### March

13 Sunday Spring recess begins.  
20 Sunday Spring recess ends.

### May

2 Monday Regular classes end.  
3 Tuesday Reading period.  
4 Wednesday Reading period.  
5 Thursday Spring exams begin.  
11 Wednesday Spring exams end.  
19 Thursday University commencement.

# About the University

Rutgers, The State University of New Jersey, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick, is one of the nation's major state university systems. The university comprises 29 degree-granting divisions: 12 undergraduate colleges, 11 graduate schools, and 6 schools offering both undergraduate and graduate degrees. Five are located in Camden, 8 in Newark, and 16 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, it was 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 (now the Ernest Mario School of Pharmacy), the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College became a university in 1924. The legislature passed laws in 1945 and 1956 designating all divisions of Rutgers as the state university of New Jersey. During these years, the university expanded dramatically. An evening division, University College, opened in 1934. The University of Newark joined the system in 1946, and the College of South Jersey at Camden was added in 1950.

Since the 1950s, Rutgers has continued to expand, especially in graduate education. The Graduate School–New Brunswick, the Graduate School–Newark, and the

Graduate School–Camden serve their respective campuses. In addition, the university has established professional schools in applied and professional psychology; communication, information and library studies; criminal justice; the fine arts; management; urban planning and public policy; and social work. Several of these schools offer undergraduate programs as well. In 1969, the university founded Livingston College to provide undergraduate degrees to a diverse community of students.

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 to 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 (<http://www.msache.org>), 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. Documents describing the institution's accreditation may be downloaded from the university's web site at <http://oirap.rutgers.edu/reports/MSA/index.html>. They 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, contact the Office of Institutional Research and Academic Planning.

## Licensure

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

# About the School

## MISSION OF THE SCHOOL

The Edward J. Bloustein School of Planning and Public Policy is committed to a rebirth of the public service ethic in the United States. The ethic focuses on good civic design in its broadest sense—encompassing such endeavors as housing, transportation, workforce development, public health, economic development, ecological balance, and social justice for the disadvantaged. The ethic strives for a scholarly atmosphere that is inspirational, creative, productive, and personally fulfilling. The ethic reaches to the larger world beyond academia—that is, to community, state, national, and international clientele.

Edward J. Bloustein—Rutgers president, constitutional scholar, active citizen, philosopher, and teacher—lived a life of civic engagement that the school's ethic seeks to perpetuate. Research, teaching, and outreach at the Bloustein School aim for intellectual originality and practical rigor in an atmosphere of spirited and open debate. Bloustein activities are rooted in diversity of experience and thought. They create settings where individuals and communities can flourish.

The Bloustein ethic strives to improve the quality of public discourse by producing ideas and measures that have impact. The Bloustein ethic engages those who do their jobs not just honorably but with a passion for their work that alters their surroundings. The Bloustein School seeks to foster new research and thinking that achieve both scholarly recognition and public acceptance.

## Education

The school supports a wide variety of educational activities, from undergraduate and master's and doctoral degree programs to continuing education courses and conferences for professionals and alumni. The school also hosts international fellows programs, which provide education and professional development opportunities for individuals from nations around the world.

The core purpose of all educational programs is to enhance students' understanding of the theories, methods, and practice of planning and public policy. The school's educational programs encourage open discussion of all viewpoints, the application of quantitative methods for analysis, the careful study of history, and a thorough consideration of economic and demographic trends and political institutions and processes.

Full- and part-time students examine theories and methods in a wide variety of concentrations, including community and economic development, public health, workforce development, land use, housing, transportation, urban design, education, social policy, science and technology policy, and environmental policy.

## Research

The school serves as an intellectual focal point at Rutgers University for the examination of societal problems and solutions. Research undertakings are governed by a strong commitment to quality through the use of sound social

science theory and methods and to full dissemination of results and peer review of findings. Research is carried out on a wide variety of challenging topics. Specialized centers, established by the university's Board of Governors, carry out large-scale projects and are supported by external funding. The centers support the educational and public service mission by focusing research in the substantive areas of the school's strength and by supporting students, faculty, and staff in those areas.

## Service

The school is committed to addressing community, regional, state, national, and international needs.

Faculty, staff, and students fulfill this commitment in a variety of ways: by preparing students for careers in public service, through continuing education courses and seminars, by serving as advisers to public officials and community organizations, by working to strengthen the capacity of governmental and nonprofit organizations through education and training, and by undertaking research projects that address the pressing needs and concerns of our society.

## ACADEMIC PROGRAMS, CENTERS, AND INSTITUTES

The school comprises four academic programs: doctoral, public policy master's, urban planning and policy development master's, and undergraduate. The school's activities are augmented by the 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 Voorhees Transportation Policy Institute; New Jersey Public Policy Research Institute; Center for Urban Policy Research; Community Development Institute; New Jersey Sustainable State Institute; Center for Energy, Economic & Environmental Policy; HIV Prevention Community Planning and Support Development Initiative; *Rutgers Regional Report*; and several cooperative programs, including the Hubert H. Humphrey Fellowship Program and the Korea Development Institute Edward J. Bloustein School Scholars Program. Several associated centers and programs offer cooperative research opportunities; these include the Marine Remote Sensing Laboratory in the Institute of Marine and Coastal Sciences, Rutgers' Department of Geography, the Center for State Health Policy, the Center for Global Women's Leadership, and the Eagleton Institute of Politics.

## PROGRAMS AND DEGREES

### Doctoral

Doctor of philosophy (Ph.D.) in urban planning and policy development (Graduate School–New Brunswick)

### Public Policy

Master of public policy (M.P.P.)  
Master of public policy (M.P.P.)/bachelor of arts (B.A.) or bachelor of science (B.S.) (offered with Rutgers–New Brunswick undergraduate colleges)

Master of public affairs and politics (M.P.A.P.)  
Master of public affairs and politics (M.P.A.P.)/juris doctor (J.D.) (dual-degree program with Rutgers' School of Law–Camden or Rutgers' School of Law–Newark)  
Master of public affairs and politics (M.P.A.P.)/master of business administration (M.B.A.) (pending dual-degree program with Rutgers Business School: Graduate Programs–Newark and New Brunswick)

### **Urban Planning and Policy Development**

Master of city and regional planning (M.C.R.P.)  
Master of city and regional planning (M.C.R.P.)/bachelor of arts (B.A.) or bachelor of science (B.S.) (offered with Rutgers–New Brunswick undergraduate colleges)  
Master of city and regional planning (M.C.R.P.)/juris doctor (J.D.) (dual-degree program with Rutgers' School of Law–Camden or Rutgers' School of Law–Newark)  
Master of city and regional planning (M.C.R.P.)/master of business administration (M.B.A.) (pending dual-degree program with Rutgers Business School: Graduate Programs–Newark and New Brunswick)  
Master of city and regional planning (M.C.R.P.)/master of science (M.S.) in agricultural economics (dual-degree program with Graduate School–New Brunswick)  
Master of city and regional studies (M.C.R.S.)

### **Undergraduate Programs**

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)

### **Additional Degrees—Graduate Public 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 Rutgers Business School: Graduate Programs–Newark and New Brunswick)  
Joint bachelor of arts (B.A.) or bachelor of science (B.S.)/master of public health \* (M.P.H.) offered with the Rutgers–New Brunswick undergraduate colleges

### **LOCATION**

In addition to being an integral part of the university, the school is a vital part of the New Brunswick community. Designated one of the state's most significant areas for education and health care, the city is home to Rutgers' largest regional campus (including its historic Old Queen's campus) and to the Robert Wood Johnson Medical School of the University of Medicine and Dentistry of New Jersey, Saint Peter's University Hospital, and the Cancer Institute of New Jersey.

Its award-winning building, shared with Rutgers' Mason Gross School of the Arts, is situated at Civic Square in New Brunswick, where it occupies an essential place in central New Jersey's educational and cultural hub. The locale includes a thriving cultural area—the State Theatre, George Street Playhouse, and Crossroads Theatre Company are steps away, and a wide variety of restaurants provide menus for every taste.

Civic Square is a five-minute walk to the city's train station, which has connections to Amtrak as well as local stops between New York and Philadelphia, both a 45-minute train ride away, while Washington, D.C., and Boston are accessible in just a few hours. The Bloustein School is also within minutes of three of the state's major highways.

\* The Edward J. Bloustein School of Planning and Public Policy and the Graduate School–New Brunswick at Rutgers, The State University of New Jersey, jointly award these degrees with the University of Medicine and Dentistry of New Jersey–School of Public Health (UMDNJ–SPH). Some faculty at the Bloustein School teach courses and advise students leading to these degrees. However, admission, registration, the majority of course offerings, and program administration are handled through UMDNJ–SPH.

# Graduate Admission

## 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, résumé/curriculum vitae, personal statement or essay, three letters of recommendation, and test scores (see below). The doctoral program also requires a writing sample. 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

### **Urban Planning and Policy Development Program (Ph.D.), Public Policy Program (M.P.P./M.P.A.P.), and Urban Planning and Policy Development Program (M.C.R.P./M.C.R.S.)**

The deadline for application consideration for merit-based financial aid (assistantships, fellowships, and scholarships) available only to fall-term applicants is February 1. The general deadline for applying to the programs without aid consideration is June 1 for fall-term admission (April 1 for international applicants). The urban planning and policy development master's program offers a spring term admission, with an application deadline of November 1 (no aid available). 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, <http://www.ets.org>, or by calling 609/771-7670, or by writing the Graduate Record Examinations Program, Educational Testing Service, P.O. Box 955, Princeton, NJ 08541-0955.

In some instances, specifically with joint master's/law programs, the LSAT may be substituted for the GRE. Contact individual program offices for determinations prior to applying.

## 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, <http://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 at additional expense. 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 nondegree students are permitted to register for an unlimited number of courses with approval of the appropriate program director. 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.

## QUESTIONS

For any questions or concerns regarding the admissions process, requirements, and/or deadlines, please contact the Office of the Dean at [ejb@policy.rutgers.edu](mailto:ejb@policy.rutgers.edu) or 732/932-5475.

# Tuition and Fees

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.

## FEE SCHEDULE

2002–2003 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.

<b>Application Fee</b> , nonrefundable	\$ 50.00
<b>Annual Tuition Costs</b> *	
Full-time New Jersey resident	8,212.00
Full-time non-New Jersey resident	12,040.00
Part-time New Jersey resident, per credit	338.00
Part-time non-New Jersey resident, per credit	499.50
<b>Student Fee</b>	
Full time (12 or more credits)	391.00
Part time (11 or fewer credits)	103.00
Full time off-campus college fee	448.00
Part time off-campus college fee	112.00
Matriculation continued or 1 credit of research	7.00
<b>Computer Fee</b> , per term	
Full time	100.00
Part time (based on credit hours)	20.00–47.00
<b>Student Housing Rates</b> , per term †	
Dormitory (9 months)	2,395.00
Dormitory (12 months)	2,821.00
University apartment (9 months)	2,640.00
University apartment (12 months)	3,099.00
<b>Meal Plans</b> , per term	
Any 105 meals to any 285 meals	1,092.00–1,529.00
Any 50 meals to any 75 meals (commuter)	453.00–650.00
<b>Miscellaneous Fees</b>	
Basic health insurance program ‡ (optional), per term (part-time students only)	96.66
Major medical insurance plan, per term (optional)	178.50
Spouse, per term	178.50
Each child, per term	178.50
Late registration fee	50.00
Late payment fee	125.00
Returned check fee	50.00
Returned check processing fee	10.00
Partial payment fee	25.00
Late payment fee for partial payments	25.00
Microfilming of doctoral dissertation	55.00
Student ID fee	15.00
<b>Restoral Fee</b>	
Fee, per term	338.00
Maximum fees (through five terms) (applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	1,690.00

## STUDENT FEE AND OTHER CHARGES

The student fee covers use of student centers and health centers, membership in the Graduate Student Association, and certain administrative services. The relatively low fee charged to graduate students does not include the fee for intercollegiate athletics, which entitles undergraduates to discounted prices for tickets.

Special fees charged for some undergraduate courses also apply to graduate students enrolling in those courses. Fees of varying amounts, covering the cost of materials and breakage, are required in certain laboratory courses in the sciences.

## TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students' home addresses 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 \$125. The student is responsible to pay all costs incurred by the university to collect any unpaid balance. This may include, but is not limited to, collection costs, litigation/attorneys fees, and court costs.

Payment of the term bill may be made in person, by mail, or via the web at <http://www.studentabc.rutgers.edu>. 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. Payment can also be made by Visa, MasterCard, or Discover credit cards. Transactions which are declined by the bank are considered unpaid and are returned to the student. Refunds of credit card payments will be processed with a check issued by Rutgers to the student.

## Returned Checks

A service charge of \$10 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.

## TUITION PAYMENT PLANS

The university offers various monthly payment plan options in addition to the partial payment plan listed below. Visit the web site <http://www.studentabc.rutgers.edu> for further information and enrollment forms.

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

† Housing rates may be slightly higher or lower depending on location or whether single or double occupancy.

‡ Required for international students.

## **PARTIAL PAYMENT PLAN**

Students who are enrolled for at least 6 credits and have a net balance due of \$200 or more may pay their bill in installments under the partial payment plan, as follows:

1. First payment: 50 percent of the net balance due plus a \$25 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: 50 percent of net balance due plus a \$25 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.

Any subsequent installment not paid on time incurs a late fee of \$25. The university reserves the right to increase the partial payment plan fee if deemed necessary.

## **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 will 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 will exercise 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. 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 canceled 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 is 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 receives a partial reduction of tuition (and charges for room and board, if applicable) according to the week of withdrawal as follows:

- First and second week: 80 percent
- Third and fourth week: 60 percent
- Fifth and sixth week: 40 percent

No reduction is granted after the sixth week of the term.

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 are granted after the 10th day of classes to students who withdraw from one or more courses, but who remain registered in others. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies. A student cannot completely withdraw from classes using the student telephone or web registration systems.

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.

## **SENIOR CITIZEN AUDIT PROGRAM**

By action of the University Board of Governors, New Jersey senior citizens (age 62 and retired) may audit on a space-available basis, without credit, any regular course taught at the university. For further information, contact the Office of Community Affairs at 732/932-7823.



# 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 programs. 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.

Individuals interested in merit-based fellowships and assistantships must submit their complete graduate applications on or before February 1, 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 awards available to graduate students at the Edward J. Bloustein School of Planning and Public Policy.

### 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 urban planning and policy development master's program.

**Bloustein Awards.** Through the generosity of friends of the school, several Bloustein awards, 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 award program should submit their applications by the prescribed deadlines. No separate application is necessary. As the school's endowment and other resources grow, additional scholarships and fellowships will be made available to outstanding students.

**Oscar and Jeanne Bloustein Fellowship in Public Policy.** Seven annual merit-based fellowships offering a stipend of up to \$7,500 and including tuition remission are offered to incoming students in the public policy master's program. These awards, offered in part by a generous donation from the family of the former Rutgers president, are new to the school.

**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 \$14,000 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 February 1.

**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 February 1. Students should submit their graduate application to the appropriate admissions office by the program deadline date.

**Graduate Scholar Awards.** A stipend of \$1,100 or more per term is awarded to urban planning and policy development master's students, based on need and merit.

**Susan Kirk Foundation Endowed Scholarship.** This scholarship provides \$2,500 to a female urban planning and policy development master's student concentrating in transportation planning.

**Harold Martin Award.** One Harold Martin award is given to a full-time student in the public policy program. This merit-based award includes a stipend of up to \$1,000.

**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 urban planning and policy development master's program.

**Russell Tuition Awards.** This program provides tuition remission and is awarded to urban planning and policy development master's students based on merit.

**Rutgers Excellence Fellowship Awards.** This award is issued by programs of the university on the basis of exceptional academic merit, as evidenced by scholarly promise. The award is for up to \$10,000 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 10 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.

#### **NJCLASS Loans**

The NJCLASS, initiated by the state of New Jersey and administered by the New Jersey Higher Education Assistance Authority (NJHEAA), is a loan program that makes loans available to students regardless of income level. Students must be permanent New Jersey residents classified as citizens or eligible noncitizens of the United States for at least six months prior to filing the NJCLASS Loan application. Students also must file all financial aid information required by the school to determine the student's eligibility for Federal Direct Loans, and must accept loan funds from these programs, if eligible, before applying for NJCLASS Loan funds. There is no annual aggregate

loan limit and the interest rate may be fixed or variable. For more information about NJCLASS, call the NJHEAA Financial Aid Hotline at 800/792-8670.

## **Employment**

**Assistantships Awarded by the School.** The beginning salary for teaching and graduate assistantships is \$14,300 (2003–2004) per academic year, with program directors or research centers at the school offering graduate assistantships.

Applications for assistantships are due on or before February 1, although awards are occasionally available at later dates. Prospective graduate students are considered 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 school 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 school who wishes to apply for an assistantship should inquire at the office of the dean of the school 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 20 hours weekly throughout the fall and spring academic terms; in the case of summer assignments, the expectation is that the student will work between 15 and 35 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, this program provides full tuition plus a stipend and is awarded to minority students and/or students who come from economically disadvantaged backgrounds.

## 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 (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 credits 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 program director 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 pre-registration 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 program. 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 program director 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 small student computer fee is 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. 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,) or visit <http://www.summersession.rutgers.edu>.

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 12th 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 Bloustein School's Office of Student and Academic Services.

## Intercollege Registration

A student in the Bloustein School 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 Bloustein School 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 Student and Academic Services.

## 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. Bloustein School students will find the programs of the Woodrow Wilson School of Public and International Affairs particularly of interest. Forms and policies are available from the Bloustein School's Office of Student and Academic Services.

### *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 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.

## Undergraduate Enrollment in Graduate Courses

Undergraduate seniors may take up to 6 credits (two courses, 3 credits each) of graduate course work at the Bloustein School should they meet one of the following criteria: be a student in good standing with at least 90 credits and a cumulative grade-point average of at least 3.2; or are completing a college honors program and have special dispensation from the academic dean of their undergraduate college.

All undergraduate students seeking to register for a graduate course must have the approval of their college academic dean and the chair or director of their major department or program. In addition, both the director of the graduate program in question as well as the dean's office of the Bloustein School must approve undergraduate registration in the school's graduate level classes. Paperwork for such registration must be filled out in advance, and is available from the dean's office or the undergraduate programs office. It should be noted that graduate classes counted for credit toward an undergraduate degree cannot also be used toward a future graduate degree.

## Official Auditing of Courses

A student may enroll in a course without receiving academic credit if (1) space is available, (2) the instructor has approved the audit, and (3) 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 credits per term, and a part-time student is one taking fewer than 12 credits per term. All courses, including those taken not-for-credit, are counted in computing credits 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 970 or 833, course number 866; and teaching assistants register in subject number 970 or 833, course number 877.

## Change of Degree Program

A change of degree program within the school requires the approval of the director of the program to which the student is changing and notification of the Bloustein School's Office of Student and Academic Services. Paper forms are available from either program.

## 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 such a change using a form from the school's Office of Student and Academic Services.

### Communication with Students

The importance of communication among students, faculty, and staff is not something to neglect. To that end, the school has made efforts over the last few years to coordinate information and provide ways of communicating with its students on a variety of timely topics.

The Office of Student and Academic Services serves all full- and part-time graduate students by first and foremost providing labeled mailboxes in the school's student lounge area. This is the primary place to communicate via memo and letter to students with regard to special announcements, graduation, upcoming events, and the like.

In addition, the school has developed an email Listserv, which serves the student body, as well as faculty and staff. Participation in the Listserv is mandatory for students in the programs. More information can be found by visiting <http://www.policy.rutgers.edu/listserv>.

Finally, the school governance structure provides a myriad of ways in which students can participate, stay informed, and engage in issues confronting the school.

### 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 15 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 the winter, exceptions may be made for evening classes and, under excep-

tionally hazardous conditions, exceptions may be made for daytime classes.

If weather conditions make it necessary to cancel classes, a message will be available from the Rutgers Information and Referral Center, 732/932-INFO; by dialing "0" from campus locations; RU-TV's Rutgers Information Channel, Channel 3; and the operating status page available on the Rutgers main page at <http://www.rutgers.edu>. Announcements will also be made over the following stations: WRNJ (1510 AM), WCTC (1450 AM)/ WMGQ (98.3 FM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM)/ WBUD (1260 AM), WRSU (88.7 FM), and NEWS12 (cable).

### 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. Requires student and instructor to complete a form from the school's Office of Student and Academic Services. 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* will be changed to *PIN (Permanent Incomplete)* at the discretion of the dean.

**W (Withdrawal).** Withdrawn without evaluation; used when a student officially drops a course or withdraws during the first 12 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 10 working days prior to the date the transcript is desired. Forms for making the request may be obtained from the registrar. There is no longer a fee for transcripts.

## 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

University 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.

The Bloustein School also has an access card used for entry and exit to the school and its facilities. There is a nominal fee charged for use of this card, as well as a printing fee for degree graduate students of the school.

## 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 program director first and then the Office of the Dean. The dean may then decide the issue or refer the matter to a universitywide hearing for review and decision.

### Schoolwide Grade Requirements

Although individual academic programs of the Bloustein School provide guidance as to their specific courses and academic standing requirements, there are some general schoolwide requirements that must be met prior to graduation from the institution.

In all programs, the Bloustein School requires that no more than 9 credits of C or C+ grades may be used in meeting the requirements for any degree. All students must also maintain an overall grade-point average of 3.0 or better. In calculating the grade-point average, all courses taken while

a matriculated student 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.

## 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.*

*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 acknowledgment 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, an hourly, or a 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 examination, 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, and also 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 members 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 assistant director of judicial affairs in the Office of Compliance, Student Policy, and Judicial 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). These serious cases are decided at university hearings. Less serious offenses (nonseparable offenses) are heard according to procedures in place at the student's college or school.

#### **Separable Offenses**

The following offenses are deemed serious enough to result potentially 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 Compliance, Student Policy, and Judicial Affairs maintains a list of trained campus advisers for this purpose. Students are free to select any members 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 Compliance, Student Policy, and Judicial 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 deans of students' offices and have been placed at the reference desks of all university libraries. In addition, the assistant director of judicial affairs in the Office of Compliance, Student Policy, and Judicial 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**

#### **Division of Public Safety**

Providing a safe and secure environment for all members of the university community is the highest priority of the university's public safety staff. The executive director for public safety is responsible for safety and security services on the New Brunswick/Piscataway campuses. On the Newark and Camden campuses the police chiefs report to the Office of the Provost while following policies, procedures, and administrative practices established by the executive director for public safety.

Members of the public safety staff patrol each campus and respond to emergencies and requests for assistance on a full-time basis, 24 hours a day, 365 days a year. Rutgers public safety employees are only part of the universitywide crime prevention team. All members of the university community also are part of that team. As a team, it is everyone's duty to actively maintain a safe environment and be careful while complying with all local, state, and university regulations.

Information regarding public safety at Rutgers is available from the campus police departments. *Safety Matters* details public safety statistics, services, and programs on each of Rutgers' regional campuses. To have a printed copy of *Safety Matters* mailed to you free of charge, please contact the appropriate Rutgers University Police Department office at one of the following numbers, or view the online version at any of the following web sites:

Camden Campus:	<a href="http://www.camden.rutgers.edu/~rupdcamd/index.htm">http://www.camden.rutgers.edu/~rupdcamd/index.htm</a> 856/225-6009
Newark Campus:	<a href="http://newarkpolice.rutgers.edu">http://newarkpolice.rutgers.edu</a> 973/353-5581
New Brunswick Campus:	<a href="http://publicsafety.rutgers.edu">http://publicsafety.rutgers.edu</a> 732/932-8407

#### **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 RUPD provides police, security, and safety services, and is staffed by commissioned police officers with full investigative and arrest authority, a professional security staff, students trained as community service officers, student safety officers, dispatchers, and technical and administrative 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 the RUPD to report emergencies (police, fire, and emergency medical), dial 911; from university centrex telephones, obtain an outside line and dial 911. For non-emergency 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 60 blue light emergency telephone boxes on the campuses or by using the housing telephones located near residence hall entrances.

Community policing offices are located in each of the campus student centers. These frontline police officers 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 patrol the campuses, serving as “eyes and ears” for the police while securing facilities and providing escort services. Student safety officers and community services officers provide a host of other safety and security services that include controlling access to selected residence halls during evening hours. For more information on these programs, call 732/932-5400.

#### **Emergency Services**

Fire safety is a major component of our total safety and security program. State certified fire inspectors provide fire safety awareness training sessions in the residence halls and conduct emergency evacuation drills to familiarize occupants with emergency procedures. Emergency Services personnel regularly inspect all university buildings and facilities, conduct alarm tests and fire drills, and enforce the New Jersey Uniform Fire Code. As a state-licensed ambulance service, Emergency Services provides emergency medical care to the university community. The staff of New Jersey certified emergency medical technicians respond to emergency medical calls and provide standby services at major university events.

#### **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, 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 programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment. For more information or to schedule an appointment or program, call 732/932-1181, visit the department web site at <http://www.rutgers.edu/SexualAssault/>, or email the staff at [sascva@rci.rutgers.edu](mailto:sascva@rci.rutgers.edu). The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick.

#### **Security in Civic Square Building**

The Civic Square Building has a security guard on duty 24 hours a day. After-hours admission to the building is restricted to access-card holders.

### **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 university vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick, the senior vice president and treasurer will 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 university 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 university vice president for academic affairs is available to make such a decision, the senior vice president and treasurer in New Brunswick and the provosts on the Camden and Newark campuses 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 mem-

bers 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 form of discrimination that violates state and federal civil rights laws. It is defined for purposes of those laws and the university's policy as any behavior that

1. is unwelcome,
2. targets a person because he or she has one or more of the protected characteristics,
3. is engaged in by a person employed by or doing business with the university, and
4. is sufficiently severe or pervasive to alter negatively that person's 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, marital status, or veteran status is severe or 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 need more information, you are encouraged to contact Jayne M. Grandes, Director of University Harassment Compliance and Equity, Rutgers, The State University of New Jersey, 56 Bevier Road, Piscataway, NJ 08854, 732/445-3020, ext. 626, or by email at [uhce@hr.rutgers.edu](mailto:uhce@hr.rutgers.edu). You may obtain copies of the *Policy Prohibiting Harassment* and the *Harassment Complaint Process* on our web page at <http://uhr.rutgers.edu/uhce>.

## **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 principle 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 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 judgment of whether a particular act is of a separable or nonseparable nature is made by the appropriate college official.

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 T. Rose, director of compliance, student policy, and judicial affairs, 3 Bartlett Street, College Avenue campus, 732/932-7312;

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, 3 Bartlett Street, College Avenue campus, 732/932-1711;

Associate provost for student life, Armitage Hall, Room 248, Camden campus, 856/225-6050;

Marcia W. Brown, associate provost for student affairs and community outreach, Center for Law and Justice, Newark campus, 973/353-5234.

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, and to provide equal employment opportunity to all employees and applicants for employment, regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. (Douglass College, as a traditionally and continuously single-sex institution, may, under federal law, continue to restrict college admission to women.) Questions concerning student rights violations should be addressed to Brian T. Rose, Director of Compliance, Student Policy, and Judicial Affairs (732-932-7312). Questions concerning harassment or employment discrimination should be directed to Jayne M. Grandes, Director of University Harassment Compliance and Equity (732-445-3020, ext. 626).

## 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 (<http://athletics.rutgers.edu/>), including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically related student aid, and revenues. 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 (FERPA). FERPA affords students certain rights with respect to their "education records" as that term is defined in the law. These rights include the following:

1. The student has the right to inspect and review his or her education records within 45 days of the date Rutgers receives a proper request for access to such records.
2. The student has the right to request amendment of education records that the student believes are inaccurate or misleading.
3. Rutgers shall obtain the prior consent of the student before disclosing personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.
4. The student may direct complaints concerning the alleged failure of Rutgers to comply with the requirements of FERPA to the Office of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312) or to the U.S. Department of Education, c/o Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Students wishing to exercise their rights to inspect and review their education records should submit a written request to the appropriate official at the Rutgers office which is custodian of the records they wish to review. Students requesting amendment of education records should first review the policies and procedures of their college or school and/or consult with their dean of students, or equivalent official. FERPA permits disclosure of directory information without a student's consent, unless the student has requested such information be kept confidential. Directory information includes the student's name, address, phone, school of attendance, and several other fields of information. For information on how to keep your directory information confidential, visit the Rutgers Online Directory by using the "Find: People" link of the Rutgers home page (<http://www.rutgers.edu/>), or contact the Office of the Registrar on your campus. Rutgers uses a student's social security number as an identification number. While the number is not released as directory information and its confidentiality is protected in the same manner as are other educational records, Rutgers offers students the opportunity to acquire a substitute number. Students wishing to have a substitute number assigned must go to the registrar's office with two forms of identification and complete the appropriate forms. Rutgers publishes two official notices concerning FERPA at least twice per academic year. The official notices are archived on the Office of Compliance, Student Policy, and Judicial Affairs web site at <http://www.rci.rutgers.edu/~polcomp>. The notices provide full information on Rutgers' compliance with FERPA including the current definition of "directory information." Students with questions about FERPA or the privacy of their records should consult these notices and/or contact the Office of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312, [cspc@rci.rutgers.edu](mailto:cspc@rci.rutgers.edu)).

## 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 day 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. In no case may supporting affidavits be filed 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 associate vice president for enrollment management or the university registrar. These officers respond to the student within 30 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 is 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 neglects to question his or her eligibility status beyond the period specified above, that 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. All university-conducted research must be available for public scrutiny and use. 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.

Most research projects at the university are carried on by faculty members and students within the facilities offered by their own departments. 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 section of the Administration and Faculty 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 over three million volumes, the Rutgers University Libraries rank among the nation's top research libraries. Comprised of 26 libraries, collections, and reading rooms located on Rutgers' campuses in Camden, Newark, and New Brunswick, and RU-Online, a digital library, the Libraries provide the resources and services necessary to support the university's mission of teaching, research, and service.

There are two large research libraries on the New Brunswick campuses: the Library of Science and Medicine, which houses the primary collections in behavioral, biological, earth, and pharmaceutical sciences, and engineering; and the Archibald S. Alexander Library, which provides extensive humanities and social sciences collections. The Mabel Smith Douglass Library supports undergraduate education and houses the primary collections for women's studies and the performing arts. The Kilmer Library is the primary business library in New Brunswick and provides support for undergraduate instruction. There also are several specialized libraries and collections in the New Brunswick area including Alcohol Studies, Art, Stephen and Lucy Chang Science Library, Chemistry, East Asian, Entomology, Mathematical Sciences, Music, Physics, and Special Collections and University Archives.

The John Cotton Dana Library in Newark (which also houses the Institute of Jazz Studies) supports all undergraduate and graduate programs offered on the Newark campus with an emphasis on business, management, and nursing. The Robeson Library houses a broad liberal arts collection, which supports all undergraduate and graduate programs offered on the Camden campus. Law libraries also are located on both the Camden and Newark campuses and have separate policies and online catalogs.

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 the humanities; locked carrels for students working on their dissertations; and computer facilities.

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 Berkeley, Stanford, Yale, and the New York Public Library. Through a shared database, there is access to most of the books and other materials that are available for interlibrary loan.

The libraries provide numerous electronic resources to the Rutgers community. Library users can search IRIS, the online catalog, through the Libraries' web site at <http://www.libraries.rutgers.edu>. IRIS identifies materials owned by Rutgers libraries in Camden, Newark, and New Brunswick, and contains records for most items acquired

since 1972. Students, faculty, and staff also can access online a variety of electronic indexes and abstracts, full-text electronic journals, research guides, and library services. The Libraries provide hundreds of CD-ROM titles in addition to online resources.

Rutgers University students, faculty, staff, and alumni are entitled to borrow materials from any of the Rutgers University Libraries. The Rutgers Request Service and Interlibrary Loan Service allow library users to request books and journal articles located at distant Rutgers libraries or outside the university. The loan period for faculty, staff, and graduate students is one full term. All other borrowers, including undergraduate students, may keep materials for 28 days. All materials, regardless of loan period or borrower's privileges, are subject to recall.

Reference librarians are available at all of the major libraries to assist with research projects, classroom instruction, and research strategies. In addition to individual instruction at the reference desk, librarians also provide in-class teaching at instructors' requests. Members of the reference department are available to help with both computerized and noncomputerized reference searches. For a fee, librarians also provide specialized subject database searching.

The Libraries are committed to providing equal access to services and collections for all library patrons. Users with disabilities may request special services through the circulation or reference department in each library.

## BLOUSTEIN SCHOOL COMPUTER TECHNOLOGY CENTERS

The Edward J. Bloustein School of Planning and Public Policy operates three state-of-the-art computer laboratories used for both instruction and research. These laboratories include 75 networked PCs equipped with CDRW and Zip drives. They support geographic information systems (GIS) software as well as spreadsheet, database, word processing, graphical design, and statistical analysis software. These laboratories support the leading GIS software packages including the full suite of products from ESRI (Environmental Systems Research Institute). In addition, each laboratory has presentation equipment including projectors and laptops with Internet and network access.

The center also contains a specialized facility for GIS training and analysis. These high-powered workstations also have access to scanners, plotters, color printers, and digital cameras.

Connection to the university computer network is accomplished through 10 base-T Ethernet cables and CISCO routers. There is wireless network access for presentation laptops. These secured network configurations allow access to domain shared network drives and resources, email, online library catalogs, and the World Wide Web.

The computer technology center 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 laboratories 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 732/445-2296 or write Rutgers University Computing Services, Information Center, 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 (before June 1) 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](mailto: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@cis.rutgers.edu](mailto:ochs@cis.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. All office information and listings are available 24 hours a day online. Maps, informational items, and staff assistance 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 Thursday, 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://ruoffcampus.rutgers.edu>. 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 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 five student dining facilities and 11 cash facilities. These include Brower Commons on the College Avenue campus, Busch Dining Hall 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 10 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 health care and education for all full-time students and those part-time students who have paid the student health services and insurance fee.

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 Monday through Friday from 8:30 A.M. to 5:00 P.M. 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 (Monday through Friday, from 8:30 A.M. to 8:00 P.M.;



Saturday and Sunday, from 10:00 A.M. to 4:00 P.M.). The Willets Health Center, located on Suydam Street on the Douglass campus, is open Monday through Friday, from 8:30 A.M. to 5:00 P.M. The Hurtado Health Center operates year-round. In the summer and during breaks, it is open Monday through Friday only, from 8:30 A.M. to 4:30 P.M.

Health centers are staffed by physicians, nurse practitioners, registered nurses, counselors, and educators. 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, and referrals. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment.

Pharmacy services are located at each health center and are open during the following hours in the fall and spring terms: Busch-Livingston Pharmacy, Monday through Friday 9:30 A.M. to 5:00 P.M.; Rutgers Pharmacy (Hurtado), Monday through Friday, 9:30 A.M. to 5:30 P.M.; and Saturday, 10:00 A.M. to 3:00 P.M. Willets pharmacy services are available, Monday through Friday, 8:30 A.M. to 5:00 P.M. The Rutgers Pharmacy (Hurtado) operates year-round. In the summer and during breaks, it is open Monday through Friday only, 9:00 A.M. to 1:00 P.M. and 2:00 P.M. to 4:30 P.M.

Rutgers University Health Services' Department of Health Education provides health education, leadership, and training experiences to help students build skills, learn about themselves and others, and take action to enhance community health.

The 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 fees, 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 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, 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 programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment.

For more information or to schedule an appointment or program, call 732/932-1181, visit the department web site at [http://www.rutgers.edu/Sexual\\_Assault/](http://www.rutgers.edu/Sexual_Assault/), or email the staff at [sascva@rci.rutgers.edu](mailto:sascva@rci.rutgers.edu). The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick, NJ.

## COUNSELING SERVICES

### Bloustein School Career Development

The Office of Career Development provides career enhancement services to students and alumni of the Edward J. Bloustein School of Planning and Public Policy at Rutgers, The State University of New Jersey. This includes students and alumni from undergraduate programs, the urban planning and policy development master's program, the public policy master's program, and the doctoral program.

The office offers individual career counseling, a résumé and cover letter review service, current job/internship postings, availability of various regional and national job bulletins, and an employment and internship database. In addition, at various times throughout the year, group sessions are held on many of the topics above, as well as with alumni and hiring organizations. For more information, contact the Office of Student and Academic Services.

### 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.

Students 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 center (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](mailto: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. Contact the Office of the Dean for more information. 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).

## CAMPUS INFORMATION SERVICES

### Rutgers Information and Referral Center

Rutgers Information and Referral Center is the gateway to Rutgers, The State University of New Jersey, and can be reached by calling 732/932-INFO. Trained student information assistants offer help and answers about admission or any area of campus or community life. The service is available Monday through Friday, from 8:30 A.M. to 8:30 P.M.; and Saturday and Sunday, from 10:00 A.M. to 4:00 p.m., during the academic year. The hours during the rest of

the year are Monday through Friday, from 8:30 A.M. to 4:30 P.M. Twenty-four hour access to the information and referral service is available via email through "Ask Colonel Henry" at [colhenry@ur.rutgers.edu](mailto:colhenry@ur.rutgers.edu); information about activities and events at Rutgers also is provided online at <http://www-ac.s.rutgers.edu/calendar>. The New Brunswick official Listserv is the source for timely academic and student information. Every Tuesday during the term, a weekly bulletin of official notices is sent directly to the email account of each student on the New Brunswick campus. Students are responsible for knowing the information and taking appropriate actions contained in the notices.

### **Rutgers INFO Channel/ Rutgers INFO Radio**

The Rutgers INFO channel, Channel 3 on the RU-TV network, is available on the New Brunswick campus and is operated by Campus Information Services. The station provides 24-hour-a-day information about events, programs, activities, and services available to students. Members of the Rutgers community may request that information about activities, services, and events be displayed on the Rutgers INFO channel. Visit <http://rutv.rutgers.edu/infochannel.html> for more information.

Rutgers INFO radio, on the New Brunswick campus, also is operated by Campus Information Services. The station operates 24 hours a day and is found at 530 AM. The station can be heard within a six-mile radius of the campus. Rutgers INFO radio broadcasts timely transportation, parking, special events, and general information, and gives weather emergency updates. The station also is available through live webcasts at <http://rutgersinforadio.rutgers.edu>.

### **Historical Tours**

Campus Information Services provides historical campus tours, led by seasoned guides and lasting approximately one and one-half hours. Reservations are strongly encouraged, as tours are given on a first-come, first-served basis. Special tours also may be scheduled. For more information, call 732/932-9342, ext. 619.

## **STUDENT ASSISTANCE**

Since the personal welfare of students must be the concern of an academic community, redress of grievances for graduate students at the university is provided for through a number of informal arrangements. Depending upon the subject at issue, students matriculated in the Graduate School–New Brunswick may approach their graduate director, the Office of the Dean of the Graduate School, or their departmental representative to the Graduate Student Association. In addition, many graduate programs have departmental student associations. Further information may be obtained from the Graduate Student Association at the student center on College Avenue or from the Office of the Graduate School.

## **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 preschool 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.

## **TRANSPORTATION AND PARKING**

An intercampus bus transportation service, covered by student fees, 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 and are available at the information booths in the college centers on each campus and at the parking and transportation office, 26 Mine Street, College Avenue campus.

Parking facilities are available for resident and commuter students on each campus. Resident students are assigned to residence lots on their campus only. Commuter students are assigned to a parking zone on a particular campus only. Maps indicating resident and commuter student lots are included in the Parking Services pamphlet, available at the Department of University Parking and Transportation Services, 26 Mine Street, College Avenue campus. Any vehicles using campus parking facilities must be registered and must display a valid registration decal and hangtag. The annual parking fee is \$30 for full-time students and \$15 for part-time students. Fees for students holding assistantships and fellowships vary according to their classification.

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

## **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 40 students enrolled; schools not organized into departments elect their representatives at large, one for every 40 students enrolled. (Departments with less than 40 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 Organization**

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, as well as to other various schoolwide committees.

## **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 10:00 P.M.; Friday, 8:30 A.M. to 9:00 P.M.; Saturday and Sunday, NOON to 4:00 P.M. The center is located at 600 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.

## **ASIAN AMERICAN CULTURAL CENTER**

The Asian American Cultural Center started its operations in 2000. Through its activities and programs, the center documents and disseminates information about the artistic, scientific, social, and political contributions of Asians and Asian Americans, with a focus on expanding the multicultural and intercultural understanding of Rutgers University undergraduate students, and providing a supportive environment for Asian American students.

The center works closely with Asian American student organizations and collaborates with Rutgers academic units and administrative offices, as well as Asian American community-based organizations in the development of cultural programs, curriculum enrichment, and other activities for the entire Rutgers community.

The center, located at 103 A & B Tillett Hall on Livingston campus, is open weekdays 8:30 A.M. to 4:30 P.M. For more information, call 732/445-8043 or visit <http://www.rci.rutgers.edu/~aacc>.

## **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 students who are lesbian, gay, bisexual, transgender, queer, and questioning (LGBT/ QQ). The office also provides student, staff, and faculty development activities on LGBT/ QQ awareness and sensitivity. The director advises individual LGBT/ QQ students and student groups, sponsors programs, and chairs the taskforce for LGBT concerns, a universitywide advocacy body for LGBT/ QQ communities.

The office promotes intercultural relations among students through the provision of educational activities on issues of diversity, bias prevention, and multicultural leadership. The director chairs the bias prevention steering committee whose members monitor the climate for bias on the New Brunswick campus, compile data on bias

incidents, and advise staff on intervention strategies.

Undergraduate and graduate students, staff, and faculty interested in issues of intercultural relations, bias prevention, and LGBT/QQ issues may contact the director of the office, Cheryl Clarke, at 3 Bartlett Street, College Avenue campus (732/932-1711, [cclarke@rci.rutgers.edu](mailto:cclarke@rci.rutgers.edu)) for assistance, advisement, counseling, and referral. Students who wish to report bias incidents may also contact the director.

## ACTIVITIES

### Athletic Facilities

The athletic facilities at Rutgers include several gymnasiums, swimming pools, tennis courts, baseball fields, and an 18-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 departments of music and dance of the Mason Gross School of the Arts, 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 approximately 15 to 18 productions a year at the Mason Gross Performing Arts Center on the Douglass campus. The Cabaret Theater, along with other similar production companies, is a student organization that provides students who are not in the professional Mason Gross School of the Arts program with the opportunity to express their theatrical talents and to broaden their theater experience. The Shoestring Players visit numerous area schools to provide K–6 school children with an introduction to interactive theater.

Numerous lectures are presented regularly by academic departments, lecture series groups, and other organizations.

## 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 320,000, 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.

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. Active membership is maintained through payment of regular alumni dues. Each alumni association is represented in the Rutgers University Alumni Federation, which sponsors universitywide programs such as homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance. 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

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 universitywide programs, such as homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance.

### Rutgers University Foundation

The Rutgers University Foundation is the fund-raising arm of Rutgers, The State University of New Jersey. The Rutgers Foundation was incorporated in 1973 to support the university in obtaining private funds to meet important needs for which adequate monies may not be available from state, federal, or other sources. Scholarship and fellowship support for undergraduate and graduate students is essential, and academic programs seek the extra margin of excellence that only private giving can provide.

The professional staff of the Rutgers Foundation has helped the university's faculty, administration, and staff raise well over a half-billion dollars since its incorporation 29 years ago. Private fund-raising in the 2000–2001 fiscal year totaled \$123,302,686, an all-time yearly high.

Rutgers is now embarked on a major universitywide campaign to raise \$500 million by June 2004 and is well on its way toward reaching that goal. "The Rutgers Campaign: Creating the Future Today" is designed to advance Rutgers' academic growth as one of the nation's top public universities. The purposes of the campaign include attracting and supporting the best students, ensuring a superior academic program, advancing the quest for knowledge, recruiting and retaining top faculty, enriching the campus and community environment, and providing outstanding facilities and equipment.

The Rutgers Foundation staff provides information about the full range of giving opportunities to donors and prospective donors, including individuals, corporations, and foundations. The staff also cultivates donors and potential donors through a variety of activities, helps donors make sound choices on how to give and the designation choices available to them, and ensures that they are properly thanked for their gifts. Fund-raising officers are also based in many of the university's schools and colleges and work very closely with the foundation.

Persons interested in making contributions to any unit of the university or to Rutgers as a whole may do so by writing a check payable to the Rutgers University Foundation. The check should be accompanied by a brief note stating the designation of the donation and whom the gift is from. Checks should be mailed to: Accounting Department, Rutgers University Foundation, 7 College Avenue, New Brunswick, NJ 08901-1261.

More information about private giving to Rutgers may be obtained from the Rutgers University Foundation, Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1261 (732/932-7777).

# DOCTORAL PROGRAM

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# About the Program

Since its first graduate in 1971, the doctoral program in urban planning and policy development has educated innovative people who wish to combine social concerns with analytical skills. This preparation relates to traditional as well as emerging roles for planners and policy makers alike.

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 doctoral program in urban planning and policy development at Rutgers. This intentional diversity sets the direction of our program: to seek a variety of approaches in exploring the dimensions of planning and policy questions and in preparing responses to those questions. The program enables its graduates to competently respond to socioeconomic problems and political opportunities and to teach others to engage in the same.

Faculty members in the program hold doctorates in a wide range of fields including planning, political science, geography, law, business administration, economics, and education, to name a few. In addition, some courses are taught by adjunct faculty who are practicing professionals and by research faculty within the school.

Now in its fifth decade, the program has and will continue to graduate leading academics, researchers, and administrators in planning and policy.

# Degree Program

## DOCTOR OF PHILOSOPHY (PH.D.) IN URBAN PLANNING AND POLICY DEVELOPMENT

The doctor of philosophy degree in urban planning and policy development, 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.

### Admission

Admission into the Ph.D. program requires a formal application with supporting documents, a full résumé, and evidence of research ability. All applications are reviewed by the faculty of the doctoral program (FDP). Usually only applicants who have already completed a master's degree or its equivalent are considered for admission. In rare instances, exceptional students may be considered after they receive their bachelor's degree or, for students enrolled in Edward J. Bloustein School of Planning and Public Policy master's programs, after completion of 12 graduate credits.

The number of students admitted to doctoral study is dependent upon (1) the number of applicants who display a high level of performance and (2) the faculty's capacity to provide high quality supervision in the students' areas of interest. As admission to the program is not *per se* a guarantee of success, student performance is reviewed each term. The Bloustein School doctoral program has no requirement for full-time residency and no language requirement, except at the discretion of the student's dissertation committee. However, each term students must register for at least 6 course work credits (equivalent of two classes) prior to their qualifying examinations.

### Transfer of Credits

Graduate courses completed at other institutions may be accepted for credit toward the doctoral degree, subject to conditions outlined by the Graduate School–New Brunswick and the judgment of the doctoral program director (see Program of Study below). Such credits would not normally include studio courses, independent or directed studies, or master's thesis research.

<b>Program of Study</b>	<b>Credits</b>
16:970:624 Planning, Public Policy, and Social Theory	3
16:970:626 Advanced Scholarly Research	3
Additional theory elective	3
34:833:628 Advanced Qualitative Methods	3
34:970:630 Discrete Choice Methods	3
Additional methods elective	3
General elective course work *	<u>30</u>
<i>Course Work Total</i>	48
Research credits (minimum)	<u>24</u>
<i>Total Credits for the Ph.D. (minimum)</i>	72

\* Up to 24 of these credits can be transferred in from a prior graduate program of study. Must be approved in advance by the doctoral program director.



Students holding a master's degree must complete a minimum of 48 credits of course work and an additional 24 credits of thesis research, yielding the graduate school minimum requirement of 72 doctoral credits. Up to 24 of the 48 course work credits may be transfer credits (subject to approval of the doctoral program director); however, these must not exceed half the credits applied toward the master's degree.

Students who enter the program without a master's degree must complete a minimum of 63 credits (calculated as 45 credits for a master's degree, less 6 credits for the master's thesis, plus the 24 additional didactic credits required of a student already holding a master's degree) plus an additional 24 credits of thesis research (minimum of 87 credits).

Students in the doctoral program are required to take three courses in theory (9 credits) and three courses in methods (9 credits) that exceed the requirements of course work taken in completion of a master's program in urban planning or public policy. Relevant theory and methods courses include Planning, Public Policy, and Social Theory (16:970:624); Advanced Scholarly Research (16:970:626); Discrete Choice Methods (34:970:630); and Advanced Qualitative Methods (34:833:638). This specific course work in theory and methods, and more generally the classes taken by each doctoral student, must be approved by the course of study (COS) committee. (See below.)

To assist the selection of appropriate courses, first- and second-year doctoral students are required to submit a course of study (COS) form in the fall term. The COS is reviewed by the doctoral program director and other faculty members (COS committee) with the doctoral student in order to develop an individually crafted program. That program should guide the student's course selection.

First-year doctoral students are required to attend a doctoral seminar. Attendance at this seminar is strongly recommended for second-year doctoral students.

First- and second-year doctoral students will be asked to present a formal paper at doctoral conferences periodically held at the Bloustein School.

## Evaluation of Doctoral Students

Students are evaluated by the doctoral program director at the end of each term. Failure to maintain a term average of 3.5 or a cumulative grade-point average of 3.5 is cause for a student to be considered for dismissal. A conference will be called which will include four persons: the doctoral program director, a member of the faculty of the doctoral program (usually the student's adviser), the coordinator of student and academic services, and the student. The student will be frankly told of his or her strengths and weaknesses and the opinion of the faculty and staff present as to his or her prospects for completing the doctoral program. The doctoral program director will provide the student with a written statement of the assessment. If a student wishes to continue after being advised of his or her limitations, the doctoral program director has the right to prescribe courses for the student to take in the following term. Failure to demonstrate an ability to meet the criteria for continuation in the next term is just cause for dismissal.

## Incomplete Grades

A grade of *Incomplete (IN)* is given only when circumstances beyond the control of the student merit granting extra time for completing course requirements. Students must apply for an *IN* grade in writing. The application must include a statement of the circumstances meriting the *IN* grade and a contract that defines the nature of the work missed and the date it is due. The contract must be signed and dated by the student and the faculty member before the *IN* grade is assigned.

Should a student require an extension of the contract, he or she must obtain permission for the extension from the doctoral program director. After one year, the *IN* grade automatically converts to a *PIN (Permanent Incomplete)*. When this happens, a student will not receive any grades or credits for the course in question. Two *IN* grades will be allowed to stand for one term only. If at least one is not converted to a final grade, the student will not be allowed to

register for the following term. Students who receive more than one *IN* within the first 12 credits of course work in the program will be given a written warning and must meet with the review committee to discuss the problem. (See Evaluation of Doctoral Students.)

## Advising

The student may select his or her own adviser among associates and members of the Bloustein School graduate faculty, upon mutual agreement. In addition, students will meet periodically with the director of the doctoral program, who may suggest additional course work or other preparation for program completion.

## Preparation for the Qualifying Examination

At least one term (preferably more) before students present themselves for the qualifying examination, they must select (in consultation with their advisers and approval of the doctoral program director) an examination committee of four members. This committee must include one faculty member specializing in research methods, another Bloustein School faculty member specializing in theory, and two Bloustein School members from the student's special examination areas. (See The Qualifying Examination.) The student, in consultation with his or her adviser, may change the composition of the committee, subject to approval by the doctoral program director. The exam committee will come to a mutual agreement with the student as to the material to be covered by the qualifying examination.

## Selection of a Dissertation Chair

Before presenting him- or herself for the qualifying examination, a student must procure a letter from a member of the faculty of the doctoral program expressing willingness to chair and supervise the student's dissertation. This letter is to be submitted to the Edward J. Bloustein School's Office of Student and Academic Services. This may not necessarily be the student's former adviser.

## The Qualifying Examination

In order to take their qualifying examinations, students must have a minimum GPA of 3.5, have completed 48 course work credits (including transfer of credits), and have no outstanding *IN* grades.

The doctoral program will offer the qualifying examinations in theory and methods in fall and spring of each year. Students will schedule the dates of their other two exams in consultation with the doctoral program director. The total duration of the written examination period will not exceed two months.

The examination, which includes both written and oral components, will be drawn from the following fields:

1. Theory (required), as it relates to planning and public policy.
2. Methods (required), including research design and statistical methods, plus models and methodology in the field(s) of the student's specialization.
3. A specialty within planning and public policy that has been defined by the student and his or her examiner.
4. A second specialty which should be defined so that the subject matter does not overlap with the primary specialty (above); or a related field demonstrating that the student possesses substantive knowledge and broad understanding of the theory and methods of a discipline other than planning and public policy, such as civil engineering, computer science, economics, geography, political science, public health, sociology, or another field that the student can show is relevant to his or her degree program. The decision concerning selection of fields and whether competence in another discipline must be demonstrated on the examinations must be determined in consultation with and approved by the doctoral program director.
5. The oral component of the qualifying examination will be scheduled by the student, in consultation with all members of his or her examination committee, upon satisfactory completion of the written component.

Should the student fail any part of the examination, the examination committee will advise the student to pursue one or more of the following four options:

1. Take additional courses or submit additional written work
2. Retake those parts of the exam failed at a specified time
3. Retake the entire exam at a specified time (normally the next time such exam is offered)
4. Drop out of the doctoral program

Under no condition will the student be prohibited from taking the exam a second time, but not later than two years following the first exam. A student who has successfully passed the qualifying exams, becomes a doctoral candidate.

## Thesis Proposal

The candidate should work out a thesis proposal in consultation with his or her dissertation chair. (See Selection of a Dissertation Chair.) The proposal shall be formally presented at an open meeting of the thesis committee for approval within approximately four months of passing the oral examination. Immediately following completion of the proposal presentation, the student's dissertation chair (in consultation with the rest of the student's dissertation committee) will provide the student with a written evaluation of the student's proposal, providing specific suggestions on how the student can improve his or her dissertation research.

## Nature of Dissertation

Ph.D. dissertations should make an original contribution to planning and public policy through the rigorous analytical examination of evidence supporting a significant argument or testing a relevant hypothesis. Narrow tests of facts or case histories do not constitute a sufficient contribution.

## Dissertation Committee

Upon approval of the thesis topic (see Thesis Proposal), a candidate, in consultation with the chair of the thesis committee and the doctoral program director, shall form a dissertation committee of four faculty members, one drawn from a graduate program outside of the Bloustein School. The members need not be the same as the comprehensive examination committee. Once the committee is constituted, the student should write a memo to the doctoral program director specifying the committee membership. This memo must be approved by both the faculty member who is denoted as chair of that thesis committee and the doctoral program director. It will then be placed in the student's file.

## Public Presentations

Each candidate will schedule, in consultation with his or her dissertation committee, two thesis colloquia presentations.

1. Midway Colloquium will be an open presentation of the results of the data collection, fieldwork, or other research given before the first draft of the dissertation is completed and midway through a student's dissertation research. This presentation provides an opportunity for candidates to consolidate their work, prepare for job talks and professional presentations, and provide an example to other candidates of the nature of the dissertation in progress. Immediately following Midway Colloquium, the student's dissertation chair (in consultation with the rest of the student's dissertation committee) will provide the student with a written critique of the student's work, providing specific suggestions on how the student can further improve his or her dissertation.
2. Final Colloquium will be an open defense of the completed dissertation. (See Dissertation Review.)

## Dissertation Review

Upon completion of the first draft of the dissertation:

1. The manuscript shall be circulated to the members of the dissertation committee for review. The student's dissertation committee chair will make the decision as to when the dissertation will be ready for defense.
2. After that time, the dissertation shall be publicly presented and defended in an open forum to be held at the Bloustein School (Final Colloquium). Scheduling information regarding Final Colloquium must be submitted to the Office of Student and Academic Services no less than two weeks prior.
3. The dissertation shall be defended before the dissertation committee at a time and place approved by the director of the doctoral program.

A final copy of the successfully defended thesis will be provided to the Graduate School–New Brunswick, and this shall complete the doctoral process.

# Course Listing

## EDWARD J. BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY

### GRADUATE SCHOOL– NEW BRUNSWICK

#### **16:970:624. PLANNING, PUBLIC POLICY, AND SOCIAL THEORY (3)**

*Lake. Required course for Ph.D. program.*

Contemporary social theory applied to planning and policy; the role of the state in globalization, space, and scale; gender, race, and culture; citizenship, ethics, and social justice.

#### **16:970:626. ADVANCED SCHOLARLY RESEARCH (3)**

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

Doctoral-level study of scholarly exposition, peer research review and the preparation of research proposals. Students prepare proposals encompassing doctoral-level synthesis of theory and analytic methods.

#### **34:833:628. ADVANCED QUALITATIVE METHODS (3)**

*Sass Rubin. Required course for Ph.D. program.*

Students apply techniques of qualitative research, including interviewing, ethnography, and phenomenology, to help them gain an understanding of which techniques are appropriate for what specific research needs.

#### **34:970:630. DISCRETE CHOICE METHODS (3)**

*Jagannathan. Required course for Ph.D. program.*

This course begins with a review of linear regression and focuses on categorical dependent variables. Methods include linear probability, logit, probit, multinomial, and conditional logit models.

### ADDITIONAL COURSES

For additional graduate electives, see public policy programs, urban planning and policy development programs, and graduate public health chapters in this catalog. Information on additional electives is available in the Graduate School–New Brunswick catalog.

# PUBLIC POLICY PROGRAM

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# About the Program

The public policy program offers two degrees through the Edward J. Bloustein School of Planning and Public Policy. The master of public policy (M.P.P.) degree is a 45-credit degree offering advanced methods training, an applied field experience, and concentration in a substantive policy area. The first M.P.P. class graduated in 1999, and graduates have already developed a strong record of placement in professional policy positions in the public, private, and nonprofit sectors. The M.P.P. is also open to superior Rutgers students enrolled in one of the Rutgers–New Brunswick undergraduate colleges through a special, five-year B.S. or B.A./M.P.P. program. A joint M.P.P./M.B.A. with the Rutgers Business School: Graduate Programs–Newark and New Brunswick is pending.

The program also offers the master of public affairs and politics (M.P.A.P.) degree, a 30-credit degree (formerly the M.S. in public policy offered by the Graduate School–New Brunswick). In various forms, this program has been training students in politics and public affairs since 1958. The program also offers the M.P.A.P. in conjunction with the juris doctor (J.D.) degree from Rutgers’ School of Law–Camden and Rutgers’ School of Law–Newark.

Both degree programs are designed to prepare students for careers in government, politics and public affairs, and policy. Both degrees require course work in the public policy process, quantitative and qualitative research methods, and economic analysis. A distinctive feature of these programs is their further emphasis on political institutions and the interplay between politics and policy.

In addition to an exceptional full-time faculty, the program engages several high-ranking current and former government officials and other practitioners to teach courses. A number of faculty members in the program also hold positions with research centers—including the John J. Heldrich Center for Workforce Development, the Center for State Health Policy, the Center for Government Services, the Center for Negotiation and Conflict Resolution, and the Star-Ledger Eagleton-Rutgers Poll—through which students can receive significant research experience.

# Public Policy Degree Options

## MASTER OF PUBLIC POLICY (M.P.P.)

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 in public and private sector organizations. The degree requires 45 credits for successful completion. A required core, which consists of course work in the policy process, research methods, and economics, as well as an applied field experience (internship) and a policy research seminar, accounts for 27 credits. An M.P.P. student would complete the remaining 18 credits with electives. As part of the elective selections, an M.P.P. student must choose 9 credits, or three courses, from an approved concentration in a substantive policy area. The M.P.P. is normally for full-time students who are directly from their undergraduate experience or who have up to a few years of work experience.

<b>Required Course of Study</b>		<b>Credits</b>
34:833:510	Public Policy Formation	3
34:833:530	Research Design and Data Analysis for Public Policy	3
34:833:531	Policy Analysis and Evaluation	3
34:833:540	State and Local Public Finance <i>or</i> 34:833:543 Economics and Public Policy	3
34:833:630	Advanced Data Analysis for Public Policy	3
34:833:640	Policy Research Seminar	6
34:833:672	Applied Field Experience	6
	Elective courses (9 approved concentration credits)	<u>18</u>
<i>Total Credits for the M.P.P.</i>		<b>45</b>

## Concentrations

Master of public policy (M.P.P.) (two-year) students are required to present a three-course (9-credit) concentration to complete their degree requirements. The program currently offers formal concentrations in the following areas, each advised by a member of the faculty:

- Applied Economics and Policy Analysis
- Education Policy
- Environmental Policy
- Health Policy
- Labor Policy
- Management
- Political Institutions and Processes
- Science and Technology Policy
- Social Policy
- Survey Research
- Urban Policy

Students must demonstrate basic competency in the concentration by achieving a *B+* or better in at least two of the three courses. M.P.P. students must declare a concentration by the end of their second term in the program. At that time, the responsibility for advising the student transfers to the faculty member in charge of that concentration.

Courses offered toward the concentration may be drawn from offerings within the public policy program, the Bloustein School, or Rutgers generally, with the permission of the adviser and the program director. Note that students may, because of course scheduling, need to take courses in their concentration during their first year of enrollment.

Students may select courses not formally listed toward their concentration when they are approved by the faculty member in charge of the concentration and by the program director. Such selections may include independent studies, and it is assumed that such independent studies will normally be conducted under the supervision of the director of that concentration. No courses from the core may be counted toward any concentration. Some courses may have pre- or co-requisites that students are responsible for identifying and fulfilling.

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

Approval is pending for a proposed dual-degree program leading to the M.P.P. degree from the Bloustein School and the master of business administration (M.B.A.) from the Rutgers Business School: Graduate Programs–Newark and New Brunswick.

## B.A. OR B.S./M.P.P. (3-1-1) DUAL-DEGREE PROGRAM

The Bloustein School, in cooperation with Rutgers–New Brunswick undergraduate colleges, has created a special course of study to allow exceptional students to earn a bachelor of arts or a bachelor of science degree, and a master of public policy degree in five years rather than the normal six. Students from the undergraduate colleges apply to the Bloustein School during their junior year. If admitted, they must complete all undergraduate requirements to receive their bachelor's degree and take up to six graduate courses in public policy during their senior year. In the summer after their fourth year, students are enrolled in the Bloustein School and participate in the applied field experience. The subsequent fall, students enter as full-time graduate students to complete the M.P.P. degree over the next two terms.

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

The master of public affairs and politics (M.P.A.P.) is a 30-credit program designed for students who have significant work experience in public affairs and politics or a previous or concurrent graduate degree. Students are expected to complete a required core of 12 credits in policy, research methods, economics, and analysis. Students complete the remaining 18 credits with electives. Students may pursue the M.P.A.P. program on either a full- or part-time basis. With permission from the program director, individuals may enroll in up to 12 credits of course work as nondegree students before formally applying to the program. With permission, these credits may count toward the 30-credit total for the degree.

<b>Required Course of Study</b>	<b>Credits</b>
34:833:510 Public Policy Formation	3
34:833:530 Research Design and Data Analysis for Public Policy	3
34:833:531 Policy Analysis and Evaluation	3
34:833:540 State and Local Public Finance or 34:833:543 Economics and Public Policy	3
34:833:640 Policy Research Seminar	3
Elective courses	<u>15</u>
<i>Total Credits for the M.P.A.P.</i>	30

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

The Bloustein School, Rutgers' School of Law–Camden, and Rutgers' School of Law–Newark offer a dual-degree program for students interested in politics and law. The three and one-half year program leads to the M.P.A.P. and the juris doctor (J.D.). Students normally spend one year at law school and apply to the Bloustein School during their second year. If admitted, they spend a year pursuing the M.P.A.P. degree, and then return to law school for one term. The law schools accept 12 credits of Bloustein School courses toward the J.D.

## ACADEMIC STANDING AND PROCEDURES

All students in the public policy program must achieve certain academic standards in order to continue in the course of study. The program is committed to an excellent education for all students; however, a student will occasionally have difficulty. The program director, in consultation with other faculty, administers student standing. If a student fails to meet these standards, the program director may recommend dismissal to the dean.

### Grade-Point Average Requirement

A student must maintain an overall grade-point average of 3.0 in order to graduate with any degree. If, at the end of a term, the grade-point average is below 3.0, 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 probationary term, if the student has not achieved a grade-point average of 3.0 overall, the graduate program director may recommend dismissal to the dean. Also see Schoolwide Grade Requirements regarding the limit on grades of C or C+ that may be used for a degree.

### Course Requirement Waiver

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 Office of Student and Academic Services. When waivers are granted, the student then must substitute other courses to fulfill the total credit requirement for the degree. A maximum of 12 graduate credits earned outside of the program may be applied toward the M.P.P., 9 credits for the M.P.A.P., subject to approval by the program director.

### Undergraduate Courses for Graduate Credit

Undergraduate courses may be taken for graduate credit while a student is matriculated in the program. They are generally taken when no comparable graduate courses are available within the Rutgers University system. In general, no more than 6 credits of undergraduate course work 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 program director before the course is taken. A form is available from the Office of Student and Academic Services. 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.

## Internships, Applied Field Experience, and Independent Study

With permission of the program director, students may take 34:833:671 Internship in Public Policy for credit toward either the M.P.P. or the M.P.A.P. degree. Students taking the internship usually work for eight to 10 hours per week in a policy or public affairs position, and a faculty member supervises a writing project that integrates their work experience with an academic perspective.

Students in the M.P.P. program are required to take Applied Field Experience (34:833:672) in the summer between their first and second years in the program. Students work in a policy or public affairs position for at least 20 hours per week for 14 weeks of the summer and engage in a writing project under the supervision of the program director.

Exceptional students may engage in an Independent Study (34:833:670), through which they can pursue their own research interests. Such students must make arrangements for supervision by a member of the faculty and for permission by the program director.

# Course Listing

### **34:833:510. PUBLIC POLICY FORMATION (3)**

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

### **34:833:520. LEGISLATIVE POLICY MAKING (3)**

Exploration of legislatures as political institutions responsible for policy making 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.

### **34:833:524. ETHICS IN PUBLIC POLICY (3)**

Examines issues in the ethics of policy professionals, focusing on the normative and conceptual aspects of problems that arise for individuals and institutions within a constitutional democracy.

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

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

### **34:833:530. 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.

### **34:833:531. 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.

### **34:833:540. 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 POLICY MAKING:  
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.

**34:833:555. LABOR POLICY (3)**

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

**34:833:561. THE ROLE OF EXPERTS IN THE POLICY PROCESS (3)**

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

**34:833:565. POLITICS AND REGULATION (3)**

Studies the role that executives, legislators, bureaucrats, courts, and others play in policies for regulating the environment, privacy, worker safety, and other areas.

**34:833:570. MANAGEMENT OF NONPROFIT ORGANIZATIONS (3)**

Applies management concepts to nonprofit organizations, emphasizing the challenges faced by managers under resource scarcity and uncertain boundaries among public, for-profit, and non-profit sectors.

**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.

**34:833:576. 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.

**34:833:585. AMERICAN SOCIAL POLICY (3)**

*Crowley*

Focuses on the development of social welfare politics in the United States. Places the American case within the larger international and historical context, explores the major dilemmas in contemporary social policy making including agenda setting, institutional choice, and implementation design. Examines dilemmas in greater depth by analyzing specific policy issues, such as child support enforcement, nutrition programs, and medical care.

**34:833:628. ADVANCED QUALITATIVE METHODS (3)**

*Required course for Ph.D. program.*

Students apply techniques of qualitative research, including interviewing, ethnography, and phenomenology to help them gain an understanding of which techniques are appropriate for what specific research needs.

**34:833:630. ADVANCED DATA ANALYSIS FOR PUBLIC POLICY (3)**

*Prerequisites: 34:833:530 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.

**34:833:635. 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.

**34:833:637. WRITING FOR POLITICS AND POLICY (3)**

An intensive writing workshop emphasizing a variety of professional writing skills. Classes focus on peer criticism of assignments and discussion of critical reading and writing.

**34:833:640. POLICY RESEARCH SEMINAR (6)**

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 20 hours per week for 14 weeks and complete writing assignments 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 public policy and the arts, writing and public policy, ethics, and others.



# URBAN PLANNING AND POLICY DEVELOPMENT PROGRAM

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# About the Program

Founded in 1967, the urban planning and policy development (UPPD) program educates innovative people who wish to combine social concerns with analytic skills. While planners work on a wide range of problems, they also are likely to focus on a particular issue or specialization 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 suggests that a useful curriculum will contain 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 urban planning and policy development program at Rutgers’ Bloustein School. This intentional diversity sets the direction of our program: to seek a variety of approaches in exploring the dimensions of urban and regional questions and in preparing responses to those questions. Our graduates learn to competently respond to socioeconomic problems and political opportunities as well as the physical concerns of traditional planning.

# Urban Planning and Policy Development Degree Options

## 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 History and Theory of Planning	3
34:970:509 Urban Economy and Spatial Patterns	3
34:970:510,511 Graduate Planning Studios	3,3
34:970:515 Methods of Planning Analysis I	3
Additional quantitative course *	3
34:970:517 Survey of Planning Law Principles	3
Elective courses	27
<i>Total Credits for the M.C.R.P.</i>	<b>48</b>

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 program secretary. Applicants for a waiver of studio courses should contact the 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 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.

\* Methods I 34:970:515, plus one other quantitative course, which may be 34:970:516, 527, or 591, is required.

## MASTER OF CITY AND REGIONAL STUDIES DEGREE

The master of city and regional studies (M.C.R.S.) degree is offered by the urban planning and policy development program 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.

### 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 is offered by a faculty drawn from the Bloustein School, the Department of Geography, and Cook College. The certificate program provides an in-depth, interdisciplinary examination of the emerging discipline of geospatial information, focusing both on the development of theory and on the application of geographic information systems.

## 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 Bloustein School 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

The dual degree leads 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.

## M.C.R.P./M.B.A. DUAL-DEGREE PROGRAM

Approval is pending for a proposed dual-degree program leading to a master of city and regional planning and a master of business administration. The program would be offered by the Bloustein School and the Rutgers Business School: Graduate Programs—Newark and New Brunswick.

## ACADEMIC STANDING

The master of city and regional planning (M.C.R.P.) and the master of city and regional studies (M.C.R.S.) degrees are offered by the urban planning and policy development program. The program faculty 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 faculty in conjunction with the 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. or M.C.R.S. 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 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. or M.C.R.S. 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.

### Professional Report Requirement (M.C.R.P.)

A professional report is required for completion of the master of city and regional planning (M.C.R.P.) degree. The report certifies that the student has developed organizational, research, and language skills at an acceptable level for a graduate of the Rutgers program. This report can also be of great use to the M.C.R.P. graduate, demonstrating analytic and writing skills to employers and other professional contacts.

The report itself may be based on a term paper completed for a graduate urban planning course and can be focused on a wide range of topics. The finished report will be approximately 3,000 to 5,000 words (15 to 20 double-spaced pages), and reviewed and revised as needed to reflect professional level work. The paper will be written to conform to the guidelines of the *Journal of the American Planning Association*. The completed paper will be submitted to a faculty reviewer, often the professor of the course for which it was written. The faculty reviewer will outline the general terms of any revisions or additional work that is needed. However, the report is the student's responsibility, just as this type of project would be in a professional organization.

Since the professional report is a requirement for graduation, it is important to keep track of submission dates and allow ample time for review and revision. An initial draft of the report should be presented for review to the faculty member no later than three months prior to graduation.

Finally, this report is not a thesis, but usually an extension of work already undertaken for a course. It is also possible to develop a report outside of a formal class, based on personal research or a project completed through a center or institute at Rutgers. The report presents an opportunity to take a topic of interest and develop it into a professional level presentation.

## Comprehensive Examination (M.C.R.S.)

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 school 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 school. The master of city and regional studies comprehensive examination form, outlining the process, is available in the student services office.

# Concentrations, Studios, and Internships

## CONCENTRATIONS

Five issue-oriented concentrations, or specialties, reflect the strengths of the faculty in the urban planning and policy development program. 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 program 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 “required” and “recommended” categories. The program requires that any student who wants to specialize in a particular area take proper courses as outlined under each concentration. 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 program and school. 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 planning and international development, transportation policy and planning, and urban and community development.

All required and most recommended courses for these concentrations are offered through the program and other units of the Edward J. Bloustein School of Planning and Public Policy. Additional recommended courses are offered within the university, in the Departments of Landscape Architecture; Agricultural, Food, and Resource Economics; Ecology, Evolution, and Natural Resources; Environmental Sciences; and Geography, among others. Courses also may be found at Princeton University and New Jersey Institute of Technology.

## Environmental and Physical Planning

### *Faculty Advisers*

Clinton Andrews (co-coordinator), Tony Nelessen (co-coordinator), Richard Brail, Salah El-Shakhs, Michael Greenberg, Judith Grant Long, Lyna Wiggins

This concentration prepares students to design, plan, and manage the human-environment interface. This concentration has two tracks—design and environment. The design track focuses on the visioning, planning, and urban design of neighborhoods, towns, and cities using the principles of New Urbanism. The environment track focuses on the application of management and policy tools to reduce anthropogenic environmental impacts and to mitigate natural hazards. All students in this concentration will develop fluency with the distinct but interdependent design, regulatory, and managerial approaches.

Students must take the two required courses, and at least four courses total in the concentration. They can focus on one of two tracks—environment or design—selecting from the list below depending on interest. At least one graduate planning studio in environmental or physical planning is strongly recommended. Students in the design track may do a directed study in urban design under faculty direction.

### Required Courses

- 34:970:601 Introduction to Planning and Design
- 34:970:618 Environmental Planning and Management

### Recommended Courses

- 34:833:561 The Role of Experts in the Policy Process
- 34:833:565 Politics and Regulation
- 34:970:508 Comprehensive Planning
- 34:970:523 Legal Aspects of Environmental Planning
- 34:970:525 Property Theory and Policy
- 34:970:541 Planning for New Communities
- 34:970:555 Urban Transportation Policy Analysis
- 34:970:556 Urban Transportation Planning
- 34:970:558 Public Transit Planning and Management
- 34:970:571 Industrial Ecology
- 34:970:585 Tourism Planning
- 34:970:591 Computer Applications in Urban Planning and Development
- 34:970:592 Topics in Computer Applications in Urban Planning
- 34:970:602 Zoning for Communities of Place
- 34:970:604 Land Development Practice

## Housing and Real Estate

### Faculty Advisers

David Listokin (co-coordinator), Robert Burchell (co-coordinator), Donald Krueckeberg, Judith Grant Long

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 impact analysis. 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.

Students must take at least two of the four required courses, and at least four courses total in the concentration. Two graduate planning studios covering the following topics are strongly recommended: historic preservation, housing, urban design, neighborhood revitalization, or community development.

### Required Courses (select two of the four)

- 34:970:528 Housing Economics and Markets
- 34:970:529 Principles of Housing
- 34:970:604 Land Development Practice
- 34:970:622 Urban Redevelopment

### Recommended Courses

- 34:833:540 State and Local Public Finance
- 34:970:508 Comprehensive Planning
- 34:970:512 History of Planning Thought
- 34:970:521 Historic Preservation
- 34:970:523 Legal Aspects of Environmental Planning
- 34:970:525 Property Theory and Policy
- 34:970:541 Planning for New Communities
- 34:970:558 Public Transit Planning and Management
- 34:970:575 Locational Conflict
- 34:970:601 Introduction to Planning and Design
- 34:970:602 Zoning for Communities of Place
- 34:970:618 Environmental Planning and Management
- Princeton ARC 401 Theories of Housing and Urbanism
- Princeton WWS 508 Econometrics and Public Policy
- Princeton WWS 538 Politics and Policymaking in Metropolitan Areas

## Regional Planning and International Development

### Faculty Advisers

Salah El-Shakhs (co-coordinator), Hooshang Amirahmadi (co-coordinator), Briavel Holcomb, Donald Krueckeberg, Michael Lahr, Meredith Turshen

The purpose of this concentration is to train students to effectively design and implement plans and public policies in regional and international settings, with particular focus on urbanization and human settlement systems. Specific topics examined include the effect on development of both the presence and absence of political stability, social cohesion, economic equity, the spatial concentration of economic activity, interindustry linkages, technology transfer, and the cross-boundary movement of people, trade, capital, and information.

Students must take at least two of the required courses, and at least four courses total in the concentration. A graduate planning studio in regional or international planning is strongly recommended.

### Required Courses (select two of the three)

- 34:970:537 International Comparative Planning
- 34:970:644 International Economic Development
- 34:970:645 Regional Development

### Recommended Courses

- 16:450:509 Human Geographical Problems of Developing Countries
- 16:450:525 Restructuring of Central and Eastern Europe after 1989
- 16:450:605 Geography Seminar
- 34:832:577 Immigration Policy and Public Health
- 34:833:540 State and Local Public Finance
- 34:970:541 Planning for New Communities
- 34:970:557 International Transport Policy and Planning
- 34:970:562 Community Economic Development
- 34:970:575 Locational Conflict
- 34:970:581 Gender and International Development
- 34:970:582 Contemporary Issues in Women's Health
- 34:970:585 Tourism Planning
- 34:970:608 Human Rights, Health, and Violence
- 34:970:609 Social Policy in Developing Nations
- 34:970:646 Global Restructuring

## Transportation Policy and Planning

### Faculty Advisers

John Pucher (co-coordinator), Richard Brail (co-coordinator), Paul Larrousse, Martin Robins

The transportation policy and planning concentration provides a broad overview of the field as well as the practical application of planning methods. Current highway and mass transit systems are examined in the context of broad policy issues in the environmental, energy, and health areas. Particular focus is placed on public transit planning, nonmotorized modes such as walking and bicycling, international perspectives and issues, and the coordination of land use and transportation planning.

Students must take the two required courses, and at least one of the three additional required courses. Four courses in total must be taken in the concentration. A graduate planning studio in transportation planning is strongly recommended. Students interested in the Graduate Certificate in Transportation Studies must complete five courses including at least one transportation course in the School of Engineering.

### Required Courses

- 34:970:555 Urban Transportation Policy Analysis
- 34:970:556 Urban Transportation Planning

### Additional Required Course (select one of the three)

- 34:970:557 International Transportation Policy and Planning
- 34:970:558 Public Transit Planning and Management
- 34:970:666 Coordinating Land Use and Transportation

## Recommended Courses

16:180:531	Traffic Engineering
16:180:532	Transportation Planning
16:180:533	Traffic Operations
16:180:537	Intelligent Transportation Systems
34:833:540	State and Local Public Finance
34:970:508	Comprehensive Planning
34:970:527	Advanced Multivariate Methods
34:970:575	Locational Conflict
34:970:591	Computer Applications in Urban Planning and Development
34:970:594	Program Evaluation
34:970:601	Introduction to Planning and Design
34:970:602	Zoning for Communities of Place
34:970:618	Environmental Planning and Management

## Urban and Community Development

### Faculty Advisers

Kathe Newman (co-coordinator), Robert Lake (co-coordinator), Roland Anglin, Glen Beamer, Norman Glickman, Radha Jagannathan, Judith Grant Long, Julia Sass Rubin.

This concentration provides broad exposure to the political, economic, and administrative processes of urban and community development. The course work examines social and economic policy formation; implementation and evaluation; the dynamics of social change; the relationship between community development and local, national, and global institutions; participatory and community planning methods; and issues of gender, race, class, and power. This concentration meets the needs of students with a range of interests, including downtown redevelopment, community revitalization, urban poverty, economic development, and housing.

Students must take both of the required courses, and at least four courses total in the concentration. It is strongly recommended that a graduate planning studio in community development be one of the four.

### Required Courses

34:970:562	Community Economic Development
34:970:563	Community Development

### Recommended Courses

34:833:522	Public Policy Advocacy
34:833:540	State and Local Public Finance
34:833:570	Management of Nonprofit Organizations
34:833:572	Negotiation and Public Policy
34:833:580	Health Care Policy
34:833:585	American Social Policy
34:970:528	Housing Economics and Markets
34:970:529	Principles of Housing
34:970:575	Locational Conflict
34:970:594	Program Evaluation
34:970:602	Zoning for Communities of Place
34:970:604	Land Development Practice
34:970:622	Urban Redevelopment
34:970:633	Population: Tools and 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. 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 studios in 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 toward 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 Bloustein School's Office of Student and Academic Services provides assistance in placing students in internships. Forms are available from the school's Office of Student and Academic Services.

## DIRECTED STUDY

M.C.R.P. and M.C.R.S. 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 of the degree 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. degree, no more than 3 credits of directed study can be applied without special permission.

# Course Listing

## **34:970:501. HISTORY AND THEORY OF PLANNING (3)**

*Long, Krueckeberg, Ramsamy, Popper. Required for M.C.R.P. degree.*

Surveys the history of urban planning, its major guiding and critical theories, and their relation to a broad range of contemporary issues faced by planners and policy makers. Provides an intellectual foundation for students pursuing professional careers in urban planning, as well as an introduction to planning history and theory for students pursuing doctorates.

## **34:970:508. COMPREHENSIVE PLANNING (3)**

*Heyer, Gruel*

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)**

*Lahr, Pucher. Required for 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.

## **34:970:510,511. GRADUATE PLANNING STUDIO (3,3)**

*Required for 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 of comprehensive solutions, strategies, and recommendations for inner-city, suburban, and exurban areas and for regions.

## **34:970:512. HISTORY OF PLANNING (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 changes.

## **34:970:513. 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)**

*Jagannathan. Required for M.C.R.P. degree.*

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, Brail*

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, and use and transportation analysis models.

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

*Davis, Simmons. Required for 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)**

*Davis*

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, Popper*

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)**

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)**

*Staff*

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, and social outcomes.

## **34:970:530. HOUSING POLICY IN DEVELOPING NATIONS (3)**

*Krueckeberg*

Study of third-world housing policy and informal, low-income housing throughout the world. Topics include privatization of informal housing markets, best practices, children in cities, community participation, disaster management, gender, sustainable practices, tenure, and technology. Case studies used to illustrate topics.

## **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 PLANNING AND MANAGEMENT (3)**

*Brail, Larrousse*

Overview of public transit planning and management issues, including recent trends, tools, and techniques.

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

*Staff*

The problem of persistent urban poverty in the United States, 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. COMMUNITY ECONOMIC DEVELOPMENT (3)**

*Sass Rubin*

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.

**34:970:563. COMMUNITY DEVELOPMENT (3)**

*Newman*

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 macrolevel (materials and energy flows), mesolevel (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 NIMBYconflicts encountered by planners.

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

*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 IN POLICY AND PLANNING (3)**

*Staff*

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 PLANNING AND DEVELOPMENT (3)**

*Wiggins, 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)**

*Wiggins, 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.

**34:970:594. PROGRAM EVALUATION: PROCESS AND IMPLEMENTATION (3)**

*Jagannathan*

Focus on program evaluation as the procedures and techniques used to scientifically document the implications of professional interventions. Study of conceptual, measurement, and analytic tools, including intervention activities and objectives, intervention monitoring, measurement, design of monitoring and social experiments, and impact analysis.

**34:970:601. INTRODUCTION TO PLANNING AND DESIGN (3)**

*Nelessen*

Planning and design process, history of design, basic graphic techniques, environmental analysis, and conceptualization of the 10 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)**

*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. SOCIAL POLICY IN DEVELOPING NATIONS (3)**

*Turshen*

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

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

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

**34:970:622. URBAN REDEVELOPMENT (3)**

*Long*

Analysis of the evolution of urban redevelopment activities in the United States, post-World War II. Examines the successes and failures of major urban redevelopment policies and programs including urban renewal; public housing; historic preservation; business improvement districts; enterprise and empowerment zones; targeted incentives for industrial, brownfield, and waterfront sites; and the public provision of cultural and tourism infrastructure.

**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.

**34:970:630. DISCRETE CHOICE METHODS (3)**

*Jagannathan*

This course begins with a review of linear regression and focuses on categorical dependent variables. Methods will include linear probability, logit, probit, multinomial and conditional logit models.

**34:970:633. POPULATION: TOOLS AND POLICY (3)**

*Jagannathan*

Designed to provide a broad overview of the field of population studies. Introduces students to methods of demographic analysis and surveys social science perspective on population problems. Major topical areas include mortality, fertility, migration, immigration, population growth, marriage, and household formation behavior.

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

Internship in governmental, nonprofit, or private organization focusing on substantive urban planning issues. Eight to 10 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 675. 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. Some recent seminars include Energy Planning and Policy, Public Health and War, Planning Support Systems, and Economic Development in Developing Areas.

# UNDERGRADUATE PROGRAMS

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# Jointly Offered Degrees in Public Health and Urban Studies

The Edward J. Bloustein School of Planning and Public Policy offers programs of study leading to the B.A. in urban studies and the B.S. in public health. The degrees are issued jointly by the Edward J. Bloustein School of Planning and Public Policy and the Rutgers–New Brunswick undergraduate colleges.

Exceptional, well-prepared students who are admitted to the Bloustein School may be encouraged to pursue dual-degree programs (B.S./M.P.H. for public health, B.A./M.P.P. for public policy, B.A./M.C.R.P. for urban planning).

## PUBLIC HEALTH

The public health major leads to a bachelor of science degree. It prepares students for graduate education in public health and for entry-level positions in a broad spectrum of private and public health organizations. Students in the program receive a conceptual understanding of interrelated 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. Successful applicants are those who apply after completing 40 credits, who have an overall grade-point average of at least 2.5 or better, and an average grade of 2.5 or better in the 12–13 credits of prerequisite courses. Only grades of C or better may count toward major requirements.

Applications to the Bloustein School are available in the college dean's office, in the academic unit, and online at <http://policy.rutgers.edu/>.

### Prerequisites for the Major in Public Health (12–13 credits)

- 01:119:150 Biology, Society, and Biomedical Issues (3)
- 01:355:101 Expository Writing I (3)
- 10:832:232 Introduction to Public Health (3)
- A 200-level or higher basic statistics course (3–4)

### Major Requirements (34–35 credits)

#### Core Courses (19–20 credits)

- 10:832:335 Epidemiology (3) or 11:375:403 Environmental and Public Health: Epidemiological Aspects (3)
- 10:832:395 Research Methods (2) and
- 10:832:396 Research Methods Laboratory (2)  
(must be taken concurrently)
- 10:832:499 Research or Field Practicum (6)

At least one of the following:

- 01:355:201 Research in Disciplines (3)  
(preapproved topics only)
- 01:355:302 Scientific and Technical Writing (3)
- 01:355:303 Writing for Business and the Professions (3)
- 01:355:315 Writing Grant Proposals (3)
- 10:832:339 Public Health Literature (3)

At least one of the following:

- 01:220:316 Health Economics (3) or 10:832:332 Public Health Economics (4)
- 10:832:333 Financial Aspects of Urban Health (3)
- 10:832:338 Health and Public Policy (3)

#### Electives (15 credits)

Students must complete an additional five courses of at least 3 credits each, three of which must be 300-level or higher. Any non-required public health (832) course qualifies as an elective, as do select urban studies (975) courses and preapproved electives offered by other departments (see program adviser or the program web site for approved listings). Students are warned that the undergraduate colleges have restrictions on whether elective courses can count toward both a major and a minor, or toward two majors. Students should check with their academic dean to make such a determination.

### Nursing Home Administration Certificate (24 credit minimum)

#### Core Courses (21–22 credits)

- 01:920:303 Social Gerontology (3)
- 10:832:332 Public Health Economics (4) or 01:220:316 Health Economics (3)
- 10:832:333 Financial Aspects of Urban Health (3)
- 10:832:334 Introduction to Health Administration (3) or 11:375:406 Public Health Practice and Administration (3)
- 10:832:356 Public Health Law and Ethics (3) or 01:730:249 Medical Ethics (3)
- 10:832:499 Research or Field Practicum (NHA placement only) (6)

#### Elective Courses (3 credits)

- 01:070:307 Medical Anthropology (3)
- 01:377:304 Exercise and Aging (3)
- 01:830:335 Adult Development and Aging (3)
- 10:832:414 Culture and Health (3)
- 11:709:255 Nutrition and Health (3)

Independent study for elective credits may be applied if the student contracts with a faculty member knowledgeable about aging or administration or both.

## URBAN STUDIES

The Bloustein School offers major and minor programs in urban studies, leading to a bachelor of arts degree. Urban studies prepares students for graduate education in urban planning and policy development and for entry-level positions in the public and private sectors, especially jobs in housing, transportation, and community development.

To pursue a major in urban studies, students must apply and be admitted to the Edward J. Bloustein School of Planning and Public Policy. Successful applicants are those who apply after completing 40 credits, who have an overall grade-point average of 2.5 or better, and an average grade of at least 2.5 in the 12–13 credits of prerequisite courses. Only grades of C or better may count toward urban studies requirements.

Students seeking a certificate or minor in urban studies do not require Bloustein School admission.

Applications to the Bloustein School are available in the college dean's office, in the academic unit, and online at <http://policy.rutgers.edu/>.

### Prerequisites for the Major or Minor in Urban Studies (12–13 credits)

- 01:355:101 Expository Writing I (3)
- 01:790:201 American Government (3)

- 10:975:233 Introduction to Urban Studies (3)  
 A 200-level or higher basic statistics course (3–4)

## Major Requirements (28–34 credits)

### Core Courses (13–19 credits)

- 10:975:393 Internship in Urban Studies (3–6)  
 10:975:395 Research Methods (2) *and*  
 10:975:396 Research Methods Laboratory (2)  
 (must be taken concurrently)  
 10:975:494 Senior Seminar in Urban Studies (3)

At least one of the following:

- 01:355:201 Research in the Disciplines (3)  
 (preapproved topics only)  
 01:355:302 Scientific and Technical Writing (3)  
 01:355:303 Writing for Business and the Professions (3)  
 01:355:315 Writing Grant Proposals (3)

### Elective Courses (15 credits)

Students must complete an additional five courses in 975 of at least 3 credits each, three of which must be 300-level or higher.

## Minor Requirements

The minor requires the prerequisites and five courses in 975, excluding 10:975:393 and 494, which are for majors only.

## Certificate Programs \*

### 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.

### Housing and Community Development Certificate (24 credit minimum)

#### Core Courses (9–12 credits)

- 10:975:310 Introduction to Urban Housing (3)  
 10:975:393 Internship in Urban Studies (3–6)  
 10:975:421 Community Development (3)

### Elective Courses (12–15 credits)

- 10:975:304 Urban Poverty (3)  
 10:975:305 U.S. Urban Policy (3)  
 10:975:317 Introduction to Urban Management and  
 Public Administration (3)  
 10:975:413 Urban Revitalization (3)  
 10:975:435 Administrative Issues in Environment and  
 Land-Use Planning (3)  
 10:975:440 Introduction to Real Estate (3)  
 10:975:460 The Urban Economy (3)  
 10:975:473 Urban Transportation Policy (3)  
 10:975:481 Housing and Economic Development (3)

Alternate electives must be preapproved by a program advisor.  
 Distance-learning courses may apply.

## Urban Planning Certificate (24 credit minimum)

### Core Courses (6 credits)

- 10:975:305 U.S. Urban Policy (3)  
 10:975:306 Introduction to Urban and Environmental  
 Planning (3)

### Elective Courses (18 credits)

- 10:975:315 Theory and Methods of Land-Use Planning (3)  
 10:975:316 Urban Design and Site Planning (3)  
 10:975:317 Introduction to Urban Management and  
 Public Administration (3)  
 10:975:405 Legal Foundations of Urban Planning (3)  
 10:975:413 Urban Revitalization (3)  
 10:975:417 Introduction to Population Tools and Policy (3)  
 10:975:420 Computers in Planning and Management (3)  
 10:975:435 Administrative Issues in Environment and  
 Land-Use Planning (3)  
 10:975:473 Urban Transportation Policy (3)  
 10:975:474 Tourism Planning (3)  
 10:975:478 History of Planning Thought (3)

Alternate electives must be preapproved by a program advisor.  
 Distance-learning courses may apply.

\* Urban studies certificate programs are open to all majors. Certificates are awarded only with or subsequent to earning a bachelor's degree.

# Course Listing

## Explanation of Three-Part Course Numbers

The number preceding each course title is divided into three parts. The first two digits are the administrative code (standing for a faculty or a school), the next three digits are the subject code, and the final three digits are the course code.

### Administrative Codes

The code for Bloustein School is 10. For a complete list of administrative codes used in this catalog, see the beginning of the Programs of Study for Liberal Arts Students section in the New Brunswick Undergraduate Catalog.

### Subject Codes

A subject code comprises the third through fifth digits in all course numbers and indicates the subject matter of the course. Courses with the following subject codes are listed in this chapter.

832 Public Health  
975 Urban Studies

### Course Codes

The course code comprises the sixth, seventh, and eighth digits in all course numbers. Course codes from 100 to 299 indicate introductory and intermediate undergraduate courses. Codes from 300 to 499 indicate advanced undergraduate courses.

Two course codes separated by a comma indicate that each term may be taken independently of the other (example: 10:832:491,492). Two course codes separated by a hyphen indicate that satisfactory completion of the first term is a prerequisite to the second term; the first term may be taken for credit without taking the second, except where a statement is added to indicate that both term courses must be completed in order to receive credit.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation BA indicates that the number of credits is determined by arrangement with the department offering the course.

## PUBLIC HEALTH 832

### 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.

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

*Corequisite: 10:832:253. Credit not given for both this course and 01:377:242.*

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 both this course and 01:377:253.*

CASE component. Application of the principles learned in 10:832:252 to the community setting.

### 10:832:298,299. 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.

### 10:832:301. SEXUAL HEALTH ADVOCACY I (3)

*Prerequisite: Permission of instructor. Corequisite: 10:832:303.*

Opportunities for learning new information about sexual health and community development, strengthening critical thinking skills, and broadening empathy for others.

### 10:832:302. SEXUAL HEALTH ADVOCACY II (3)

*Prerequisites: 10:832:301, 303, and permission of instructor.*

Further exploration in issues of sexual health for college students and the community with a focus on social justice, education, and advocacy.

### 10:832:303. SEXUAL HEALTH PROMOTION IN THE COMMUNITY (1)

*Prerequisite: Permission of instructor. Corequisite: 10:832:301.*

CASE component. Community service in health promotion activities. Application of the principles learned in 10:832:301 to the community setting.

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

*Credit not given for both this course and 10:975:331.*

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

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

*Credit not given for both this course and 01:220:316.*

Principles of microeconomics are 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)

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)

*Prerequisite: 10:832:232. 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)

*Prerequisite: 10:832:232. 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.

### 10:832:338. HEALTH AND PUBLIC POLICY (3)

*Prerequisite: 10:832:232.*

Analysis of how public policies affecting health are made, organized, financed, and delivered. Policy change and the forces that motivate change are also explored.

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

*Prerequisite: Permission of instructor.*

Examines historic and current public health literature. Effective writing emphasized through modular writing exercises.

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

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

### 10:832:350. URBAN SUBSTANCE ABUSE (3)

*Credit not given for both this course and 10:975:350.*

Explore the history, physical/psychological effects, current trends, and legal/social consequences of drugs. Discussion of prevention, intervention, and treatment approaches.

### 10:832:352. ADVANCED COMMUNITY HEALTH PROMOTION (BA)

*Prerequisites: 10:832:252, 253 or 301, 303. Permission of instructor.*

Students create their own projects or work on current ones in the Rutgers University Health Services' Department of Health Education. Topics include but are not limited to grant writing, needs assessment, and data collection.

### 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 249.*

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

**10:832:395. RESEARCH METHODS (2)**

*Corequisite: 10:832:396. Open only to Bloustein School students.*

Research concepts and skills applied to public health research. Includes development of original and online data sources, coding, appropriate selection of statistical methods for analysis, and professional presentation of results.

**10:832:396. RESEARCH METHODS LABORATORY (2)**

*Corequisite 10:832:395. Open only to Bloustein School students.*

The computing component of public health research in a Windows environment. Includes data entry, analysis, and presentation of data using Excel, SPSS, and presentation software.

**10:832:414. CULTURE AND HEALTH (3)**

Belief and value systems rooted in families are analyzed, along with perceptions and experiences of health/wellness and disease/illness. How selections are made of traditional health care practitioners versus alternative healers is a central focus.

**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)**

*Open to juniors and seniors only.*

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 HEALTH (3)**

Overview of environmental health with emphasis on understanding policies and controversies surrounding human health and safety.

**10:832:456. HOUSING AND HEALTH CARE (3)**

*Credit not given for both this course and 10:975:456.*

The intersection of U.S. health and public housing policies, including such topics as falls, fires, safety, and the needs of special populations.

**10:832:483. PROTECTING COMMUNITY 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 (BA,BA)**

Select courses designed to address current issues in public health.

**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)**

*Prerequisites: Completion of 100 credits toward graduation and 40 credits in the major. Open only to Bloustein School students. Nonpaid experience only.*

Students choose one of two options: (1) experience as a first-level researcher in public health or (2) selected field experience in a health care delivery setting to develop and apply necessary skills, integrating classroom learning with on-the-job realities.

**URBAN STUDIES 975****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.

**10:975:233. INTRODUCTION TO URBAN STUDIES (3)**

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

**10:975:303. URBAN POVERTY IN DEVELOPING NATIONS (3)**

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

**10:975:304. URBAN POVERTY (3)**

Causes and consequences of urban poverty in the United States and alternative methods of eliminating it. Plight of the urban poor and governmental solutions for poverty.

**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 solutions. Historical analysis.

**10:975:310. 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.

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

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 on planning methods.

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

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

**10:975:317. 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.

**10:975:324. 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)**

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

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

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

**10:975:350. URBAN SUBSTANCE ABUSE (3)**

*Credit not given for both this course and 10:832:350.*

Explore the history, physical/psychological effects, current trends, and legal/social consequences of drugs. Discussion of prevention, intervention, and treatment approaches.

**10:975:352. CYBERCITIES (3)**

Social and economic implications of new communications technologies for urban life. Includes consideration of e-commerce, online education, e-government, and infrastructure needs.

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

*Prerequisites: Completion of a minimum of three courses within the student's area of concentration; permission of department. Open only to urban studies majors. Nonpaid experience only.*

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. RESEARCH METHODS (2)**

*Corequisite: 10:975:396. Open only to Bloustein School students.*

Research concepts and skills applied to urban studies. Includes development of original and online data sources, coding, appropriate selection of statistical methods for analysis, and professional presentation of results.

**10:975:396. RESEARCH METHODS LABORATORY (2)**

*Corequisite 10:975:395. Open only to Bloustein School students.*

The computing component of urban studies research in a Windows environment. Includes data entry, analysis, and presentation of data using Excel, SPSS, and presentation software.

**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.

**10:975:417. 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 urban studies and management, including database management, introduction to GIS, and graphics.

**10:975:421. COMMUNITY DEVELOPMENT (3)**

Analysis of neighborhood-based community development efforts to address housing, economic and social issues affecting low-income communities, and resources for community building.

**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.

**10:975:435. ADMINISTRATIVE ISSUES IN ENVIRONMENT AND LAND-USE PLANNING (3)**

Zoning subdivision, housing, eminent domain, and comparative land-use systems covered.

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

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

**10:975:444. AMERICAN ENVIRONMENTAL HISTORY (3)**

Exploring the diverse connections between America's national development and its land environment; this is essentially a course in ecological history.

**10:975:454. PLANNING ADMINISTRATION (3)**

Planning and administration of urban renewal, public housing, and middle-income housing programs, including the landlord-tenant relationship, housing-code enforcement, and techniques of conservation and rehabilitation of urban housing.

**10:975:456. HOUSING AND HEALTH CARE (3)**

*Credit not given for both this course and 10:832:456.*

The intersection of U.S. health and public housing policies, including such topics as falls, fires, safety, and the needs of special populations.

**10:975:460. THE URBAN ECONOMY (3)**

Examination of the basics of the urban economy and the major influences on the economic development of cities. Class focuses on the economic evolution of cities, spatial patterns of economic activity within cities, economic base theory, industrial location theory, and current urban economic issues and trends.

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

*Open to seniors only.*

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

**10:975:463,464. BLOUSTEIN RESEARCH (BA,BA)**

Advanced undergraduates participate as research assistants in an ongoing research project at one of the centers or institutes in the Bloustein School. Supervised by principal investigator of project from whom permission to register must be obtained.

**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 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 19th 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 changes.

**10:975:481. HOUSING AND ECONOMIC DEVELOPMENT (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)**

Examination of environmental shifts, whether growth or decline, and implications for land-use planning. Focus primarily on contemporary American cases.

**10:975:483. PROTECTING COMMUNITY HEALTH (3)**

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

**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 IN URBAN STUDIES (BA,BA)**

*Prerequisites: 10:975:232 and approval of a faculty supervisor.*

An 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: 10:975:233 or equivalent, 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)**



# ADDITIONAL DEGREES: GRADUATE PUBLIC HEALTH

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# About the Degrees

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 (UMDNJ–SPH) 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 office 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.

# Degree Options in Public Health

## **MASTER OF PUBLIC HEALTH (M.P.H.)**

## **DOCTOR OF PUBLIC HEALTH (D.P.H.)**

## **DOCTOR OF PHILOSOPHY IN PUBLIC HEALTH (PH.D.)**

The M.P.H. and D.P.H. degrees are offered by UMDNJ–SPH in conjunction with faculty members from the Edward J. Bloustein School of Planning and Public Policy.

A dual-degree program leading to the master of public health and master of business administration is also offered.

The Ph.D. in public health is offered in conjunction with both UMDNJ–SPH and the Graduate School–New Brunswick.

## **ADMISSION AND INFORMATION**

For general information, admission, and/or other questions about the master of public health, doctor of public health, or doctor of philosophy in public health, please contact UMDNJ–SPH at 732/445-0199 or <http://www.sph.umdnj.edu>.

# Course Listing

## **34:832:514. CULTURE AND HEALTH (3)**

*Smoyak*

Belief and value systems rooted in families are analyzed, along with perceptions and experiences of health/wellness and disease/illness. How selections are made of traditional health care practitioners versus alternative healers is a central focus.

## **34:832:515. HEALTH ECONOMICS FOR PLANNING AND PUBLIC POLICY (3)**

*Wolff*

Examines the special features of and demand for health care services, health insurance, and the behavior of providers. Economic justification for government in health care systems, including managed competition, managed care, and universal health insurance.

## **34:832:520. EPIDEMIOLOGY FOR HEALTH POLICY AND PLANNING (3)**

*Schneider*

Introduces students to the definitions, language, and approaches to data that apply to the health of populations, including health risks and health care issues.

## **34:832:577. IMMIGRATION POLICY AND PUBLIC HEALTH (3)**

*Turshen*

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

# ADMINISTRATION AND FACULTY

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# Administration, Centers, and Faculty

## OFFICE OF THE DEAN

James W. Hughes, *Professor and Dean of the School*

Dorothea Berkhout, *Associate Dean*

Michael Greenberg, *Professor and Associate Dean  
of the Faculty*

Donald A. Krueckeberg, *Professor and Associate Dean  
for Master's and Professional Programs*

Richard Bochkay, *Computer Systems Manager*

Linda Guardabascio, *Director of Business Services*

Deborah L. Vogel, *Communications Coordinator*

Stephen D. Weston, *Student and Academic  
Services Coordinator*

## PROGRAM AND CENTER DIRECTORS

### **Doctoral Program in Urban Planning and Policy Development**

David Listokin, *Director*

### **Public Policy Program**

David H. Guston, *Director*

### **Urban Planning and Policy Development Program**

Clinton J. Andrews, *Director*

### **Undergraduate Programs**

Dona Schneider, *Director*

### **Center for Energy, Economic & Environmental Policy**

Scott Weiner, *Director*

### **Center for Government Services**

Henry A. Coleman, *Director*

### **Center for Negotiation and Conflict Resolution**

Sanford Jaffe, *Director*

### **Center for Urban Policy Research**

Robert W. Burchell, *Codirector*

David Listokin, *Codirector*

### **Community Development Institute**

Stephen P. Finn, *Director*

### **John J. Heldrich Center for Workforce Development**

Carl E. Van Horn, *Director*

### **National Center for Neighborhood and Brownfields Redevelopment**

Michael Greenberg, *Director*

### **New Jersey Public Policy Research Institute**

Roland V. Anglin, *Director*

### **New Jersey Sustainable State Institute (joint with New Jersey Institute of Technology)**

Joy E. Hecht, *Executive Director*

### **Alan M. Voorhees Transportation Center**

Martin E. Robins, *Director*

### **National Transit Institute**

Paul J. Larrousse, *Director*

## 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**, *Associate Professor; B.S., Brown; Ph.D.,*

*Massachusetts Institute of Technology*

Teaching and research interests include energy and environmental planning, regulatory reform, and planning methods.

**Glenn Beamer**, *Assistant Professor; B.S., William and Mary;*

*M.A., Ph.D., Michigan*

Teaching and research interests include institutional politics, political economy, methodology, AIDS politics and epidemiology, poverty politics, and welfare reform.

**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.

**Robert W. Burchell**, *Professor; Codirector, 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; 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.

**Sean DiGiovanna**, Assistant Professor; B.A., Johns Hopkins; Ph.D., Toronto

Teaching and research interests include local economic development, technology policy, and theories of regional change.

**Salah El-Shakhs**, Professor; 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.

**Norman J. Glickman**, University Professor; 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 and Associate Dean of the Faculty; 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 and teaching 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 and teaching interests include public welfare, child welfare, welfare-to-work programs, and statistics and methods.

**Donald A. Krueckeberg**, Professor and Associate Dean for Master's and Professional Programs; B.S., Michigan State; M.C.P., Ph.D., Pennsylvania

Teaching and research interests include planning history, property theory, and land-use policy.

**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; Codirector, 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.

**Judith Grant Long**, Assistant Professor; B.A., Huron College (Canada); B.A.A., Ryerson Polytechnic (Canada); M.Des.S., Harvard Design; Ph.D., Harvard

Teaching and research interests include urban redevelopment, public-private partnerships, real estate development, and sports- and tourism-anchored development.

**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.

**Kathe Newman**, Assistant Professor; B.A. Manhattan College; Ph.D., CUNY

Teaching and research interests include urban politics; urban revitalization; community development; inter-governmental relations; state and local politics; and the intersection of race, ethnicity, gender, and class.

**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.

**Julia Sass Rubin**, Assistant Professor; A.B., Harvard (Radcliffe); M.B.A., A.M., Ph.D., Harvard

Teaching and research interests include community economic development; developmental finance, specifically the use of equity capital for economic development; nonprofit and hybrid organizational forms; social enterprise; and organizational behavior.

**Dona Schneider**, 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 for 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.

**Joseph J. Seneca**, University Professor; B.S., M.A., Ph.D., University of Pennsylvania  
Teaching and research interests include environmental policy and regulation; state and local economic development and finance.

**Stuart Shapiro**, Assistant Professor; B.S., Case Western Reserve; M.P.P., Ph.D., Harvard  
Teaching and research interests include public administration and public policy, regulatory processes, civil-service issues, economics, quantitative methods.

**Meredeth Turshen**, 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 United States 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.

**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.

## RESEARCH FACULTY

**Stephen P. Finn**, Associate Research Professor; Director, Community Development Institute; B.A., Jersey City State College; M.S.W., Rutgers  
Teaching and service interests include community development, community organizing, neighborhood planning, service-learning, university-community partnerships.

**Michael L. Lahr**, Associate Research Professor, Center for Urban Policy Research; B.A., M.A., Ph.D., Pennsylvania  
Teaching and research interests include economic development, interindustry economics, urban and regional economics and geography, public finance, and labor markets.

**Nancy H. Mantell**, Director, Rutgers Economic Advisory Service; B.A., M.A., Ph.D., Pennsylvania  
Research interests include state and local economic and tax forecasting and analysis.

**Jan S. Wells**, Assistant Research Professor; B.S., Florida State; M.B.A., Columbia; Ph.D., Rutgers  
Teaching and research interests include housing markets, policy and finance, real estate development, transit-related development, and housing development on brownfields.

## ASSOCIATED FACULTY

**Carmen Twillie Ambar**, Dean, Douglass College; B.S., Georgetown; M.A., Woodrow Wilson School (Princeton); J.D., Columbia School of Law  
Teaching interests include public policy.

**Raphael J. Caprio**, Professor of Public Administration (Rutgers–Newark), Vice President for Continuous Education and Outreach; 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.

**Leslie Fishbein**, Associate Professor of American Studies; B.A., Hunter College; Ph.D., Harvard  
Teaching and research interests include Greenwich Village, New York City: the culture of metropolis, and women and the urban imagination.

**James J. Florio**, Former Governor of New Jersey, University Professor of Public Policy; J.D., Rutgers' School of Law–Camden  
Teaching interests include executive and legislative policy making and decision making for public policy.

**Angus Kress Gillespie**, Professor of American Studies; B.A., Yale; Ph.D., Pennsylvania  
Teaching and research interests include public sector American studies and the cultural impact of large-scale civil engineering projects such as highways and skyscrapers.

**Fern Goodhart**, Health Services Director; B.A., Queens College; M.S., Massachusetts  
Teaching and research interests include health education programs and state hypertension control.

**Edward Ramsamy**, Assistant Professor of Africana Studies; B.A., Hons, UDW (South Africa); M.C.R.P., Ph.D., Rutgers  
Teaching and research interests include social theory and urban planning; international development planning; race, culture, and identity; urban political economy; and regional planning in Southern Africa.

**Michael Aaron Rockland**, Professor of American Studies; B.A., Hunter College; M.A., Ph.D., Minnesota  
Teaching and research interests include nature in the built environment, the culture of New Jersey, and urban adventure.

**Peter Simmons**, *University Professor (Rutgers–Newark); A.B., LL.B., California (Berkeley)*  
Teaching and research interests include 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.

## FACULTY FELLOWS

**Roland V. Anglin**, *Director, New Jersey Public Policy Research Institute; B.A., Brooklyn College; M.A., Northwestern; Ph.D., Chicago*  
Teaching interests include community development, project management, and information technology.

**Louis Gambaccini**, *Distinguished Transportation Fellow; B.S., Connecticut; M.P.A., Syracuse (Maxwell School of Citizenship and Public Affairs); New York (Doctoral Studies)*  
Teaching interests include transportation management.

**Sandford 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.

**Paul J. Larrousse**, *Director, National Transit Institute; B.A., St. Anselm College; M.S., Polytechnic*  
Teaching interests include public transportation planning, management, and policy.

**Henry J. Mayer**, *Executive Director, National Center for Neighborhood and Brownfields Redevelopment; B.S., Purdue; M.S., Ph.D., Rutgers*  
Research and teaching interests include neighborhood revitalization.

**Martin E. Robins**, *Director, Voorhees Transportation Policy Institute; A.B., Princeton; LL.B., Harvard*  
Teaching interests include transit-oriented development, transit system planning, and transit system access.

**Linda Stamato**, *Deputy Director, Center for Negotiation and Conflict Resolution; B.A., Rutgers (Douglass College); M.A., Seton Hall; M.A., Rutgers*  
Teaching and research interests include negotiation, conflict resolution, higher education policy, and regulatory policy.

## ADJUNCT FACULTY

**Peter Abatemarco**, J.D.  
*Public Defender*  
Flemington, New Jersey

**Glen Belnay**, Ph.D.  
*Health Officer*  
Hillsborough Township, New Jersey

**Kevin Breen**, M.P.H.  
*Health Administrator*  
Township of Morris, New Jersey

**Andrew Davis**, J.D.  
*Vice President*  
Paulus, Sokolowski, and Sartor, LLC

**Elizabeth Garlatti**, M.A.  
*Executive Director, Child Health Institute*  
UMDNJ–Robert Wood Johnson Medical School

**Susan Gruel**, M.C.R.P.  
*Partner*  
Heyer, Gruel and Associates

**John P. Hall, Jr.**, M.B.A.  
*Vice President for Government and Policy (retired)*  
Johnson & Johnson

**Fred Heyer**, M.C.R.P.  
*Partner*  
Heyer, Gruel and Associates

**Wansoo Im**, Ph.D.  
*Principal and GIS Specialist*  
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UMDNJ–Robert Wood Johnson University Hospital

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Public finance and public policy issues

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*Research Economist*  
New Jersey Department of Treasury

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dt ogilvie, *Ph.D., Associate Provost for Information Technology Strategy*  
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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 three graduate schools. With an enrollment of 5,200 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 23 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 10,300 students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

#### Faculty of Arts and Sciences–Newark

Edward G. Kirby, *Ph.D., Acting 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 60 subject areas.

#### Newark College of Arts and Sciences

Edward G. Kirby, *Ph.D., Acting 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

Felissa R. Lashley, *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

Edward G. Kirby, *Ph.D., Acting 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.

## **Rutgers Business School–Newark and New Brunswick**

Howard Tuckman, *Ph.D., Dean*

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It 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. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University Colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick dates from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

## **Graduate School–Newark**

Steven J. Diner, *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**

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 16 academic units, 1,800 faculty, and 36,000 students enrolled in undergraduate and graduate programs.

## **Faculty of Arts and Sciences–New Brunswick**

Holly M. Smith, *Ph.D., Executive 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 44 undergraduate major programs and 29 graduate programs, which are administered by the Graduate School–New Brunswick.

## **Douglass College**

Carmen Twillie Ambar, *J.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 that 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**

Adesoji Adelaja, *Ph.D., Dean*

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with an 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.

## **Ernest Mario School of Pharmacy**

John L. Colaizzi, *Ph.D., Dean*

First organized in 1892 and incorporated into the state university in 1927, the Ernest Mario School of Pharmacy offers a six-year professional program leading to the doctor of pharmacy (Pharm.D.) degree and a graduate program offering a post-B.S. Pharm.D. degree (both traditional two-year and nontraditional). Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are available. In addition, the school sponsors a continuing education 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.

## **Rutgers Business School–Newark and New Brunswick**

Howard Tuckman, *Ph.D., Dean*

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It 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. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University Colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick dates from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

## **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, 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 seven 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 Rutgers Business School: Graduate Programs–Newark and New Brunswick, 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 in human resource management, master in labor and employment relations, and doctor of philosophy in industrial relations and human resources.

### **Graduate School–New Brunswick**

Holly M. Smith, *Ph.D.*, *Dean*

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than 60 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**

Stanley B. Messer, *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**

Richard DeLisi, *Ph.D.*, *Acting Dean*

Courses in education were first offered by Rutgers College in the late 19th 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**

**Academic Foundations Center.** Conklin Hall,  
Newark Campus

**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 Women and Politics, Center for.** Wood Lawn,  
Douglass Campus

**Art Museum, Jane Voorhees Zimmerli.**  
College Avenue Campus

**Biological Research, Bureau of.** Nelson Biology  
Laboratories, Busch Campus

**Biostatistics, Institute of.** 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.** 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

**Education Law and Policy, Institute for.** Center for Law  
and Justice, Newark 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

**Global Strategic Human Resource Management, Center for.**  
School of Management and Labor Relations,  
94 Rockefeller Road, Livingston 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

**Metropolitan Studies, Joseph C. Cornwall Center for.** Smith Hall, Newark 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

**Women and Work, Center for.** School of Management and Labor Relations, 162 Ryders Lane, Douglass Campus

**Women's Leadership, Institute for.** 162 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

**Workplace Transformation, Center for.** School of Management and Labor Relations, Labor Education Center, 50 Labor Center Way, Cook 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

**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.** Center for Law and Justice, 123 Washington Street, Newark Campus

**East Asian Library.** Alexander Library, College Avenue Campus

**Institute of Jazz Studies Library.** John Cotton Dana Library, 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.** Center for Law and Justice, 123 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

# NEW BRUNSWICK/PISCATAWAY AREA CAMPUSES

**BUSCH CAMPUS**  
Ernest Mario School of Pharmacy  
Graduate School of Applied and Professional Psychology  
School of Engineering

**CIVIC SQUARE**

**BUILDING**  
Edward J. Bloustein School of Planning and Public Policy  
Mason Gross School of the Arts

**COLLEGE AVENUE CAMPUS**

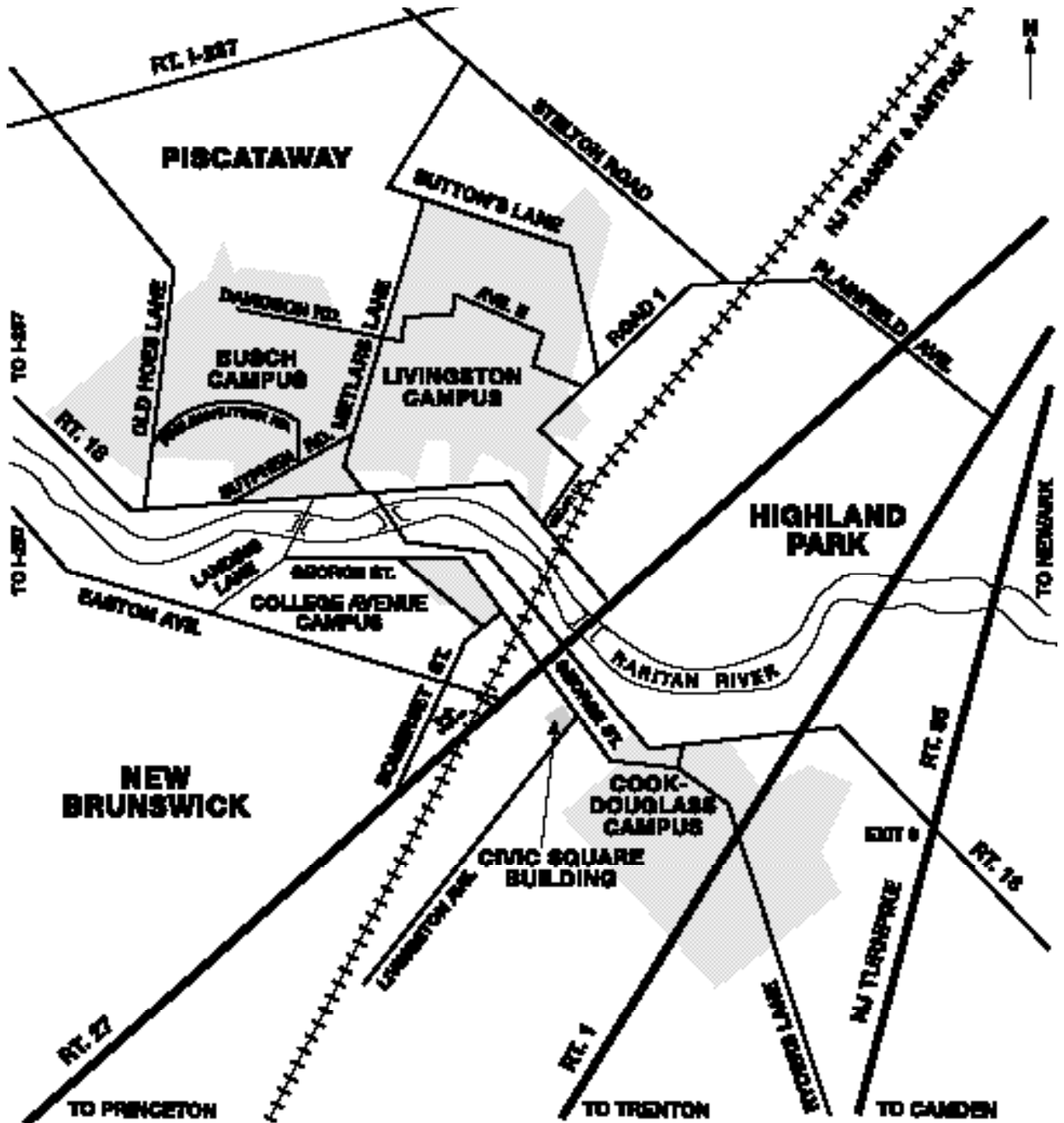
Graduate School of Education  
Graduate School-New Brunswick  
Rutgers College  
School of Communication, Information and Library Studies  
School of Social Work  
University College-New Brunswick

**COOK-DOUGLASS CAMPUS**  
Cook College

Douglass College  
School of Management and Labor Relations

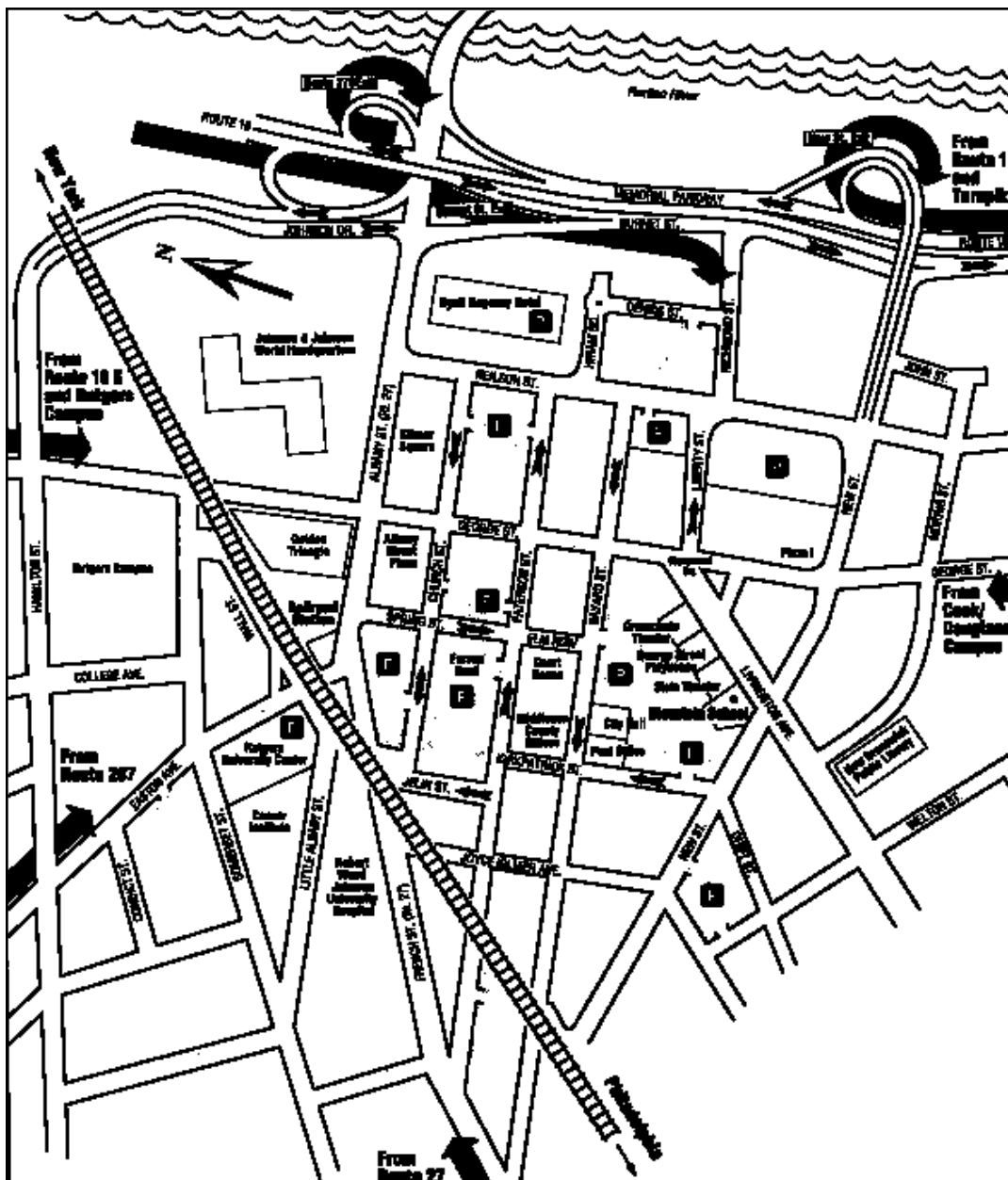
**LIVINGSTON CAMPUS**  
Livingston College  
Rutgers Business School

School of Management and Labor Relations



# 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 9.
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 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).



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