

Edward J. Bloustein School of Planning and Public Policy 1998–2000

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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.

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Campus at New Brunswick

Academic Calendars

Dates are subject to change.

1998–1999

September

1 Tuesday Fall term begins.
7 Monday Labor Day holiday.

November

24 Tuesday Thursday classes meet.
25 Wednesday Friday classes meet.
26 Thursday Thanksgiving recess begins.
29 Sunday Thanksgiving recess ends.

December

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

January

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

March

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

April

30 Friday Monday classes meet.

May

3 Monday Reading period begins.
5 Wednesday Spring exams begin.
12 Wednesday Spring exams end.
19 Wednesday Commencement.

June

1 Tuesday Summer Session begins.

August

18 Wednesday Summer Session ends.

1999–2000

September

1 Wednesday Fall term begins.
6 Monday Labor Day holiday.

November

24 Wednesday Friday classes meet.
25 Thursday Thanksgiving recess begins.
28 Sunday Thanksgiving recess ends.

December

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

January

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

March

12 Sunday Spring recess begins.
19 Sunday Spring recess ends.

May

1 Monday Regular classes end.
2 Tuesday Reading period.
3 Wednesday Reading period.
4 Thursday Spring exams begin.
11 Thursday Spring exams end.
23 Tuesday Commencement.
30 Tuesday Summer Session begins.

August

16 Wednesday Summer Session ends.

About the University

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

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

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

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

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

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

About the School

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

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

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

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

The school comprises three academic departments: Public Policy; Urban Planning and Policy Development; and Urban Studies and Community Health. The school's activities are augmented by several centers: Center for Government Services, Center for Employment Policy and Workforce Development, Center for Negotiation and Conflict Resolution, Rutgers Regional Report, Transportation Policy Institute, Trenton Academic Center, and several cooperative programs: The Hubert Humphrey Program, American Affordable Housing Institute, and Project on Regional and Industrial Economics.

Degree Programs

Public Policy

Master of Science (M.S.) in Public Policy (Graduate School–New Brunswick)

Master of Science (M.S.) in Public Policy/Juris Doctor (J.D.) (joint program with Rutgers' School of Law–Camden)

Master of Public Policy (M.P.P.)

B.A. or B.S./M.P.P. (offered with Rutgers–New Brunswick undergraduate colleges)

Urban Planning and Policy Development

Doctor of Philosophy (Ph.D.) in Urban Planning and Policy Development (Graduate School–New Brunswick)

Master of Science (M.S.) in Urban Planning and Policy Development (Graduate School–New Brunswick)

Master of City and Regional Planning (M.C.R.P.)

Master of City and Regional Planning (M.C.R.P.)/Juris Doctor (J.D.) (joint program with Rutgers' School of Law–Newark and Rutgers' School of Law–Camden)

Master of City and Regional Planning (M.C.R.P.)/Master of Science (M.S.) in Agricultural Economics (joint program with Graduate School–New Brunswick)

Urban Studies and Community Health

Doctor of Philosophy (Ph.D.) in Public Health* (joint program offered through Graduate School–New Brunswick and University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School)

Doctor of Public Health* (D.P.H.) (joint program with University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School)

Master of Public Health* (M.P.H.) (joint program with University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School)

Master of Public Health* (M.P.H.)/Doctor of Medicine (M.D.) (joint program with University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School)

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' Graduate School of Management)

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.

Location

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

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). A complete application consists of the application form, the application fee, official transcripts of previous academic work, personal statement or essay, letters of recommendation, and test scores. Detailed procedures and instructions accompany the application forms. Applications should be filed with the Office of Graduate and Professional Admissions as early as possible to meet the deadlines listed in the application materials. Applicants are responsible for ensuring that their applications are complete and adhere to all policies and procedures as stated in the instructions.

DEADLINES

For the program in urban planning and policy development, the deadline for the spring term is December 1. The deadline for the fall term is August 1. For the programs in public policy, the deadline is March 1 for fall admission only. The deadline for assistantships and fellowships is February 1. International students who apply from abroad must submit application materials by November 1 for spring term admission and by April 1 for fall term admission unless the individual program deadline is earlier. 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.

* The New Jersey Graduate Program in Public Health

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). GRE information and application forms may be obtained by calling 1-609/771-7670, or by writing the Graduate Record Examinations Program, Educational Testing Service, P.O. Box 955, Princeton, NJ 08541-0955, U.S.A.

INTERNATIONAL APPLICANTS

International applicants should request an International Application for Graduate Admission from the Office of Graduate and Professional Admissions. The Test of English as a Foreign Language (TOEFL) is required if English is not the applicant's native language. For further information, write to TOEFL, Educational Testing Service, P.O. Box 955, Princeton, NJ 08541-0955, U.S.A. Satisfactory English proficiency is a prerequisite for graduate study at the university. Applicants failing to meet minimum standards for English proficiency may be required to take a test upon arrival at the university and to take course work in English as a second language. Nonimmigrant students are also 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 a Nondegree Study 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 department chairperson. Such courses carry full credit at the university; however, a maximum of 12 credits will be accepted by the school towards a degree should the student later be admitted to a degree program. Nondegree students who wish to enter a degree program in the Edward J. Bloustein School of Planning and Public Policy must file a separate application and fee for admission with the Office of Graduate and Professional Admissions. Admission to nondegree status neither predisposes nor guarantees later admission to a degree program.

Tuition and Fees

FEE SCHEDULE

1998–1999 Academic Year

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

Application Fee, nonrefundable	\$ 50.00
Tuition *	
Full-time New Jersey resident, per term	3,246.00
Full-time non-New Jersey resident, per term	4,760.00
Part-time New Jersey resident, per credit	267.60
Part-time non-New Jersey resident, per credit	395.00
Student Fee, per term	
Full-time (12 or more credits)	325.00
Part-time (11 or fewer credits)	87.00
Matriculation continued or 1 credit of research	7.00
Meal Block Plans, per term	
Any 105 meals to any 285 meals	960.00–1,350.00
Commuter: Any 50 meals to any 75 meals	395.00–575.00
Miscellaneous Fees, per term	
Computer fee (full-time)	75.00
Computer fee (part-time) †	20.00–47.00
Basic health insurance program (optional) ‡, per term (part-time students only)	90.73
Major medical insurance plan, per year ** †	257.00/337.00
Spouse/each child, per year **	257.00/337.00
Late registration fee	50.00
Late payment fee (for one day to one week and/or check not honored for payment)	50.00
Partial payment fee	10.00
Late payment fee for partial payments (for one day to one week)	10.00
For each additional week or part thereof	5.00
Drop/add fee, per change (applies to change of registration due to student error or choice after the second week of classes)	5.00
Microfilming of doctoral dissertation	50.00
Transcript of record fee, per copy	3.00
Restoral Fee	
Fee, per term	267.60
Maximum fee (through five terms) (applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	1,338.00

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

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

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

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

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

TERM BILLS

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

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

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

Returned Checks

A service charge of \$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 are also charged.

PARTIAL PAYMENT PLAN

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

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

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

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

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

REGISTRATION

Activation of Registration

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

Termination of Registration

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

Cancellation of Registration

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

GENERAL REFUND POLICY

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

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

No reductions will be granted after the sixth week.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the registrar. No part of the student fee is refundable.

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

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

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

Refund Policies for Title IV Funds Recipients

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

For further information, please contact the financial aid office.

Financial Aid

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

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

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

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

HOW TO APPLY

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

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

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember

that charges often differ significantly from school to school. Therefore, the important factor to consider is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

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

Part-Time Students

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

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

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

SOURCES OF FINANCIAL AID

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

Fellowships, Scholarships, and Grants

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

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

Graduate and Professional Scholar Awards

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

Bunche fellowships provide \$12,000 per academic year, plus tuition, to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage. To apply, check the appropriate box on the graduate and professional school application form and attach a statement (in duplicate) with the application that describes the reasons for consideration in the program. Only those applicants receiving awards are notified. The award is contingent upon acceptance into a graduate or professional school program and upon full-time enrollment. The application deadline for fall term awards is March 1, unless the program to which the student is applying has an earlier deadline.

Bloustein Fellowships. Through the generosity of friends of the school, several Bloustein Fellowships are available for outstanding students in the area of public policy. Those interested in competing for the Bloustein Fellowship program should contact the Department of Public Policy. As the school's endowment and other resources grow, additional scholarships and fellowships will be made available to outstanding students.

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.

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.

Harold Martin Fellowships. The Eagleton Institute of Politics awards six Harold Martin Fellowships to full-time students in the M.S. program in Public Policy. These merit-based awards include tuition remission and a stipend of \$6,000.

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 Student Loans

Federal Direct student 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 Federal Direct student 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 Loan applications from students or their lenders. Since the U.S. Department of Education is the lender for the Federal Direct student loan program, borrowers send all loan repayments to the U.S.D.O.E. rather than to several lenders.

In general, to be eligible for a Federal Direct student 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 Stafford Loan and Federal Direct Unsubsidized Stafford 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 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 Stafford Loan is 8.25 percent. Additionally, borrowers are charged an origination fee of 4 percent. Students may borrow a combined total of \$18,500 each year from the Federal Direct Stafford Loan and Federal Direct Unsubsidized Stafford 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 Stafford Loan. Students may borrow a combined total of \$18,500 each year from the Federal Direct Stafford Loan and Federal Direct Unsubsidized Stafford Loan programs.

Federal Perkins Loan

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

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

All first-time Perkins Loan borrowers at Rutgers are required to attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan. In addition, Perkins Loan recipients must attend an

exit interview prior to graduation or withdrawal from college. Further details and procedures regarding the repayment of the Perkins Loan will be sent to each student recipient by Rutgers, The State University of New Jersey, Office of Student Loans, Division of Student Financial Services, 65 Davidson Road, Piscataway, NJ 08854-8093.

Emergency Loans. Students who are experiencing a financial emergency may apply for a university loan of up to \$300 (up to \$500 in an extreme case). The interest rate is 3 percent simple, and the loan must be repaid within the same term (possibility of extension up to six months). An emergency need must be demonstrated and funds must be available.

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

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

Employment

Assistantships Awarded by the University. The beginning salary for teaching and graduate assistantships is \$12,136 (1998–1999) per academic year. Special graduate fellowships, available only in certain programs, provide \$12,000 per year plus tuition for up to four years.

Applications for assistantships are due on or before March 1, although awards are occasionally available at later dates. Prospective graduate students may apply for assistantships when they are sent an application form for admission. Applicants who complete the appropriate section of the form when they apply for admission are considered for those financial awards granted by the university for which they may be eligible. The letters of recommendation required for admission usually serve also as letters of recommendation for assistantships. Should a separate application be required for a newly established program, notice of this will be included with the admissions packet. A graduate student already enrolled at the university who wishes to apply for an assistantship should inquire at the office of the director of the graduate program in which the student is enrolled.

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.

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 fifteen hours weekly throughout the fall and spring academic terms; in the case of summer assignments, the expectation

is that the student will work between fifteen and thirty-five hours per week. Once a job is assigned, it is anticipated that the student will continue in that position through the entire academic year, because the Office of Financial Aid may be unable to place the student in another position. Off-campus employment is usually limited to returning students. No assurance can be given regarding the duration or quality of off-campus employment since it is beyond the control of the university. No job assignments are made until all paperwork required to accept the aid is complete.

Other Sources of Aid

Veterans Benefits. The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouse or child of any veteran killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with service related total disability, and certain members of the selected reserve. Inquiries concerning eligibility may be directed to the Veterans Administration office in Newark, New Jersey (telephone 1-800/242-5867) or to the veterans coordinator on each campus. For New Brunswick, the number is 732/932-7067.

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

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

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

Student Services

LIBRARIES

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

The system's largest divisions are the Archibald Stevens Alexander Library on the College Avenue campus and Library of Science and Medicine on the Busch campus, both in New Brunswick, with the former housing the principal collections of research materials in the humanities and social sciences and the latter housing the principal research collections in science, technology, psychology, medicine, engineering, and pharmacy.

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

The Rutgers University libraries function as one system. The holdings of all units in the system are accessible via IRIS, the libraries' on-line catalog, which contains listings for the majority of the acquisitions since 1972 and is accessible through public terminals in each library, through telephone dial-up from outside the libraries, and through INFO, the university's campus computer network. Each library in the system, including those located in Camden and Newark, is accessible to all members of the university community through the materials delivery service and telephone reference service. In addition to the collections internal to the Rutgers library system, members of the faculty and student body have access to other libraries through cooperative agreements that link Rutgers to the Princeton University library, the State Library in Trenton, and other research libraries in the nation.

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

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, known locally as "hubs," are located on each campus. These facilities include Apple Macintosh and 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.

More information can be obtained by calling 732/445-2296, or at <http://ruc.s.rutgers.edu/Techdir/rucs.html>, or by writing Rutgers, The State University of New Jersey, University Computing Services, Information Center, 110 Frelinghuysen Road, Piscataway, NJ 08854-8089.

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

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

The computer laboratory is used for undergraduate and graduate class instruction, workshops sponsored by the Bureau of Government Services and the New Jersey State Data Center, and for professional continuing education. Research projects carried out in the laboratory include student term projects, undergraduate internships, doctoral research analysis, and applied GIS grants and contracts.

HOUSING

Attractive and comfortable graduate residence facilities are available on all New Brunswick-Piscataway campuses. Single graduate students have the option of living in a residence hall setting on the Douglass, Livingston, or College Avenue campus or in a furnished apartment on the Busch

or Cook campus. The single graduate residence halls all offer single-room accommodations with shared bath and access to common area kitchen facilities. The graduate apartments offer single-bedroom accommodations serving four students per apartment.

Graduate families are housed in efficiency and one- and two-bedroom unfurnished apartments in complexes located on the Busch campus. These units fill rapidly and a waiting list is maintained. Early application is recommended.

Single graduate students may opt for housing on an academic or calendar year basis. Additional information on graduate housing may be obtained by contacting 732/445-2215 (for single graduate housing) or 732/445-3222 (for graduate family housing).

DINING SERVICES

The Division of Dining Services operates six major dining halls and several cash snack bars on the New Brunswick campuses. Students may purchase any one of several meal plan options ranging from five to nineteen meals per week; single meals may also be purchased at any of these locations.

A variety of commercial food establishments is located around the various campuses. The services range from typical fast food operations to fine dining restaurants. For additional information, call the Rutgers University Division of Dining Services at 732/932-8469.

STUDENT HEALTH SERVICE

The Rutgers Student Health Service (RSHS) provides on-campus, year-round basic health care and is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations, the principal agency that evaluates health care facilities nationwide. RSHS provides a comprehensive set of ambulatory care and health education services for all full-time students. Part-time students can become eligible for care and services by paying the student health service fee at any health center or at the Office of Student Health Insurance, Hurtado Health Center (732/932-8285).

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch/Livingston Health Center (732/445-3250), located on Hospital Road and Avenue E on the Livingston campus and the Willets Health Center (732/932-9805), located on Suydam Street on the Douglass campus, are open 8:30 A.M.–5:30 P.M., Monday through Friday, during the fall and spring terms when classes are in session. The Hurtado Health Center (732/932-7402), located at 11 Bishop Place on the College Avenue campus, is open 8:00 A.M. to 5:00 P.M., Monday through Friday, and, for urgent care, 5:00 P.M. to 8:00 P.M. For urgent care on Saturday or Sunday when classes are in session during the academic year, the center is open from 9:00 A.M. to 5:00 P.M. Physicians are available 9:00 A.M.–5:00 P.M., Monday through Friday. At other hours, a physician is on call for emergencies. The Hurtado Health Center operates year-round. During the summer, its hours are 8:30 A.M.–4:30 P.M., Monday through Friday.

The health centers are staffed by physicians, nurse practitioners, registered nurses, and other professional staff. A wide range of services is provided, including evaluation and treatment, general primary care, gynecology, mental

health, alcohol and other drug counseling, health education, physical examinations, laboratory tests, X ray, orthopedics, immunization, allergy treatment, and referral to other providers.

The Department of Health Education, a division of the Rutgers Student Health Service, offers programs on a variety of topics, including stress management, human sexuality issues, smoking cessation, alcohol and other drug abuse, AIDS, nutrition, and weight control.

Pharmacy services are available at each health center to all students, faculty, and staff. Pharmacy hours of operation are as follows on Monday through Friday: Busch/Livingston, 9:30 A.M.–5:00 P.M., Hurtado, 9:30 A.M.–5:30 P.M. (closed for lunch 1:00–2:00 P.M., Newark 9:00 A.M.–4:30 P.M. (closed for lunch 1:15–1:45 P.M.), Willets, 9:00 A.M.–5:00 P.M. (closed for lunch 12:30–1:30 P.M.). Pharmacy services are available on Saturday at Hurtado from 10:00 A.M.–3:00 P.M. All pharmacies are closed on Sunday.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student health fee, and those part-time students who elect to pay the student health service and insurance fee, are insured for up to \$4,000 in medical expenses brought about by each illness or accident. This policy provides excess coverage over other group insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students may also purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies, particularly international students, 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) must also 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 08901-1156 (732/932-7015).

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

The Department of Sexual Assault Services and Crime Victim Assistance provides services and programs to promote ways of preventing sexual assault and other types of interpersonal violence in our community. Staff from the office provide crime victims and other members of the university community assistance through advocacy, crisis intervention, and short-term counseling. Within the department, the Office of Crime Victim Assistance provides specialized help to individuals who have been victims of a broad range of crimes including car vandalism, theft of a wallet or purse, and harassment. Staff work collaboratively

with other university offices on educational initiatives that provide opportunities for members of the Rutgers community to explore behaviors and attitudes about violence, in particular, sexual assault, stalking, peer sexual harassment, and dating violence.

The Department of Sexual Assault Services and Crime Victim Assistance is located at 3 Bartlett Street on the College Avenue campus in New Brunswick. For information, assistance, or to request a presentation, call 732/932-1181. In an emergency after business hours and on weekends, call RUPD at 732/932-7211 and ask to have a staff person paged.

COUNSELING SERVICES

Psychological Counseling Centers

Psychological counseling for graduate students is available through the counseling centers connected with the undergraduate colleges, which include the Rutgers College Counseling Center (50 College Avenue, 732/932-7884), Psychological Services–Douglass College (Federation Hall, 732/932-9070), and Cook Counseling Center (Cook Campus Center, 732/932-9150). Students can choose the service that is most convenient, with the Rutgers College service usually most accessible for students on the College Avenue, Busch, and Livingston campuses. 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 are also available through the psychiatrists at the Rutgers Student Health Service (732/932-7827).

Peer Counseling Services

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

Services for International Students

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015), 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. Committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs, Rutgers' services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities may also contact the New Brunswick Campus Coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information. Complaints or grievances regarding Rutgers' compliance with the Disabilities Act of 1990 or Section 504 of the Rehabilitation Act may be directed to the Director of Compliance and Student Policy Concerns at 3 Bartlett Street (College Avenue campus), 732/932-7312.

Graduate Student 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 teaching positions or advanced degree programs.

The Career Services Office sponsors an on-campus recruitment program that brings 400 employers to the campus each year to conduct interviews. Career services also sponsors eleven career days throughout the year.

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 on the College Avenue campus (732/932-7997), or the Busch Campus Center (732/445-6127).

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 two-and-a-half through five-and-a-half years of age and are toilet trained. 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. 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 732/445-3645.

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

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) is dedicated to the protection of life and property on campus and to the prevention and detection of crime. The department operates from its headquarters at 5 Huntington Street on the College Avenue campus. Police officers patrol the campuses on foot, in vehicles, and on bicycles. They enforce laws and university regulations, respond to emergencies, investigate criminal activities, provide security for campus facilities and events, and provide crime prevention and other services. Security guards also patrol the campuses, serving as "eyes and ears" for the police as well as securing facilities, providing escort services, and operating security shuttle buses.

To contact RUPD to report emergencies (police, fire, or emergency medical), dial 911. From university centrex telephones, dial 6-911. For nonemergency telephone calls to the police, dial 932-7211; from university centrex telephones, dial 2-7211. You can also contact the police by using one of the more than fifty blue emergency telephone boxes on the campuses or by using the housing telephones located near dormitory entrances.

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

1. Avoid isolation.
2. Maintain awareness of the persons and circumstances around you.
3. Keep doors and windows locked and do not allow strangers into your residence building.
4. Do not leave property unattended or unprotected.
5. Avoid the use of alcohol or other drugs and persons who are intoxicated.

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

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 additional information, call 732/932-7744.

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

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

STUDENTS AND SCHOOL GOVERNANCE

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

Student Advisory Committee

The Student Advisory Committee, consisting of elected representatives from each department of the school, 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.

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 more than 40,000 people each year (including over 5,000 African-American, African, and Caribbean students at Rutgers) through cultural programs and educational opportunities that broaden their understanding and appreciation of the African diaspora. Further, the center works closely with the tiers of communities served by Rutgers University in local, state, national, and international spheres.

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

CENTER FOR LATINO ARTS AND CULTURE

Opened in April 1992, the center's primary mission is to research, promote, document, and interpret Latino culture. The center identifies scholars, artists, and experts who help develop interdisciplinary programs that define and examine Latino culture, history, literature, and the arts. These programs, as well as special projects, are designed to foster academic excellence and advance the appreciation, growth, and well-being of the Latino cultural community.

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

Also housed at the center are the mailboxes for the Latino student organizations from the New Brunswick campuses. 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 is also open on weeknights and weekends. Please call 732/932-1263, 1494 for further information.

OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS

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

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

ACTIVITIES

Athletic Facilities

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

Athletic Ticket Policies

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

Concerts, Dramatic Productions, and Lectures

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

The Department of Theater Arts of the Mason Gross School of the Arts presents fifteen to eighteen productions a year at the Philip J. Levin Theater, the Jameson and Levin Studio Theaters, and the New Theater. The Cabaret Theater Society and the College Avenue Players are student organizations that provide students who are not in the professional MGSA program with the opportunity to express their theatrical talents and to broaden their acting experience.

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

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 270,000, 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 university-wide 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).

Rutgers University Foundation

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

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

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

In 1984, the foundation undertook the most ambitious fund-raising endeavor in the university's history, the \$125 million Campaign for Rutgers. Using advanced fund-raising methods to identify new philanthropic sources for Rutgers, the foundation structured the campaign to raise funds for areas that have direct bearing on the quality of education and research at the university. Campaign funds were earmarked to support distinguished professorships, to underwrite new program development and departmental research, to allow for renovation of campus facilities, to endow scholarships and fellowships, and to establish a pool of "opportunity resources" for all university divisions. In 1990, the campaign concluded 34 percent over goal and in the process increased annual contributions to the university from \$9 million to \$27 million.

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, exceeding \$53 million during the 1996–97 fiscal year, and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: the Campaign for the Center for the Study of Jewish Life, the Campaign for the School of Law–Newark, the 75th Anniversary Fund for Douglass College, the Campaign for Rutgers Stadium and Women's Athletic Scholarships, the Alexander Library Campaign, and the university-wide Campaign for Community, Diversity, and Educational Excellence.

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

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

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

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

GENERAL DEGREE REGULATIONS

During the academic year, a part-time student may register for a maximum of 6 credits. Permission of the adviser and department chairperson is required for additional credits. The normal load for a full-time student is 12 credits; registration for additional credits requires the advance approval of the associate dean. 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. 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 the faculty and are intended to provide the strongest possible professional preparation for students undertaking these programs.

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

REGISTRATION AND COURSE INFORMATION

Formal admission to the Edward J. Bloustein School of Planning and Public Policy and payment of or arrangement with the cashier regarding payment of tuition and fees are a part of the registration process, and registration is a prerequisite for class attendance. All students who complete registration on time receive registration instructions by mail for the following term, and those who take part in preregistration receive term bills for the following term. All students,

regardless of method of payment, must make contact with the cashier each term or their registration will be canceled. Students who do not receive registration instructions by March 15 for the fall term and by October 15 for the spring term should contact the appropriate department. Newly admitted students receive complete registration instructions at the time of their admission.

Advising Procedures

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

Continuous Registration

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

Matriculation Continued

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

Late Registration

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

Summer Registration

The Edward J. Bloustein School of Planning and Public Policy offers limited courses in the day and evening during the annual summer session. These courses are supplemented by short-term institutes and workshops designed specifically for school administrators, guidance personnel, teachers,

prospective teachers, and people otherwise affiliated with school systems. Full information is contained in the summer session catalog, which can be obtained from the Division of Summer Session and Continuing Studies, Rutgers, The State University of New Jersey, 191 College Avenue, New Brunswick, NJ 08901-8546 (732/932-7565).

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

Change of Registration and Withdrawal

After the second week of classes, the only routinely permissible changes of registration are withdrawals from individual courses or withdrawal from all courses, both of which are allowed without academic penalty until the end of the eighth week, and either of which may be accomplished by means of a form that is available from the graduate registrar. 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 and are required to provide a letter from the instructor indicating academic status in the course and are subject to receiving a failing grade at the discretion of the instructor. A student who stops attending a course without notifying the registrar will receive a grade of F in that course. No refunds of tuition are given in the case of individual course withdrawals after the second week of classes, although a student who withdraws from all courses may receive a partial refund according to the rules described in the Tuition and Fees chapter. Withdrawal is not permitted after the twelfth week of the term.

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

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

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

Intercollege Registration

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

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

Multiple School Registration

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

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

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

Exchange Programs

Rutgers-Princeton Cooperative Exchange Program

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

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

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

Graduate Enrollment in Undergraduate Courses

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

Official Auditing of Courses

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

Full-Time and Part-Time Students

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

Teaching Assistants and Graduate Assistants

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

Change of Degree Program

A change of degree program within the school requires the approval of the chairperson of the department to which the student is changing and notification of the Office of Academic Services.

Change of Status

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

CLASS SCHEDULES AND HOURS

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

Attendance

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

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

Absence Due to Religious Observance

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

Cancellation of Classes

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

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

Arrangements for makeup work are announced by individual instructors.

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

GRADES AND RECORDS

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

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

Other Grade Symbols

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

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

Credit Prefixes

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

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

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

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

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

Transcripts

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

Holds

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

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

Student Identification Cards

Student identification cards are sent to the departments on or about October 1 for fall admissions and March 1 for spring admissions. Thereafter, continuing students may

obtain a revalidating sticker for these cards on or about October 15 during the fall in the departments. Students should contact the registrar, Room 200L, Administrative Services Building, Busch Campus, to replace missing or lost I.D. cards. The replacement fee is \$5.

SCHOLASTIC STANDING

Academic Grievances and Appeals

Students should discuss academic matters with the instructor involved with the issue. Should the problem remain unresolved, the student should approach the department chairperson first and then the associate dean. The associate dean may decide the issue or refer the matter to the Committee on Admissions and Scholastic Standing. Students may appeal decisions of the committee to the School Student Grievance Committee. The department chairperson may refer the dispute directly to the dean. The dean may decide the issue or refer the matter to the School Student Grievance Committee whose decision is binding. Copies of the school's grievance procedure may be obtained from the Office of the Dean.

POLICY ON ACADEMIC INTEGRITY SUMMARY

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

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

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

Students are responsible for knowing what the standards are and for adhering to them. Students should also 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 of others, 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 at a more difficult level, or assignment of no-credit for work in question, or required attendance at a workshop on ethics.

Level Two Violations

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

Examples: Quoting directly or paraphrasing without proper acknowledgement on a moderate portion of the assignment, failure to acknowledge all sources of information and contributors who helped with an assignment, submission of the same work for more than one course without permission from the instructor.

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

Level Three Violations

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

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

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

Level Four Violations

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

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

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

Faculty who believe that violations have occurred should immediately contact the dean's office of their college/school. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course.

The New Brunswick Committee on Academic Integrity monitors this policy. Questions concerning the policy can be addressed to faculty members, to the offices of the college or school deans, or to the associate provost for student affairs

(732/932-7687). Copies of the complete policy are available at deans' offices. The procedures followed and the due process rights afforded to students facing disciplinary charges are described in the University Code of Student Conduct.

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

APPROPRIATE AIDS TO SCHOLARSHIP

Students are responsible for all aspects of work submitted for academic credit. Certain appropriate and customary assistance is provided by the university and may be used freely. Assistance obtained from sources outside the university, however, may be inappropriate and, in serious cases, may raise questions of academic dishonesty. Questions regarding the appropriateness of assistance should be resolved prior to its use by consulting with the instructor or adviser. All assistance in the preparation of academic work should be acknowledged in the report of that work. The following guidelines apply:

1. Library services. Students are encouraged to make full use of all services provided by the university libraries, including help in locating sources. The responsibility for finding and using sources remains with the student.
2. Research methodology. The mastery of a field of study must involve mastery of the research methodology of the field. Students are responsible for a full understanding of all the research procedures they employ including research design, qualitative procedures, statistical analysis and interpretation, test and questionnaire development, and protection of subjects. Course work on research methodology is the principal means to such knowledge and consultation with any Rutgers faculty member is appropriate. Students may not use consultants from outside the university, whether paid or unpaid, without prior written approval of the instructor or committee in charge of the research.
3. Computers. Student who wish to use computers as an aid to research (as opposed to an object of research) may make full use of the consultants and other help available at Rutgers University Computing Services (RUCS) or equivalent services elsewhere.
4. Typing and word processing. Students are responsible for their own writing and editing. Typists employed to produce finished manuscripts may not be used for rewriting or detailed editing to format.

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

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 the Director of Judicial Affairs in the Division of Student Affairs.

Preliminary Review

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

Separable Offenses

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

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing
7. violation of the university's Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students' office.)

8. unauthorized entry into, unauthorized use of, or misuse of university property, including computers and data and voice communication networks
9. intentionally or recklessly endangering the welfare of any individual or intentionally or recklessly interfering with any university activity or university sponsored activity
10. use, possession, or storage of any weapon, dangerous chemical, fireworks, or explosive, whether or not a federal or state license to possess the same has been issued to the possessor
11. the distribution of alcohol, narcotics, or dangerous drugs on university property or among members of the university community, if such distribution is illegal, or the possession of a sufficiently large quantity as to indicate an intention to distribute illegally
12. theft of university services or theft of, or intentional or reckless damage to, university property or property in the possession of, or owned by, a member of the university community; including the knowing possession of stolen property (Intentional or reckless misuse of fire safety equipment is regarded as damage under this section of the code.)
13. the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession
14. violations of federal, state, or local law where such violations have an adverse effect on the educational mission of the university
15. failure to comply with the lawful directions of university officials, including campus police officers acting in performance of their duties
16. knowingly providing false testimony or evidence; disruption or interference with the orderly conduct of a disciplinary conference or hearing; violating the terms of any disciplinary sanction imposed in accordance with this code, or any other abuse of the university's disciplinary procedures.

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including speaking on their behalf. The Office of the Vice President for Student Affairs maintains a list of trained campus advisers for this purpose. Students are free to select any member of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

Complainants and respondents may also, 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.

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board composed of students and faculty (with students always being in the majority). It is the hearing board's responsibility to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student

to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the Vice President for Student Affairs. The Vice President for Student Affairs considers the hearing board recommendation and determines the sanction.

Appeals

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

Authority for Student Discipline

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

UNIVERSITY SAFETY AND SECURITY

The safety and security of all members of the university community is of paramount concern to the university's public safety staff.

Comprising commissioned police officers with full investigative and arrest authority, security guards, and dispatchers, members of the public safety staff patrol each campus and respond to requests for assistance on a full-time basis, 365 days a year and twenty-four hours a day. However, it is the duty of all students, faculty, and staff to actively maintain a safe environment, to use due care in their own safety and the safety of others, and to comply with all local, state, and university regulations regarding their own protection and the protection of others.

Primary responsibility for safety and security on the New Brunswick/Piscataway campus is vested in the associate vice president for administration and public safety. On the Newark campus these responsibilities reside in the Office of the Provost and on the Camden campus they reside in the Office of Administrative Services.

Public Safety Information

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

Camden: 609/225-6009
 Newark: 973/353-5478
 New Brunswick: 732/932-8407

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

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

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

1. The president of the university and the vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. When neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.
4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the vice president for academic affairs, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions that the university police are unable to handle. In extraordinary circumstances, where neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden have the same authority.
5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

NONDISCRIMINATION POLICY

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

Nondiscrimination in University-Recognized Clubs and Organizations

University-sponsored clubs or organizations have certain obligations with regard to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA) of 1990, and to policies established at Rutgers through the Board of Governors. Consideration should be given to:

Membership: Clubs and organizations may not deny membership to anyone on the basis of race, sex, sexual orientation, disability, handicap, or age, with the exception of social sororities or fraternities which are entitled by law to remain single-sex organizations if tax exempt under 504a of IRS code 1954.

Benefits: Clubs and organizations may not discriminate on the basis of race, sex, sexual orientation, disability, handicap, and age in providing aids, benefits, or services to students.

Holding Office: Race, sex, sexual orientation, disability, handicap, or age may not limit any person from the ability to hold office.

As a condition of recognition, all clubs and student organizations must include a statement in their constitutions assuring nondiscrimination on the basis of race, sex, sexual orientation, disability, handicap, and age. Social fraternities and sororities are asked to include a statement assuring nondiscrimination on the basis of race, disability, handicap, or age.

Questions regarding students' obligations under the law may be directed to the dean of students or to the Director of Compliance and Student Policy Concerns, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190 (732/932-7312).

POLICY PROHIBITING HARASSMENT

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

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

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

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

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

Intolerance and bigotry are antithetical to the values of the university and unacceptable within the Rutgers community. One of the ways the university seeks to effect this value is through a policy of nondiscrimination, which prohibits discrimination on the basis of race, religion, color, sex, age, sexual orientation, national origin, ancestry, disability, marital status, or veteran status in university programs. In order to reinforce institutional goals of nondiscrimination, tolerance, and civility, the following policy against verbal assault, defamation, and harassment is intended to inform students that verbal assault, defamation, or harassment of others violates acceptable standards of conduct within the university. (This policy is not intended to supersede the university's policy against sexual 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 as a "heinous act."
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 as a "heinous act."

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

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

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

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

Sheila P. Fleishman, director of student judicial affairs, 3 Bartlett Street, College Avenue campus, 732/932-9414;
Rory P. Maradonna, associate provost for student life, Armitage Hall, Room 248, Camden campus, 609/225-6050;
Raymond T. Smith, associate provost for student affairs, S.I. Newhouse Center, Newark campus, 973/353-5541.

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

STUDENT RECORDS AND PRIVACY RIGHTS

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

The confidentiality of student educational records is protected by FERPA. However, the university is permitted to provide directory information without the student's consent unless he or she requests in writing that such information be kept confidential. Rutgers defines directory information as name, campus address and telephone number, campus email address, permanent address and telephone number, school of attendance, major field of study, class year, dates of attendance, current credit load, credit hours earned, degree(s) received, and date(s) of degree(s).

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

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

Students may request that directory information be kept confidential by obtaining a form for this purpose from their dean's office or from the registrar's office. This form must be completed and received by the registrar before September 10 to avoid publication in the printed directory in that academic year. Students should be aware that requesting confidentiality of directory information makes this information unavailable to all, including prospective employers, credit agencies, and others to whom you may want this information known or verified. Thus, it is recommended that students carefully consider whether personal privacy concerns outweigh the possible inconvenience and detriments of having directory information withheld. Subsequent to filing the request, directory information remains

confidential while a student is enrolled or until a written request that this restriction be lifted is received from the student by the registrar's office. As with all confidential records, Rutgers will release a student's confidential directory information only with the student's written consent.

The university uses a student's social security number as a student identification number. While this number is not released as directory information and its confidentiality is protected in the same manner as are other educational records as defined by FERPA, the university offers students the opportunity to acquire a substitute student number. Students wishing to have a substitute number assigned should fill out the appropriate forms in the registrar's office. The university recommends that those receiving financial aid not acquire a substitute number because the social security number is key to student identification by state and federal financial aid agencies. Thus, it is recommended that a substitute number be obtained only if student privacy concerns outweigh the possibility of a serious disruption in financial aid.

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

STUDENT RESIDENCY FOR TUITION PURPOSES

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

Procedure

The Initial Determination

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

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

After the Initial Determination

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

Request for a Change of Status

Requests for a change in residency status are accepted no later than the last week of the term for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be filed by the petitioner in accordance with the time limit specified in the preceding sentence, but in no case later than four weeks from the conclusion of the term for which the residency assessment is requested. Failure to comply with this provision, unless judged otherwise by the adjudicating official,

voids the petition for the term in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change relates only to the current and subsequent terms. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior term.

Appeals

Appeals from the initial determination and any determination made after a request by a student for a change in residency status are accepted no later than three months after the date of notification of any such determination. Unresolved appeals are forwarded to either the director of admissions or to the university registrar. These officers respond to the student within thirty working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the vice president for university budgeting by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting will be final.

Students' Responsibilities

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

Penalties

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

RESEARCH POLICY AND RESEARCH CENTERS

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

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

Many members of these organizations are active in graduate instruction. Information about their programs and activities may be found by contacting the relevant academic department or pointing their web browser to <http://www.rutgers.edu> and follow the links about 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, the Office of Corporate Liaison and Technology Transfer, and the offices of all deans and department chairpersons.

DEPARTMENT OF PUBLIC POLICY

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About the Program

The Department of Public Policy, in close affiliation with the Eagleton Institute of Politics, offers a course of study leading to the Master of Science degree in public policy through the Graduate School–New Brunswick. A joint degree is also offered with the School of Law–Camden, leading to the Juris Doctor and Master of Science degrees. The Department of Public Policy also offers a Master of Public Policy (M.P.P.) degree as well as a dual Bachelor of Arts or Science/Master of Public Policy with Rutgers–New Brunswick undergraduate colleges through the Edward J. Bloustein School of Planning and Public Policy.

The master's degree programs in public policy are designed to prepare students for careers in government, politics, and public affairs. A distinctive feature of these programs is their emphasis on political institutions in the making and implementation of public policy. The M.S. program attracts high-quality students and has a strong record of placing its graduates in professional positions in the field of public affairs. Of its 546 graduates, 33 percent are employed in government, 25 percent in politics and public affairs, and the remainder in the private sector, including business, banking, and the law.

The department engages several high-ranking or former high-level government officials, such as former Governor Jim Florio, to teach courses. In addition, the Eagleton Institute of Politics and the department offer programs throughout the year featuring as speakers prominent leaders and political thinkers who offer their observations and analyses of the political scene.

Programs in Public Policy

MASTER OF SCIENCE DEGREE PROGRAM IN PUBLIC POLICY

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

The M.S. in public policy is a 30-credit program. Normally students have some relevant work experience prior to enrollment. Students are expected to complete five required courses worth 15 credits in the following areas: policy formulation and implementation, quantitative methods, state and local public finance, policy analysis and evaluation, and a research practicum. The remaining 15 credits consist of five elective courses in an area of specialization, such as public finance, education policy, campaigns and elections, and policy-making institutions and processes.

Students may complete the M.S. program on either a full-time or part-time basis. Individuals may enroll in up to 12 credits of work as nondegree students.

M.S./J.D. DUAL DEGREE PROGRAM

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

MASTER OF PUBLIC POLICY

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

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

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

Course Listing

16:833:511. POLITICS AND POLICY ON THE WORLD WIDE WEB (1.5)
Provides instruction on the creation of WWW pages, the conduct of policy research and advocacy on the net, and the reciprocal relations between policy and new communications technology.

16:833:520. LEGISLATIVE POLICYMAKING (3)
Exploration of legislatures as political institutions responsible for policymaking in the American states. Consideration of the role of legislators, lobbyists, governors, and the media.

16:833:521. 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.

16:833:522. 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.

16:833:523. NEW JERSEY POLITICS AND POLICY (3)
Influence of the political process on public policy. Comparisons with other states.

16:833:525. 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.

16:833:526. EMPLOYMENT AND TRAINING POLICY (3)
Federal and state programs and policies designed to help the unemployed, with emphasis on the problems of adult workers. The politics surrounding these policies and the effectiveness of government strategies to help the unemployed. Practices and policies in other advanced industrial nations.

16:833:533. RESEARCH DESIGN 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.

16:833:534. DATA ANALYSIS FOR PUBLIC POLICY (3)
Quantitative techniques employed to analyze public policy programs and problems, including univariate, bivariate, and multivariate analysis.

16:833:537. SURVEY RESEARCH (3)
How to conduct, analyze, and evaluate surveys. Topics covered include: problem formation, sample design and selection, questionnaire wording and layout, modes of survey administration, field procedures, data reduction, and data analysis.

16:833:540. 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.

16:833:541. 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.

16:833:542. STATE AND LOCAL ECONOMIC DEVELOPMENT THEORIES AND POLICIES (3)

Introduction to theories and policies for regional economic development used at the subnational scale within the United States. Proposed and current economic development programs from New Jersey and elsewhere in theoretical and historical context.

16:833:543. 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.

16:833:550. EDUCATION POLICY AND POLICYMAKING: THE FEDERAL AND STATE LEVELS (3)

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

16:833:551. 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.

16:833:552. EDUCATION POLICY (1.5)

This course aims to identify and analyze several major issues in the areas of primary and secondary education, and their implications for current and future public policy.

16:833:570. THE ROLE OF EXPERTS IN THE POLICY PROCESS (3)

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

16:833:571. 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.

16:833:572. 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.

16:833:573. CAMPAIGNS AND PUBLIC POLICY (3)

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

16:833:577. URBAN REVITALIZATION POLICY (3)

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

16:833:592. PUBLIC POLICY FORMATION (3)

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

16:833:593. POLICY ANALYSIS AND EVALUATION (3)

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

16:833:634. POLICY RESEARCH SEMINAR (3)

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

16:833:670. INDEPENDENT STUDY IN PUBLIC POLICY (3)

16:833:671. INTERNSHIP IN PUBLIC POLICY (3)

16:833:680. SEMINAR IN PUBLIC POLICY (3)

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

DEPARTMENT OF URBAN PLANNING AND POLICY DEVELOPMENT

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Departmental Background and Philosophy

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

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

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

Programs in Urban Planning and Policy Development

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

MASTER OF CITY AND REGIONAL PLANNING DEGREE

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

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

Required Course of Study

	Credits
34:970:501 Development and Theory of Urban Planning	3
34:970:509 Urban Economy and Spatial Patterns	3
34:970:510 Planning Studio	6 or 3*
34:970:515 or 516 Methods of Planning Analysis I or II	3 †
34:970:517 Survey of Planning Law Principles	3
Elective Courses	27–30
Total credits for the M.C.R.P.	48

The program also requires passing a comprehensive oral examination to be taken before the completion of 24 credits.

Students may be excused from a required course if they demonstrate equivalent mastery of the subject matter. 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.

* Required studio courses are usually 6 credits. Occasionally, however, a 3-credit studio meeting the requirement is offered.

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

MASTER OF SCIENCE DEGREE IN URBAN PLANNING AND POLICY DEVELOPMENT

This degree is normally 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 studio. All M.S. candidates are required to take and pass an extensive comprehensive examination during their first term in the program.

Entry into the program requires prior admission by the Graduate School–New Brunswick.

Master of Science in Urban Planning and Policy Development Option in International Development Planning

The one-year option in international development planning, which also leads to the M.S. in urban planning and policy development degree, is keyed to the needs of practicing professionals in international development holding public or private positions in the United States or abroad. The curriculum consists of a core of four courses in development theory and planning methods and an opportunity to specialize in either gender issues in development and planning or regional development and developing countries. The 30-credit curriculum is capped by an oral or written comprehensive examination. Students are accepted once per year, in the fall term.

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

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

DOCTOR OF PHILOSOPHY DEGREE

The Doctor of Philosophy is an advanced scholarly degree appropriate for students seeking a career in university teaching and research, advanced policy research in the public sector, and more basic research in the private sector. The number of persons admitted will depend on the number of applicants who display a high level of performance and on the faculty's judgment concerning its capacity to provide sufficient supervision. It is the intent of the faculty to admit to the program only those exceptional students who can be expected to successfully complete that program;

admission, however, is not per se a guarantee of success. There is no requirement of full-time residency for doctoral students and no language requirement except at the discretion of the faculty.

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

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

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

During the course of study for the doctoral degree, the student works closely with a faculty adviser selected by the student, takes at least 9 credits of planning theory (including 34:970:624 Planning and Social Theory) and 9 credits of methods of analysis beyond the M.C.R.P. requirement (including 34:970:626 Advanced Planning Analysis), and meets frequently with the C.D.P. which evaluates the student's progress.

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

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

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

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

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

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

The dual degree programs lead to either a Master of City and Regional Planning or a Master of Science 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.

Concentrations, Studios, and Internships

CONCENTRATIONS

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

The offerings are organized into functional groupings: land use, environment, and design; housing, community development, and urban redevelopment; real estate; social policy and human services; transportation policy and planning; planning for regional development and developing countries; and planning theory and research methods. The focus in each case is on the fullest development of urban and regional planning as a research, design, and decision-making process. Courses required for the M.C.R.P. degree are not listed again under these concentrations.

Land Use, Environment and Design

Work in these areas investigates the nature, extent, and value of land use and development planning and of controls over land including what controls mean for population growth or distribution, for the environmental quality of a region, for protecting ecological systems, for developing community structure, and for public and private development decisions. Beyond the legal and technological mechanisms for equitable and efficient planning and regulation, other areas of inquiry include evaluating land for commitment to various types of development and redevelopment; devising land-use decision formulas that can best harmonize competing social, economic, environmental, and energy demands; developing regulations and procedures that enhance the design of buildings and spaces; and constructing urban patterns that offer the best option, given the characteristics of the land. Study in these areas also includes the three- and four-dimensional relationships between buildings, infrastructure, and landscape, and between the human scale and the natural environment.

Recommended Courses

- 34:970:508 Elements of Physical Planning
- 34:970:520 Municipal Implementation of Planning Programs
- 34:970:541 Planning for New Communities
- 34:970:601 Workshop in Urban Design
- 34:970:602 Planning Presentation and Techniques
(Vision Planning)
- 34:970:604 Land Development Practice

Recommended Electives

- 10:832:483 Protecting Public Health and the Environment
- 11:550:431 Advanced Landscape Architecture I
- 11:550:432 Advanced Landscape Architecture II
- 11:550:433 Architectural Design
- 22:373:608 Fundamentals of Real Estate
- 22:373:610 Real Estate Investment
- 34:970:523 Legal Aspects of Environmental Planning

- 34:970:556 Urban Transportation Planning
- 34:970:591 Computer Applications
- 34:970:618 Environmental Planning and Management

Housing, Community Development, and Urban Redevelopment

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

Recommended Courses

- 34:970:529 Principles of Housing and Community Development Policy
- 34:970:534 Economic Issues for Local Governments: An Overview
- 34:970:622 Theory and Policy for Urban Redevelopment
- 34:970:627 Housing Impact Analysis
- 34:970:628 Housing Economics and Markets

Recommended Electives

- 22:373:608 Fundamentals of Real Estate
- 22:373:610 Real Estate Investment
- 34:970:520 Municipal Implementation of Planning Program
- 34:970:541 Planning for New Communities
- 34:970:601 Workshop in Urban Design
- 34:970:603 Housing and Development Planning
- 34:970:604 Land Development Practice

Real Estate

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

Recommended Courses

- 34:970:604 Land Development Practice
- 34:970:627 Housing Impact Analysis
- 34:970:628 Housing Economics and Markets

Recommended Electives

- 22:373:608 Fundamentals of Real Estate
- 22:373:610 Real Estate Investment
- 34:970:508 Elements of Physical Planning
- 34:970:523 Legal Aspects of Environmental Planning
- 34:970:529 Principles of Housing and Community Development
- 34:970:601 Workshop in Urban Design
- 34:970:603 Housing and Development Planning

Social Policy and Human Services

Health, education, income maintenance, and other human services present difficult choices to those who allocate scarce resources. This concentration examines how policies are established, the political structures behind them, the bureaucracies that implement them, and the people or groups affected by them. The range of study includes: methods to determine social-service needs; analysis of the complex interplay of social institutions and their accompanying delivery systems; the assessment of strategies for change; examination of programs for health care, education, welfare, the aged, and employment and training; and evaluation of the different social impacts of urban redevelopment.

Recommended Courses

- 32:832:515A Health Care Economics
- 34:970:531 Comparative Health Care Systems
- 34:970:532 Urban Health Problems and Planning

Recommended Electives

- 32:832:483 Protecting Public Health and the Environment
- 32:832:511 Health Care Organization and Administration
- 34:970:609 Third World Social Policy
- 34:970:624 Planning and Social Theory

Transportation Policy and Planning

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

Recommended Courses

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

Recommended Electives

- 34:970:520 Municipal Implementation of Planning Programs
- 34:970:591 Computer Application in Urban Planning and Development
- 34:970:618 Environmental Planning and Management

Selected courses at the Center for Transportation Studies and Research, New Jersey Institute of Technology, including:

- Tran/CE 565 Transportation Facility Capacity Analysis
- Tran/CE 658 Travel Demand Forecasting
- Tran/CE 755 Intelligent Transportation Systems
- Tran/IE 610 Transportation Finance
- Tran/IE 643 Transportation Finance

Selected courses at Princeton University, including:

- CE 532 Transportation
- CE 533 Transportation and Logistics Planning

Planning for Regional Development and Developing Countries

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

Recommended Courses

- 34:970:537 International Comparative Planning
- 34:970:644 Techniques of Regional Planning
- 34:970:645 Theories of Regional Development
- 34:970:6___ Seminar in Advanced Regional Theories and Methods
- 34:970:6___ Seminar in Readings in Regional Planning

Recommended Electives

- Local Economic Development Specialization
- 34:970:529 Principles of Housing and Community Development Policy
- 34:970:603 Housing and Development Planning
- 34:970:619 Political Economy of Urban Policy
- 34:970:620 Local Economic Development Planning
- 34:970:622 Theory and Policy for Urban Redevelopment
- 34:970:630 Projects in Urban Economic Development

Regional Economic Development, Industrial Policy Specialization

- 34:970:607 Comparative Regional Development
- 34:970:619 Political Economy of Urban Policy
- 34:970:6__ Seminar in Global Restructuring

Developing Countries Specialization

- 34:970:538 Comparative Metropolitan Planning
- 34:970:541 Planning for New Communities
- 34:970:607 Comparative Regional Development
- 34:970:609 Third World Social Policy
- 34:970:645 Theories of Regional Development
- 34:970:6__ Seminar in Global Restructuring
- 34:970:6__ Seminar in International Planning and Development (summer)

Planning Theory and Research Methods

This concentration provides the structure through which planners analyze the multiplicity of issues confronting them. Planning theory examines the history, political setting, social basis, and implementation strategies of planners. It also examines the role of the state sector in affecting the general welfare and the forces shaping the development of urban areas, rooting these questions in theories of the political economy. Research methods courses address the use of appropriate analytic tools for forecasting and program evaluation and for the structure and analysis of policy experiments; statistical techniques for analyzing data; the use of computers; geographic information systems; and the overall process by which research is carried from initial problem specification to data collection to final analysis and presentation.

Recommended Courses

- 34:970:591 Computer Applications in Urban Planning and Development
- 34:970:612 Research Strategies in Planning
- 34:970:619 Political Economy of Urban Policy
- 34:970:624 Planning and Social Theory

Recommended Electives

- 34:970:527 Advanced Multivariate Analysis
- 34:970:592 Topics in Computer Applications in Urban Planning
- 34:970:644 Techniques of Regional Planning
- 34:970:6__ Seminar in Global Restructuring

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.

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

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

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

Recent studios have included:

1. redevelopment recommendations and strategies in Paterson, NJ
2. evaluation of the development potential of commercial strips in an older, inner-ring suburb
3. a study and plan for improving existing centers and developing new centers in a large, growing suburban area
4. a study and plan for a large, mixed industrial and residential area in New Brunswick, NJ
5. an evaluation of housing needs generated by the University of Medicine and Dentistry of New Jersey
6. a study and development plan for land along a major highway traversing several municipalities
7. an assessment of residential displacements in New Jersey neighborhoods

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

INTERNSHIPS

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

Course Listing

34:970:501. DEVELOPMENT AND THEORY OF URBAN PLANNING (3)
Fainstein, Servon. Required for the M.C.R.P. degree.

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

34:970:503. LEGAL ISSUES: REVITALIZATION (3)

Legal and administrative management issues that affect urban economic development and job creation, including land-use planning, finance, and nonprofit sector.

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

El-Shakhs, Friedlander, Nelessen

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

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

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

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

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

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

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

34:970:512. HISTORY OF PLANNING THOUGHT (3)

Krueckeberg

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

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

Brail

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

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

Andrews, Krueckeberg

Survey of forecasting models in planning, including curve fitting and component methods in population forecasting; introduction to the U.S. Census of Population and Housing; Censuses of Economics; employment forecasting with shift-share analysis and economic base studies; models of facility location and land-use forecasting; traffic analysis and land-use linked transportation models; cost-benefit analysis; program scheduling techniques; negotiation and conflict resolution.

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

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

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

34:970:200. MUNICIPAL IMPLEMENTATION OF PLANNING PROGRAMS (3)

Legal limitations of local governments to deal with urban problems. Intergovernmental relations and the powers of tax, spend, lend, and borrow, with attention to the property tax. Political realities that regulate the exercise of municipal powers.

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

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

34:970:524. LEGAL ASPECTS OF ENVIRONMENTAL PLANNING II (3)

Environmental constraints on land use including critical areas, farmland preservation, sewerage and water facilities, storm water and erosion management. Solid-waste disposal. Regulation of toxic substances.

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

Greenberg

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

34:970:529. PRINCIPLES OF HOUSING AND COMMUNITY DEVELOPMENT POLICY (3)

Listokin

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

34:970:531. COMPARATIVE HEALTH-CARE SYSTEMS (3)

34:970:532. URBAN HEALTH PROBLEMS AND PLANNING (3)

Overview of health problems, services, and modes of health care delivery in an urban environment. Emphasis on current and potential approaches to health planning.

34:970:534. ECONOMIC ISSUES FOR LOCAL GOVERNMENTS: AN OVERVIEW (3)

Pucher

Analysis of various policy alternatives available to local governments in dealing with a wide range of economic problems. Major emphasis on employment spatial impacts and fiscal problems. Includes overview of basic principles of public sector economics, tax analysis, and fiscal federalism.

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.

34:970:538. COMPARATIVE METROPOLITAN PLANNING (3)

El-Shakhs

Approaches to development and planning of a selected number of metropolitan areas in developing and developed countries in their national contexts; growth strategies, organization, and tools.

- 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 are examined, and alternative solutions are 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.
- 34:970:581. PLANNING AND GENDER DEVELOPMENT (3)
Bunch, Turshen
Overview of competing theories of development planning and feminist critiques of current theory and planning practice. Feminist perspectives on the sexual division of labor and women's role in the global economy. Gender dimensions of demography and diversity in planning; environmental problems (gender and the food, fuel, and water crises); organization of space (gender and the city, housing, transport, and land use); and gender research, training programs, and evaluation projects.
- 34:970:585. TOURISM PLANNING (3)
Hokomb
Analysis of the largest industry by value globally. Rise of mass tourism, marketing tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.
- 34:970:591. COMPUTER APPLICATIONS IN URBAN PLANNING AND DEVELOPMENT (3)
Brail. Pre- or corequisite: 34:970:515 or 516 or equivalent.
Overview of applied computing in planning with special emphasis on geographic information systems. Introduction to hardware and software, modeling techniques, database management systems, and decision support environments.
- 34:970:592. TOPICS IN COMPUTER APPLICATIONS IN URBAN PLANNING (3)
Brail. Pre- or corequisite: 16:970:591.
Selected topics in application of computer technology to planning. Advanced implementations of geographic information systems for planning, emerging software developments, and case studies.
- 34:970:601. WORKSHOP IN URBAN DESIGN (3)
Nelessen
Working with the three- and four-dimensional visual and spatial characteristics of suburban and urban areas. Planning and design process, history of design, basic graphic techniques, environmental analysis, and conceptualization of the ten basic design principles. Prior design training not necessary.
- 34:970:602. PLANNING PRESENTATION TECHNIQUES (VISION PLANNING) (3)
Nelessen
Presentation and communication skills for planners through an interdisciplinary group-learning process employing visual analysis of existing urban and suburban areas. Components of vision planning using the visual preference survey technique emphasized. Photographic and graphic skills taught. Translation into report/magazine format is included.
- 34:970:603. HOUSING AND DEVELOPMENT PLANNING (3)
Evolving patterns of national housing policy; causes of deterioration, blight, and slums in various types of structures. Public housing and housing for minority groups. State and federal urban policy; economic development; fair-share housing. Processes of urban renewal and redevelopment as related to urban planning.
- 34:970:604. LAND DEVELOPMENT PRACTICE (3)
Burchell, Friedlander
Emphasizes private decision making and development, publicly supported development, and the impact of public control on private development.
- 34:970:607. COMPARATIVE REGIONAL DEVELOPMENT (3)
Amirahmadi
Comparative analysis of specific regional development and location policies of a number of advanced capitalist and planned economies. Investigation of political-economic processes which generate regional inequalities. Impact of policies on socioeconomic conditions of regions and assessment of their effectiveness as instruments of regional development.
- 34:970:609. THIRD WORLD SOCIAL POLICY (3)
Turshen
Social policy issues and the priorities of third world countries and their ability to achieve balanced economic and social development. Sectors covered include food, health, housing, energy, and education.
- 34:970:611. URBAN PLANNING AND SOCIAL POLICY (3)
Analytical approaches to social policy formation with emphasis on program design and analysis. Areas include labor market planning, social services, income maintenance, education, and health planning.
- 34:970:612. RESEARCH STRATEGIES IN PLANNING (3)
Prerequisite: 34:970:515 or permission of instructor. Required course for Ph.D. program; open to others by permission of instructor.
Development of research strategies for both public policy and scholarly issues. Emphasis on conceptual problem solving, data gathering, and writing. Methods covered include survey research, social indicators, interviewing, secondary data analysis, case studies, data presentation, and research proposal writing and editing.
- 34:970:613. ECONOMIC DEVELOPMENT MARKETING (3)
Hokomb
How cities, states, and countries market themselves for economic development. Competition for investments, businesses, residents, and tourists. Using history, sports, and culture for economic growth.
- 34:970:614. SEMINAR IN URBAN PLANNING (3)
Lectures and special problems in current issues. Content of course varies from year to year on the basis of student and faculty interest.
- 34:970:615,616. DIRECTED STUDY IN URBAN PLANNING (3,3)
Directed study with an individual faculty member with approval of the graduate director.

- 34:970:617. PLANNING FOR COMMUNITY HEALTH (3)
Problems of health-care industry. Complex interplay of institutions, personnel, programs; various patterns and models of health-care delivery in a given geographical setting.
- 34:970:618. ENVIRONMENTAL PLANNING AND MANAGEMENT (3)
Andrews
Introduction to the related problems of environmental planning and renewal resource management through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other manifestations of public policy, such as the law and economics.
- 34:970:619. POLITICAL ECONOMY OF URBAN POLICY (3)
Amirahmadi,Markusen
Policy development within the context of economic, political, and cultural factors. Causes of inequality. Development of the welfare state; international comparisons. Examination of particular policy areas, such as housing, health, education, and welfare.
- 34:970:620. LOCAL ECONOMIC DEVELOPMENT PLANNING (3)
Servon
Theories of local economic development and of global forces affecting local economies. Techniques used to promote economic development. Discussion of challenges faced by regions with different economic bases.
- 34:970:622. THEORY AND POLICY FOR URBAN REDEVELOPMENT (3)
Fainstein
Analysis of the evolution of urban redevelopment activities in the U.S. with comparisons to Western Europe; nature and process of urban decline; role of the real-estate industry; public-private partnerships; theoretical interpretations of urban redevelopment.
- 34:970:624. PLANNING AND SOCIAL THEORY (3)
Fainstein. Required course for Ph.D. program. Open to others by permission of instructor.
Examination of contemporary social theory as it applies to planning. The state in the capitalist society; planning and the market; theories of development, restructuring, and accumulation; postmodernism; possibilities for planned social change.
- 34:970:626. ADVANCED PLANNING ANALYSIS (3)
Krueckeberg. Prerequisite: Permission of instructor. Required course for Ph.D. program.
Doctoral-level study of urban-focused research methods. Social science methodology, application of statistical techniques, and structure of planning and policy research.
- 34:970:627. HOUSING IMPACT ANALYSIS (3)
Hughes
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.
- 34:970:628. HOUSING ECONOMICS AND MARKETS (3)
Hughes
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.
- 34:970:630. PROJECTS IN URBAN ECONOMIC DEVELOPMENT (3)
Listokin
Basic analytical tools used in urban economic development, ranging from financial analysis to site planning, including state/federal public subsidies. Project evaluation and on-site studies emphasized.
- 34:970:636. INTERNSHIP IN URBAN PLANNING (3)
Internship in governmental, nonprofit, or private organization focusing on substantive urban planning issues. Eight to ten hours a week plus the writing of an analytical term paper.
- 34:970:644. TECHNIQUES OF REGIONAL PLANNING (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. THEORIES OF 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.
- 34:970:650 TO 670. SEMINARS IN URBAN PLANNING (BA)
Lectures and special problems on current issues. Content of course varies from year to year on the basis of student and faculty interest. Among the seminars that are frequently offered are:
- GLOBAL RESTRUCTURING
Amirahmadi
 - LOCATIONAL CONFLICT
Lake
 - PLANNED URBAN ENVIRONMENTS
El-Shakhs
 - GLOBAL CITIES
Fainstein
 - LAND USE PLANNING
Friedlander
 - HISTORIC PRESERVATION
Listokin
 - STATE AND LOCAL PUBLIC FINANCE
Raimondo
 - REAL ESTATE DEVELOPMENT
Friedlander
 - HUMPHREY SEMINAR
El-Shakhs
 - READINGS IN REGIONAL PLANNING
Markusen
 - ENVIRONMENTAL POLICY
 - RURAL PLANNING
 - ADVANCED REGIONAL THEORIES AND METHODS
Greenberg
 - ZONING FOR COMMUNITIES OF PLACE
Nelessen
 - SCIENCE, TECHNOLOGY, AND PUBLIC POLICY
 - URBAN POVERTY THEORY AND POLICY
Servon
 - COMMUNITY DEVELOPMENT THEORY AND PRACTICE
 - GENDER IN PLANNING AND POLICY
- 34:970:698,699. SPECIAL STUDIES IN URBAN PLANNING (BA,BA)
Prerequisite: Permission of graduate director.
Field or library independent-study projects, guided by faculty members, leading to the presentation of an essay for the master's degree or for Ph.D. students who have not yet qualified for candidacy.
- 34:970:701,702. RESEARCH IN URBAN PLANNING (BA,BA)
For Ph.D. students' dissertation and optional master's thesis.

Graduate Courses (offered through the Graduate School–New Brunswick)

16:970:511,512. (S) HISTORY OF PLANNING THOUGHT (3,3)

Krueckeberg

Major ideas in city and regional planning since the early nineteenth century. Topics include utopian thought, European models of city planning, urban technology, the City Beautiful movement, garden cities, housing reform, zoning, regional planning, theories of urban design, national planning, and others. Impact of these ideas on the evolution of planning and urban development in the context of broader intellectual, social, and technological change.

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

Fainstein

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

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

Fainstein. Required for the Ph.D.; open to others with permission of instructor. Examination of contemporary social theory as it applies to planning. Theories of modernity and economic restructuring; planning and the market; role of the state; development policy; possibilities for planned social change.

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

Fainstein. Required for the Ph.D.

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

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

Krueckeberg. Prerequisite: Permission of instructor.

Doctoral-level study of the urban-focused research methods of use to those undertaking a dissertation. Topics include social science methodology, the application of statistical techniques, and the structure of planning and policy research.

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

Prerequisite: Permission of graduate director.

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

DEPARTMENT OF URBAN STUDIES AND COMMUNITY HEALTH

Programs in Public Health
and Urban Studies

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Programs in Public Health and Urban Studies

The Department of Urban Studies and Community Health offers courses leading to the B.A. in Urban Studies and the B.S. in Public Health. These degrees are issued jointly by the Edward J. Bloustein School of Planning and Public Policy and the Rutgers–New Brunswick undergraduate colleges. In conjunction with the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, the Master of Public Health is offered, and the Doctor of Public Health is offered in conjunction with the Graduate School–New Brunswick and the medical school.

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

BACHELOR OF SCIENCE DEGREE IN PUBLIC HEALTH

The Department of Urban Studies and Community Health offers major and minor programs in public health. It prepares students for graduate education in public health and for entry-level positions in a broad spectrum of private and public health care organizations. Students in the programs receive a conceptual understanding of interrelated health, environmental, economic, educational, and social welfare issues.

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

Prerequisites for the Major or Minor in Public Health (10–17 credits)

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

Major Requirements

Core (24–25 credits)

- 10:832:101 Introduction to Urban Studies (3) or 10:975:101
Introduction to Urban Studies (3)
- 10:832:238 Health and Public Policy (3)
- 10:832:241 Computer Applications in Health Research (3)

- 10:832:335 Epidemiology (3) or 11:375:403 Environment and
Public Health: Epidemiological Aspects (3)
- 10:832:399 Research or Field Practicum (6)

and at least two of the following:

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

Electives (18 credits)

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

Minor Requirements

Students must complete the prerequisites and any additional four courses in public health (832), excluding 10:832:241, 345, 399, 493, and 494, which are open to public health majors only.

Courses

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

Credit not given for both this course and 10:975:101.

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

10:832:231. SOCIAL PUBLIC POLICY (3)

Credit not given for both this course and 10:975:231.

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

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

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

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

Prerequisite: 10:832:232.

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

10:832:241. COMPUTER APPLICATIONS IN HEALTH RESEARCH (3)

Prerequisites: 10:832:232; 10:975:205; permission of instructor.

Computer concepts and skills, in a Windows environment, applied to public health survey research. Hands-on exercises in questionnaire development, data collection and entry, analysis, and presentation of results.

10:832:252. UNDERSTANDING AND DEVELOPING A WELLNESS LIFE-STYLE (3)

Prerequisite: Permission of instructor.

Emphasis on self assessment and the planning of corrective behavior and developmental programs in physical activity.

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

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

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

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

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

Principles of microeconomics 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)

Prerequisites: 10:832:232; 10:975:205 or equivalent.

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

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

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

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

10:832:335. EPIDEMIOLOGY (3)

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

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

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

Prerequisite: Permission of instructor.

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

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

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

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

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

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

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

10:832:399. RESEARCH OR FIELD PRACTICUM (6)

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

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

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

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

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

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

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

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

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

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

10:832:425. COMPARATIVE HEALTH CARE SYSTEMS (3)

Comparative analysis of health policies in the U.S. and other developed countries. Role of social and cultural values and political structures in determining fundamental health policy choices.

10:832:437. OCCUPATIONAL HEALTH: POLITICS AND POLICIES (3)

Overview of the field of occupational health with emphasis on understanding current occupational health and safety policies and controversies.

10:832:483. PROTECTING PUBLIC HEALTH AND THE ENVIRONMENT (3)

Credit not given for both this course and 10:975:483.

A review of the recent history, current status, and future of protection of public health and the environment in the United States.

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

Prerequisites: Permission of departmental chair and approval of a faculty supervisor.

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

BACHELOR OF ARTS DEGREE IN URBAN STUDIES

The Department of Urban Studies and Community Health offers majors in urban studies and public health.

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

Prerequisites for the Major or Minor in Urban Studies (10–12 credits)

01:355:101 Expository Writing I (3)

10:832/975:101 Introduction to Urban Studies (3)

10:975:205 Basic Statistical Methods (4) or 01:960:211,212 Statistics I,II (3,3)

Major Requirements

10:975:393 Internship in Urban Studies (BA)

10:975:494 Senior Seminar in Urban Studies (3)

Minimum of five additional courses in urban studies

Options

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

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

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

Minor Requirements

The minor requires six courses of at least 3 credits in urban studies. A minimum of three courses must be at the 300 level or above.

Certificate Programs

The urban planning and real estate development certificates are awarded only with or subsequent to earning a bachelor's degree in an approved major other than urban studies.

Urban Planning Certificate

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

- 10:975:306 Introduction to Urban and Environmental Planning (3)
- 10:975:335 Administrative Issues in Environment and Land Use Planning (3)
- 10:975:305 U.S. Urban Policy (3)
- One of the following:
 - 10:975:413 Urban Revitalization (3)
 - 10:975:460 Economic Development Marketing (3)
 - 10:975:473 Urban Transportation Policy (3)
 - 10:975:481 Housing and Economic Analysis (3)
- One of the following:
 - 10:975:315 Theory and Methods of Land Use Planning (3)
 - 10:975:316 Urban Design and Site Planning (3)
 - 10:975:482 Social Aspects of Environmental Design (3)
- Three additional courses either from the above or from the following electives:
 - 10:975:307 Application of Quantitative Methods (3)
 - 10:975:417 Population and Demography (3)
 - 10:975:420 Computers in Planning and Management (3)
 - 10:975:434 Municipal Implementation of Planning Programs (3)
 - 10:975:454 Planning Administration (3)
 - 10:975:474 Tourism Planning (3)
 - 10:975:478 History of Planning Thought (3)

Substitute courses must be approved by a departmental adviser.

Real Estate Development Certificate

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

Core Courses

- 10:975:335 Administrative Issues in Environment and Land Use Planning (3)
- 10:975:440 Introduction to Real Estate (3)
- 10:975:443 Methods of Real Estate and Development Analysis (3)

Strongly Recommended

- 01:450:309 Location of Economic Activity (3)
- 10:975:103 Urban Ecology (3)
- 10:975:306 Introduction to Urban and Environmental Planning (3)
- 10:975:315 Theory and Methods of Land Use Planning (3)
- 10:975:316 Urban Design and Site Planning (3)
- 10:975:413 Urban Revitalization (3)
- 10:975:444 American Land (3)
- 10:975:460 Economic Development Marketing (3)
- 10:975:481 Housing and Economic Analysis (3)

Environmental Geomatics Certificate

Cook College offers a certificate in Environmental Geomatics that is appropriate for students interested in further study of spatial analysis and geographic information systems. See the Cook College chapter of the New Brunswick Undergraduate Catalog 1997–1999 for more information.

Courses

10:975:101. INTRODUCTION TO URBAN STUDIES (3)
Interdisciplinary perspectives on the study of cities; historical and contemporary urban processes and problems.

10:975:103. URBAN ECOLOGY (3)
Interactions between residents of an urban place, their physical environment, and each other. The effects of the growth of urban places on the global environment, both physical and cultural.

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

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

10:975:206. THIRD-WORLD URBAN POOR (3)
Causes of and governmental responses to urban poverty in the third world. Economic, historical, and cultural factors.

10:975:222. URBAN POVERTY (3)
The causes and consequences of urban poverty in the U.S. and alternative methods of eliminating it. Plight of the urban poor and governmental solutions for poverty.

10:975:231. SOCIAL PUBLIC POLICY (3)
Credit not given for both this course and 10:832:231.
Analytical study of the development of U.S. social public policy. Includes discussion of policies in housing, welfare, race relations, and education.

10:975:249. INTRODUCTION TO URBAN MANAGEMENT AND PUBLIC ADMINISTRATION (3)
Contemporary urban management, focusing primarily on large American cities. Emphasis on different functional areas, such as welfare, police, housing, health, and transportation services, and on applied solutions.

10:975:250. INTRODUCTION TO URBAN HOUSING (3)
Major issues in urban housing and relevant historical, economic, and social factors. Political and bureaucratic dimensions of housing decision making.

10:975:298,299. SPECIAL TOPICS IN URBAN STUDIES (BA,BA)
Prerequisites: Written permission of department chairperson and faculty supervisor.
An independent study on a topic selected by the student in consultation with a faculty supervisor.

10:975:305. U.S. URBAN POLICY (3)
Introduction to the social, economic, and physical issues of urban communities. The historical emergence of the city, with focus on racial, intergovernmental, and environmental issues.

10:975:306. INTRODUCTION TO URBAN AND ENVIRONMENTAL PLANNING (3)
Overview of policy areas (e.g., land use, housing, transportation, neighborhood rehabilitation) in which planners operate, with emphasis on historical analysis and practical solutions.

10:975:307. APPLICATION OF QUANTITATIVE METHODS (3)
Mathematical and simulation methods for planning/administration applications. Population projection, location and travel behavior, traffic, linear programming, project management, waiting lines, decision analysis.

10:975:315. THEORY AND METHODS OF LAND USE PLANNING (3)
A review of modern land planning theories and techniques. Purpose and objectives of plans and planning. Data gathering and analysis techniques. The effect of modern technology upon planning methods.

10:975:316. URBAN DESIGN AND SITE PLANNING (3)
The impact of physical design on the quality of urban life. Focus on analytic processes for understanding basic elements of successful human environments. Extensive fieldwork.

10:975:318. ISSUES AND TECHNIQUES IN URBAN MANAGEMENT (3)
Management skills in contemporary social service delivery. Internal organizational structure, budgeting, planning, information systems, and the characteristics and skills of leadership.

- 10:975:321. COMMUNITY GROUPS IN URBAN AREAS (3)
Economic, social, political, and cultural forces that shape the changing needs of cities and determine the capacity of city governments to respond effectively.
- 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.
- 0:975:330. URBAN FISCAL POLICY (3)
Prerequisite: 01:220:200 or 102 and 103.
Urban public sector finances; their political context; economic principles of budgeting, taxation, service delivery, and management; urban-suburban financial relations.
- 10:975:335. ADMINISTRATIVE ISSUES IN ENVIRONMENT AND LAND USE PLANNING. (3)
Administrative issues in environment and land use planning. Zoning subdivision, housing, eminent domain, and comparative land use systems.
- 10:975:393. INTERNSHIP IN URBAN STUDIES (BA)
Prerequisites: Completion of a minimum of three courses within the student's area of concentration; permission of department.
Work experience in government or private sector firm. Opportunities to apply and test theoretical concepts, and exposure to problems and realities faced by professionals in the field.
- 10:975:395. QUALITATIVE RESEARCH METHODS IN HEALTH AND PLANNING (3)
Qualitative approaches to the analysis of health and planning issues. Reliability and validity of research design, accessing documentary sources, constructing questionnaires, interview techniques, participant observation, objectivity and ethics in fieldwork.
- 10:975:413. URBAN REVITALIZATION (3)
Causes of urban decline and subsequent renewal efforts. Emphasis on contemporary programs to stimulate revitalization. Neighborhood renovation, gentrification, historic preservation, economic development, and benefits of urban redevelopment.
- 10:975:416. MENTAL ILLNESS: SOCIAL AND PUBLIC POLICY (3)
Credit not given for both this course and 10:832:416.
Mental health care in U.S. history and contemporary policies. Topics include deinstitutionalization, public and private care facilities, patient/consumer empowerment. Field visits.
- 10:975:417. INTRODUCTION TO POPULATION TOOLS AND POLICY (3)
Credit not given for both this course and 10:832:417.
Basic demographic concepts, methods and their application. Population growth, mortality, fertility, migration, and marriage patterns. Special topics include AIDS, world population growth, teen pregnancy.
- 10:975:420. COMPUTERS IN PLANNING AND MANAGEMENT (3)
Computer concepts and methods applicable to planning, urban studies, and management, including programming, models, data base management, telecommunications, graphics, and GIS.
- 10:975:434. MUNICIPAL IMPLEMENTATION OF PLANNING PROGRAMS (3)
Legal limitations on the power of local governments to deal with urban problems. Intergovernmental relations and the powers to tax, spend, lend, and borrow. The relation of local governments with the federal government.
- 10:975:440. INTRODUCTION TO REAL ESTATE (3)
An overview of real estate in the marketplace, the organization and services of the real estate industry, and the tools of real estate practitioners.
- 10:975:441. U.S. HEALTH AND HOUSING POLICY (3)
Intersection of U.S. health and public housing policies. Topics include falls, fires, safety, and needs of the elderly.
- 10:975:443. METHODS OF REAL ESTATE AND DEVELOPMENT ANALYSIS (3)
Demographic and economic projections of real estate demand investment patterns and procedures. Real estate appraisal methods. Property taxation and discounted cash flow analysis.
- 10:975:444. AMERICAN LAND (3)
Analysis of policy alternatives and practical techniques for dealing with the American land base. Focus is equally on urban, suburban, and rural issues. Emphasis on real-world applicability.
- 10:975:450. ENVIRONMENTAL LAW (3)
Introduction to the legal theories and procedures of environmental litigation including air pollution, water pollution, and control of population growth and distribution.
- 10:975:452. PLANNING ENGINEERING (3)
Factors involved in site analysis and design, land use control, and land development.
- 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.
- 10:975:460. ECONOMIC DEVELOPMENT MARKETING (3)
How cities, states, and countries market themselves for economic development. Interplace competition for investments, businesses, residents, and tourists. Using history, sports, and culture for economic growth.
- 10:975:473. URBAN TRANSPORTATION POLICY (3)
Major policy issues in urban transportation. Historical development and current characteristics of the urban transportation systems. Problems and alternative solutions analyzed in the context of political and institutional constraints.
- 10:975:474. TOURISM PLANNING (3)
Analysis of largest industry by value globally. Rise of mass tourism, marketing tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.
- 10:975:475. WORLD CITIES (3)
Survey of a selected number of the world's largest cities; their origin, development, structure, problems, and future.
- 10:975:477. IMMIGRATION, URBAN POLICY, AND PUBLIC HEALTH (3)
Open to seniors only.
Facts and controversies surrounding immigration. Legislative history, urban and public health impacts, racial implications.
- 10:975:478. HISTORY OF PLANNING THOUGHT (3)
Major ideas in city and regional planning since the early nineteenth century. Origin, growth, and impact of these ideas on the evolution of planning and urban development in the context of broader intellectual, social, and technological change.
- 10:975:481. HOUSING AND ECONOMIC ANALYSIS (3)
Quantitative approaches to the analysis of housing and employment. Emphasis on informational sources and analytical techniques employed by planners. Cost-revenue, fiscal impact, demographic, rate of return, and mortgage analysis; general employment evaluation approaches.
- 10:975:482. SOCIAL ASPECTS OF ENVIRONMENTAL DESIGN (3)
Interrelation between the built environment and human perception and behavior. Mental maps, human use of space, environmental stressors, environmental design for children and the elderly. Group project, fieldwork.

10:975:483. PROTECTING PUBLIC HEALTH AND THE ENVIRONMENT (3)

Credit not given for both this course and 10:832:483.

A review of the recent history, current status, and future of protection of public health and the environment in the United States.

10:975:485. GENDER AND INTERNATIONAL DEVELOPMENT PLANNING (3)

Open to seniors only.

Competing theories of development and feminist critiques of current theory and practice; the sexual division of labor, ecofeminism, human rights of women, and population and women's health.

10:975:493,494. SENIOR SEMINAR IN URBAN STUDIES (3,3)

Open only to senior urban studies majors. Prerequisites: 10:975:101 or equivalent; 205; 393; and at least three other courses in the department.

Assimilation and integration of past learning and experience. Multidisciplinary discussion and reading on key concepts of urban studies. Preparation of senior thesis.

10:975:498,499. SPECIAL TOPICS IN URBAN STUDIES (BA,BA)

Prerequisites: Written permission of chairperson and faculty supervisor.

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

GRADUATE PROGRAMS IN PUBLIC HEALTH

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

The M.P.H. and D.P.H. degrees are offered by faculty in the Department of Urban Studies and Community Health in conjunction with the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School (UMDNJ–RWJMS). The Ph.D. in Public Health is offered in conjunction with both the medical school and the Graduate School–New Brunswick. For further information about the New Jersey Graduate Program in Public Health, contact Dr. Michael Greenberg, codirector of the graduate programs (732/932-4101, ext. 673).

Programs

Graduate study in public health has been developed as a joint degree between the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School 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 following UMDNJ–RWJMS courses for Rutgers students requires the completion of the Graduate Exchange Program Form available from the registrar's offices at UMDNJ–RWJMS or Rutgers. In addition to these graduate courses, other courses specific to the candidate's specialty area are offered through various programs at Rutgers. Contact the office of the New Jersey graduate program in public health at UMDNJ–RWJMS for a listing of courses (732/445-0199).

FACULTY OF THE SCHOOL

Faculty

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Faculty

Hooshang Amirahmadi, Professor; B.S., University of Azarabadegan; M.S., Dallas; Ph.D., Cornell (City and Regional Planning)

Teaching and research interests include urban and regional economics, comparative regional policies, international and regional investments, and global restructuring. Area interests include the Middle East.

Clinton J. Andrews, Assistant Professor; B.S., Brown; Ph.D., Massachusetts Institute of Technology

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

Richard K. Brail, Professor; B.A., Rutgers; M.C.R.P., Ph.D., North Carolina

Teaching and research interests focus on urban transportation planning and the use of computer and information technology, particularly geographic information systems, urban databases, and spatial models.

Charlotte Bunch, Professor; B.A., Duke

Teaching and research interests include women's studies, gender and development.

Philip H. Burch, Research Professor, Center for Government Services; M.A., Ph.D., Rutgers

Research interests include American government, public policy analysis, school finance, elites and interest groups.

Robert W. Burchell, Professor, Center for Urban Policy Research; B.S.M.E., U.S. Coast Guard Academy; M.C.R.P., Ph.D., Rutgers

Teaching and research interests include real estate analyses, fiscal impact analyses, housing, and land-use planning methods and theory.

Robert A. Catlin, Professor; B.S., Illinois Institute of Technology; M.S.U.R.P., Columbia; Ph.D., Claremont Graduate School

Teaching and research interests include housing and community development, planning administration, planning and minority group communities.

Henry A. Coleman, Associate Professor and Director, Center for Government Services; B.A., Morehouse College; M.A., Ph.D., Princeton

Research interests include the analysis of public policy issues, especially in the areas of state and local finances, income redistribution, and labor force utilization.

Harris I. Effross, Research Professor, Center for Government Services; A.M., New York (Political Science); Ph.D., Rutgers (Political Science)

Research interests include state, county, and municipal governments, and political history of New Jersey.

Salah El-Shakhs, Professor; B.S., Cairo (Architecture); M.C.P., Ph.D., Harvard

Teaching and research interests include comparative urbanization, national and regional urban development strategies, spatial development and evolution of urban systems, new town, and land-uses planning. Area interests include Africa, Middle East, and Western Europe.

Bari Anhalt Erlichson, Assistant Professor; A.B., Dartmouth College; M.A. (Education); M.A. (Political Science); Ph.D., Stanford

Teaching and research interests include education policy and politics; political institutions; and race, ethnicity, and representation.

Susan S. Fainstein, Professor; A.B., Harvard (Radcliffe College); A.M., Boston; Ph.D., Massachusetts Institute of Technology (Political Science)

Teaching and research interests include political economy, social policy, and planning theory. Current research focuses on comparative urban development between Western Europe and the United States and the political economy of redevelopment.

Norman J. Glickman, State of New Jersey Professor of Urban Planning; Director, Center for Urban Policy Research; B.A., M.A., Ph.D., Pennsylvania

Teaching and research interests include international and regional economic development, econometric modeling and urban impact analysis, and urban and industrial policy.

Michael Greenberg, Professor; B.A., Hunter; M.A., Ph.D., Columbia (Geography)

Teaching and research interests include environmental planning, economic and environmental trade-offs, toxic substances, and the geography of disease.

David H. Guston, Assistant Professor; B.A., Yale; Ph.D., Massachusetts Institute of Technology (Political Science)

Research interests include science and technology policy, the role of experts and policy analysis in democratic decision making, and legislative processes and organization.

Briavel Holcomb, Professor; B.Sc., Nottingham (U.K.); Dip. Ed., Oxford (U.K.); M.A., Ph.D., Colorado (Geography)

Teaching and research interests include urban revitalization, marketing and economic development, urban geography, the geography of inequality, 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.

Sanford Jaffe, Director of the 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.

Donald A. Krueckeberg, Professor; B.S., Michigan State; M.C.P., Ph.D., Pennsylvania

Teaching and research interests include methods of planning analysis, planning theory, and history.

Robert W. Lake, Associate Research Professor, Center for Urban Policy Research; Editor, CUPR Press; B.A., Antioch; M.A., Ph.D., Chicago (Geography)

Teaching and research interests include urban and political geography, race and housing, environmental regulation, and locational conflict.

- David Listokin, Research Professor, Center for Urban Policy Research; B.A., CUNY (Brooklyn College); M.C.R.P., Ph.D., Rutgers
Teaching and research interests include fair-share housing, urban finance, fiscal impacts, housing policy, environmental impact analysis, education finance, housing finance.
- Richard Lynch, Assistant Professor; B.A., Rutgers; M.S., Temple; Ph.D., Rutgers
Teaching and research interests include risk factors and diseases in occupational health.
- Ann R. Markusen, State of New Jersey Professor of Urban Studies; Director, Project on Regional and Industrial Economics; B.S.F.S., Georgetown; M.S., Ph.D., Michigan State
Teaching and research interests include interregional growth and urban/regional policy, national economic and industrial policy, state and local economic development planning, and the economic aspects of gender.
- Jane Miller, Assistant 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.
- Michele Ochsner, Assistant Professor; B.A., Virginia; M.A., Rutgers; Ph.D., Columbia
Teaching and research interests include health care for the aged and right-to-know policy.
- Edward Ortiz, Associate Professor; B.A., CUNY (City College)
Teaching and research interests include urban poverty.
- Frank J. Popper, Professor; B.A., Haverford College; M.P.A., Ph.D., Harvard
Teaching and research interests include land-use planning, the American West, politics of land use, and regional and environmental policy.
- John R. Pucher, Professor; B.A., North Carolina (Chapel Hill); Ph.D., Massachusetts Institute of Technology
Teaching and research interests include urban transportation, urban economics, and public sector economics.
- William G. Rae, Extension Specialist, Center for Government Services; B.S., Michigan State (Criminal Justice); Ed.M., Rutgers (Adult Education)
- Henry J. Raimondo, Professor; Research Associate, Eagleton Institute of Politics; B.A., St. Peters College; M.S., Ph.D., Wisconsin
Teaching and research interests include state and local public finance, urban economics, applied microeconomics and macroeconomics, educational financing.
- Kelly Robinson, Assistant Professor (Joint appointment with Center for Urban Policy Research); B.A., California (Berkeley); M.A., Boston; Ph.D., Massachusetts Institute of Technology (Urban and Regional Studies)
Research interests focus on the relationships between environmental policy and regional economic impact analysis.
- Alan Rosenthal, Professor; A.B., Harvard; M.P.A., M.A., Ph.D., Princeton
Research interests include state legislatures and state politics.
- Dona Schneider, Associate Professor; B.A., Trenton State College; M.A., Rutgers; M.P.H., Rutgers/University of Medicine and Dentistry of New Jersey; Ph.D., Rutgers
Teaching and research interests include morbidity and mortality patterns of children and high risk groups.
- David C. Schwartz, Professor; Director, American Affordable Housing; A.B., A.M., CUNY (Brooklyn College); Ph.D., Massachusetts Institute of Technology (Political Science)
Teaching and research interests include housing policy, housing finance, housing-health care relationship, legislative politics, and American government.
- Lisa J. Servon, Assistant Professor; B.A., Bryn Mawr College; M.A., Pennsylvania; Ph.D., California (Berkeley)
Teaching and research interests include economic development, poverty and social welfare policy, and planning theory.
- Linda Stamato, Deputy Director of the Center for Negotiation and Conflict Resolution; B.A., Rutgers (Douglass College) (Political Science); M.A., Seton Hall (American Studies); M.A., Rutgers (Labor Studies)
Teaching and research interests include negotiation, conflict resolution, higher education policy, and regulatory policy.
- Meredeth Turshen, Associate Professor; B.A., Oberlin College; M.S., New York; Ph.D., Sussex (U.K.)
Teaching and research interests include gender and development, international health, nutrition, third world social policy; occupational and environmental health in the U.S. and abroad; women's studies.
- Carl E. Van Horn, Professor; Director, Center for Employment Policy and 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.
- Nancy Wolff, Assistant Professor; B.A., Ph.D., Iowa State
Teaching and research interests include health economics and public finance.
- Cliff Zukin, Professor; B.A., Oregon; M.A., Ph.D., Ohio State (Political Science)
Research interests include mass media and American politics, public opinion and voting behavior, survey research.

ASSOCIATED FACULTY

- Jerome Aumente, Professor; B.A., Rutgers; M.S., Columbia; Nieman Fellow in Urban Studies, Harvard
Teaching and research interests include communications planning in metropolitan areas, health communication, environmental documentation, cable television, telecommunications planning in higher education.
- Raphael J. Caprio, Professor of Public Administration (Rutgers-Newark) and Vice President for Continuous Education and Research; A.B., Rutgers (Newark); Ph.D., Rutgers
Teaching and research interests include alternative delivery models of public service including privatization, outsourcing and interlocal agreements.

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.

Cathy Stein Greenblat, Professor of Sociology (Rutgers–Camden); Ph.D., Columbia
Teaching and research interests include gaming simulation, sociology of the family, human sexuality, and research methods.

David Mechanic, Professor of Behavioral Sciences and Director of the Institute for Health, Health Care Policy, and Aging Research; Ph.D., Stanford
Teaching and research interests include organization of medical and psychiatric care.

Mark Robson, Executive Director of Environmental and Occupational Health Sciences Institute; Ph.D., Rutgers
Teaching and research interests include pesticide use, policy, regulation, and alternative pest control.

Peter Simmons, University Professor (Rutgers–Newark); A.B., LL.B., California (Berkeley)
Teaching and research interests including planning law, municipal law, and land use.

Shirley Smoyak, Professor; B.S., M.S., M.Phil., Ph.D., Rutgers
Teaching and research interests include deinstitutionalization of the mentally ill, crisis services for children and adolescents.

William Strawderman, *Professor of Statistics; Ph.D., Rutgers*
Teaching and research interests include decision and estimation theory and linear models.

Jon Van Til, *Associate Professor, Urban Studies and Public Administration (Rutgers–Camden); Ph.D., California*
Teaching and research interests include energy futures, voluntary action, and citizen participation.

UMDNJ–RWJMS MEMBERS OF THE PUBLIC HEALTH GRADUATE FACULTY

Mary Breckenridge, Professor of Family Medicine; Ph.D., Princeton
Teaching and research interests include medical demography; vulnerable populations; and health care utilization, and outcomes assessment.

Ronald Cody, Associate Professor of Environmental and Community Medicine; Ed.D., Rutgers
Teaching and research interests include statistical research design.

Karen Erstfeld, Assistant Professor of Environmental Science; Ph.D., Michigan
Teaching and research interests include environmental fate of chemicals; exposure and biomarkers; and bioavailability.

Michael A. Gallo, Professor of Environmental and Community Medicine; Ph.D., Albany Medical College
Teaching and research interests include metabolism of xenobiotics, pesticides, and drugs.

Michael Gochfeld, Clinical Professor of Environmental and Community Medicine; M.D., Albert Einstein; Ph.D., New York
Teaching and research interests include environmental and ecological risk assessment.

Bernard D. Goldstein, Chairperson and Professor of Environmental and Community Medicine and Professor of Medicine; and Director, Environmental Occupational Health Sciences Institute; M.D., New York
Teaching and research interests include toxicity of oxidant air pollution.

Audrey R. Gotsch, *Professor of Environmental and Community Medicine, and Chief, Division of Consumer Health Education; Dr.P.H., Columbia*
Teaching and research interests include environmental and occupational health education.

Lois A. Grau, Associate Professor of Clinical Environmental and Community Medicine; Ph.D., Wisconsin (Milwaukee)
Teaching and research interests include gerontology, long term care, health services research.

Mary Hynes, Assistant Professor of Environmental and Community Medicine; Ph.D., Columbia
Teaching and research interest include provision of health services in urban, medically underserved communities.

Howard Kipen, Associate Professor of Environmental and Community Medicine; M.D., California (San Francisco)
Teaching and research interests include occupational health.

Donald W. Light, Professor of Psychology; Ph.D., Brandeis
Teaching and research interests include comparative health care systems and the transformation of the American health care system.

Robert C. Like, Associate Professor of Family Medicine; M.D., Harvard Medical School
Teaching and research interests include clinically applied anthropology, chronic disabilities, and primary care health services.

Paul J. Liroy, Professor of Environmental and Community Medicine; Ph.D., Rutgers
Teaching and research interests include air pollution exposure, measurement, and assessment.

Laura Micek-Galinat, Associate Professor of Clinical Family Medicine; M.D., UMDNJ–RWJMS
Teaching and research interests include disease prevention and promotion, women's health issues, and medical education.

Sandra Mohr, Assistant Professor of Environmental and Community Medicine; M.D., Kansas
Teaching and research interests include following occupational cohorts for ergonomic problems, particularly carpal tunnel syndrome and reactive airways disease and other lung problems due to chemical inhalation.

George Rhoads, Professor of Environmental and Community Health; M.P.H., Hawaii; M.D., Harvard
Teaching and research interests include epidemiology of perinatal, environmental, and noninfectious health problems.

David E. Swee, Professor and Chairman of Family Medicine; M.D., Dalhousie
Teaching and research interests include managed care, prevention and screening, medical education, and medical ethics.

Alfred F. Tallia, Associate Professor and Vice Chairman of Family Medicine; M.D., UMDNJ–RWJMS
Teaching and research interests include graduate medical education, health care utilization, and outcome assessment.

Daniel Wartenberg, Assistant Professor of Environmental and Community Medicine; Ph.D., SUNY (Stony Brook)
Teaching and research interests include spatial and multi-variate statistics; environmental epidemiology.

Clifford P. Weisel, Assistant Professor of Environmental and Community Medicine; Ph.D., Rhode Island
Teaching and research interests include organic matter and trace elements in the atmosphere.

Nicholas Wright, Associate Professor of Environmental and Community Medicine; M.D., New York
Teaching and research interests include maternal health, fertility, and population control in third world countries.

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Camden

Roger J. Dennis, J.D., Provost
Mark Rozewski, M.C.R.P., Associate Provost for Administration and Finance
Rory P. Maradonna, M.B.A., Associate Provost for Student Life
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Newark

Norman Samuels, Ph.D., Provost
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Gene A. Vincenti, M.B.A., Associate Provost for Budget and Campus Development

ACADEMIC DIVISIONS

Rutgers, The State University of New Jersey, provides educational and research services throughout the state on campuses located in Camden, Newark, and New Brunswick. The principal university center is located in New Brunswick, where Rutgers originated two centuries ago.

Camden

Camden offers programs at three undergraduate colleges and at five graduate schools. With an enrollment of five thousand students, it offers exceptional educational opportunities in addition to providing the advantages and resources associated with a major state university.

Faculty of Arts and Sciences—Camden

Margaret Marsh, Ph.D., Dean

Established in 1983 as a result of academic reorganization of the Camden campus, the Faculty of Arts and Sciences—Camden offers academic programs for undergraduate and graduate work in twenty-three arts and sciences disciplines and in a variety of interdisciplinary areas.

School of Business—Camden

Milton Leontiades, Ph.D., Dean

Established in 1988, the School of Business—Camden sets major requirements and teaches all courses leading to the Bachelor of Science degree in the professional areas of accounting and management. The School of Business also sets the major requirements and teaches all courses leading to a Master of Business Administration degree.

Camden College of Arts and Sciences

Margaret Marsh, Ph.D., Dean

A coeducational, liberal arts college, CCAS is the successor institution to the College of South Jersey, which was established in 1927 and became part of the state university in 1950.

University College—Camden

Margaret Marsh, Ph.D., Dean

University College—Camden is an evening college of liberal arts and professional studies serving part-time students since 1950.

Graduate School–Camden

Margaret Marsh, Ph.D., Dean

Graduate programs in the liberal arts were started in Camden in 1971 under the jurisdiction of the Graduate School–New Brunswick. The Graduate School–Camden was established as an autonomous unit in 1981.

School of Law–Camden

Rayman L. Solomon, J.D., Ph.D., Dean

Founded in 1926, the School of Law–Camden joined the university in 1950 as the South Jersey Division of the School of Law–Newark. It became an independent unit of the university in 1967. The law school offers a curriculum leading to the degree of Juris Doctor, including advanced study in special areas.

Summer Session–Camden

Thomas Venables, Ed.D.

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

Newark

Newark offers programs at three undergraduate colleges and at four graduate schools. With an enrollment of approximately ten thousand students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Steven J. Diner, Ph.D., Dean

The Faculty of Arts and Sciences–Newark was established in 1985 to expand and strengthen the instructional program for undergraduate students at the Newark campus. The combined faculties of Newark College of Arts and Sciences and University College–Newark offer courses and academic programs in more than sixty subject areas.

Newark College of Arts and Sciences

Steven J. Diner, Ph.D., Dean

Founded in 1930 as Dana College, this undergraduate, coeducational, liberal arts college became part of Rutgers when the University of Newark was integrated into the state university in 1946.

College of Nursing

Hurdis Margaret Ann Griffith, Ph.D., Dean

The College of Nursing was established in 1956 as an expansion of the university's offerings in the former School of Nursing of the Newark College of Arts and Sciences. Its graduate program is conducted through the Graduate School–Newark.

University College–Newark

Steven J. Diner, Ph.D., Dean

University College–Newark is an evening and weekend college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of Bachelor of Arts and Bachelor of Science.

Faculty of Management

Rosa Oppenheim, Ph.D., Acting Dean

Established in 1993, the Faculty of Management encompasses the Graduate School of Management and the School of Management. The School of Management is an upper-division undergraduate school, founded in 1993, that offers the Bachelor of Science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Degree programs are available in accounting, finance, management, and marketing. The Graduate School of Management, founded in 1929 as the Seth Boyden School of Business and incorporated into Rutgers in 1946, offers three programs. Two of these programs, management and professional accounting, lead to the Master of Business Administration degree. The third program offers the Ph.D. degree in management jointly with the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Norman Samuels, Ph.D., Dean

The Graduate School–Newark was established as a separate instructional division of the university with degree-granting authority in 1976.

School of Criminal Justice

Leslie W. Kennedy, Ph.D., Dean

The School of Criminal Justice, which opened in 1974, offers a graduate program that provides students with a sound foundation for work in teaching, research, or criminal justice management. The Master of Arts degree is offered through the school, and the Ph.D. degree is offered in conjunction with the Graduate School–Newark.

School of Law–Newark

Eric Neisser, J.D., Acting 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

Charline Russo, Ph.D.

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses with sixteen academic units, eighteen hundred faculty, and thirty-three thousand students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Richard F. Foley, Ph.D., Dean

Established in 1981 as a result of academic reorganization of the New Brunswick campus, the Faculty of Arts and Sciences–New Brunswick teaches all arts and science courses for undergraduate and graduate students in degree-granting units and sets the major requirements for all arts and science majors. Organized into disciplines and departments, it offers forty-four undergraduate major programs and twenty-nine graduate programs, which are administered by the Graduate School–New Brunswick.

Douglass College

Barbara Shailor, Ph.D., Dean

Founded in 1918 as the New Jersey College for Women, Douglass is the largest women's college in the nation. While maintaining rigorous standards of instruction in the fundamental disciplines of the liberal arts, Douglass supports and develops programs which link major courses of study to future careers. The college also implements special programs as well as independent activities designed to help women students develop the qualities required for achievement in any field of endeavor.

Livingston College

Arnold Hyndman, Ph.D., Dean

Livingston College opened in 1969 as a coeducational institution dedicated to serving a diverse student body reflecting the racial, ethnic, and socioeconomic composition of today's society. As a college of the liberal arts and professions, Livingston is committed to a multidisciplinary program that brings together a diverse group of students, faculty, and staff in a cosmopolitan community dedicated to learning.

Rutgers College

Carl Kirschner, Ph.D., Dean

Rutgers College was chartered in 1766 and is the original nucleus around which the university developed. Formerly an undergraduate college for men, it is now coeducational. Dedicated to the promotion of excellence in undergraduate education, Rutgers College provides its students with clear guidelines in the pursuit of a liberal arts education.

University College–New Brunswick

Emmet A. Dennis, Ph.D., Dean

University College–New Brunswick is an evening college of liberal arts and professional studies serving part-time students since 1934. Within the context of the liberal arts tradition, University College–New Brunswick students are offered a full range of courses and curricula, including programs in business and preparation for the professions leading to the degrees of Bachelor of Arts and Bachelor of Science.

Cook College

Bruce C. Carlton, Ph.D., Dean

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with emphasis on environmental, agricultural, food, and marine sciences. Formerly the College of Agriculture and later the College of Agriculture and Environmental Science, Cook College adopted its present name in 1973. Graduate programs are offered through the Graduate School–New Brunswick.

College of Engineering

Michael T. Kline, Ph.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 is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in even disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

College of Pharmacy

John L. Colaizzi, Ph.D., Dean

First organized in 1892 and incorporated into the state university in 1927, the College of Pharmacy offers a five-year professional program leading to the Bachelor of Science degree and a graduate program leading to the Pharm.D. degree. Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are also available. In addition, the college sponsors an extension program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

Marilyn Feller Somville, Ph.D., Dean

This branch of Rutgers opened in July 1976. The school grants both undergraduate and graduate degrees. Formed to provide an education in the arts of the highest professional caliber, the school offers an M.F.A. degree in visual arts and theater arts; D.M.A., A.Dpl., M.M., and B.Mus. degrees in music; and a B.F.A. degree in visual arts, dance, and theater arts.

School of Business–New Brunswick

Rosa Oppenheim, Ph.D., Acting Dean

Approved by the New Jersey Department of Higher Education in 1986, the School of Business–New Brunswick offers both undergraduate and graduate degrees. On the undergraduate level, it is a two-year, upper-division school offering programs in accounting, finance, management, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The Bachelor of Science degree is jointly awarded by the School of Business–New Brunswick and the undergraduate college. The school's graduate program offers the Master of Accounting degree.

School of Communication, Information and Library Studies

Gustav Friedrich, Ph.D., Dean

This school was formed in 1982 by a merger of two schools to provide academic programs that focus on various facets of communication and information science. The school offers undergraduate programs of study in communication, and journalism and mass media. Students are admitted to the school in their junior year from the five residential undergraduate colleges in New Brunswick: Cook, Douglass, Livingston, Rutgers, and University colleges. Bachelor of Arts degrees are awarded jointly by the School of Communication, Information and Library Studies and the undergraduate college. At the graduate level, programs are offered that lead to the degree of Master of Library Service, the Master of Communication and Information Studies, and, jointly with the Graduate School–New Brunswick, to the Doctor of Philosophy degree. Courses for in-service librarians are also provided.

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 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–Robert Wood Johnson Medical School. 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. Programs are also offered that lead to the Master of Science and Doctor of Philosophy degrees in urban planning and policy development; these latter two degrees are conferred by the Graduate School–New Brunswick.

School of Management and Labor Relations

John F. Burton, Ph.D., Dean

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies. At the graduate level, programs are offered that lead to the degrees of Master of Science in Human Resource Management, Master of Arts in Labor and Industrial Relations, and Doctor of Philosophy in Industrial Relations and Human Resources.

Graduate School–New Brunswick

Richard F. Foley, 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 sixty disciplines and is responsible for all Doctor of Philosophy degrees at Rutgers–New Brunswick. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

Sandra L. Harris, Ph.D., Dean

The GSAPP was established in 1974 to train direct-service psychologists who have a special commitment to community involvement. It offers the Doctor of Psychology (Psy.D.) degree in professional psychology with specializations in the areas of clinical psychology, school psychology, and organizational psychology. The GSAPP also awards the Master of Psychology (Psy.M.) degree *en passant* to the doctorate; the Psy.M. is not offered as a terminal degree.

Graduate School of Education

Louise C. Wilkinson, Ed.D., Dean

Courses in education were first offered by Rutgers College in the late nineteenth century. A separate school offering its own curricula was organized in 1924. The GSE offers programs leading to the degrees of Master of Education, Specialist in Education, and Doctor of Education.

School of Social Work

Mary E. Davidson, Ph.D., Dean

Established in 1954 to prepare students for professional social work practice, the SSW offers a two-year graduate curriculum leading to the Master of Social Work degree. Jointly with the Graduate School–New Brunswick, it offers a program leading to the Doctor of Philosophy degree, and its faculty also teaches an undergraduate social work program.

Summer Session–New Brunswick

Thomas A. Kujawski, Ed.M.

The Summer Session, begun in 1913 and established as a division of the university in 1960, offers a wide variety of graduate and undergraduate courses during three sessions in the summer months.

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

- Advanced Food Technology, Center for. Food Science Building, Cook Campus
- Agricultural Experiment Station, New Jersey. Martin Hall, Cook Campus
- Alcohol Studies, Center of. Smithers Hall, Busch Campus
- American Affordable Housing Institute. 33 Livingston Avenue, College Avenue Campus
- American Woman and Politics, Center for the. Wood Lawn, Douglass Campus
- Animal Behavior, Institute of. Smith Hall, Newark Campus
- Art Museum, Jane Voorhees Zimmerli. College Avenue Campus
- Biological Research, Bureau of. Nelson Biology Laboratories, Busch Campus
- Biostatistics, Institute for. Hill Center, Busch Campus
- Biotechnology Center for Agriculture and the Environment. Cook Campus
- Ceramic Research, Center for. Engineering Building, Busch Campus
- Coastal and Environmental Studies, Center for. Doolittle Hall, Busch Campus
- Computer Aids for Industrial Productivity, Center for. Hill Center, Busch Campus
- Computer Science Research, Laboratory for. Hill Center, Busch Campus
- Controlled Drug-Delivery Research Center. Pharmacy Building, Busch Campus
- Crime Prevention Studies, Center for. S.I. Newhouse Center for Law and Justice, Newark Campus
- Criminological Research, Institute for. Lucy Stone Hall, Livingston Campus
- Critical Analysis of Contemporary Culture, Center for the. 8 Bishop Place, College Avenue Campus
- Discrete Mathematics and Theoretical Computer Science, Center for. Hill Center, Busch Campus
- Eagleton Institute of Politics. Wood Lawn, Douglass Campus
- Economic Research, Bureau of. New Jersey Hall, College Avenue Campus
- Edison Papers, Thomas A. Van Dyck Hall, College Avenue Campus
- Employment Policy and Workforce Development, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Engineered Materials, Institute for. Engineering Building, Busch Campus
- Engineering Research, Bureau of. Engineering Building, Busch Campus
- Fiber Optic Materials Research Program. Engineering Building, Busch Campus
- Fisheries and Aquaculture Technology Extension Center. Martin Hall, Cook Campus
- Government Services, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Health, Health Care Policy, and Aging Research, Institute for. 30 College Avenue, College Avenue Campus
- Historical Analysis, 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. Bradley Hall, 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. Martin Hall, Cook Campus
- Materials Synthesis, Center for. Engineering Building, Busch Campus
- Mathematical Sciences Research, Center for. Hill Center, Busch Campus
- Mathematics, Science, and Computer Education, Center for. Science and Engineering Resource Center, Busch Campus
- Molecular and Behavioral Neuroscience, Center for. Newark Campus
- Negotiation and Conflict Resolution, 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 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 Policy Institute. 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. Hoes Lane, 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. Voorhees Chapel, Douglass Campus

Centers Operated Jointly

- Biotechnology and Medicine, Center for Advanced.
Environmental and Occupational Health Sciences Institute.
Hazardous Substance Management Research Center.

UNIVERSITY LIBRARY SYSTEM

- Alcohol Studies Library. Smithers Hall, Busch Campus
Annex. Annex Building, Busch Campus
- Archibald Stevens Alexander Library. 169 College Avenue,
College Avenue Campus
- Art Library. Hamilton Street, College Avenue Campus
- Bailey B. Pepper Entomology Library. John B. Smith Hall,
Georges Road and Jones Street, Cook Campus
- Blanche and Irving Laurie Music Library. Douglass Library,
Chapel Drive and George Street, Douglass Campus
- Chemistry Library. Wright Chemistry Laboratory Building,
Busch Campus
- Chrysler Herbarium Library. Nelson Biology Laboratories,
Busch Campus
- Criminal Justice Library. S.I. Newhouse Center,
15 Washington Street, Newark Campus
- East Asian Library. Alexander Library, College
Avenue Campus
- Institute of Jazz Studies Library. Bradley Hall,
Newark Campus
- John Cotton Dana Library. 185 University Avenue,
Newark Campus
- Kilmer Area Library. Avenue E, Livingston Campus
- Library of Science and Medicine. Bevier Road,
Busch Campus
- Mabel Smith Douglass Library. Chapel Drive and George
Street, Douglass Campus
- Mathematical Sciences Library. Hill Center, Busch Campus
- Media Services. Kilmer Area Library, Livingston Campus
- Paul Robeson Library. 300 North Fourth Street,
Camden Campus
- Physics Library. Serin Physics Laboratories, Busch Campus
- School of Law–Camden Library. Fifth and Penn Streets,
Camden Campus
- School of Law–Newark Library. 15 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

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Administration

Edward J. Bloustein School of Planning and Public Policy

Office of the Dean

James W. Hughes, Ph.D.,
*Dean and Professor of Urban
Planning and Policy Development*

Dorothea Berkhout, Ph.D.,
Associate Dean

Richard Bochkay, B.S.,
Systems Administrator

Janice S. Wells, M.B.A.,
Budget and Personnel Manager

Stephen D. Weston, B.A.,
Career Development Officer

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Development Officer

Center Directors

Henry Coleman, Ph.D.,
*Director, Center for
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Louis J. Gambaccini, M.P.A.,
*Director, Transportation
Policy Institute*

Sanford Jaffe, LL.B.,
*Director, Center for Negotiation
and Conflict Resolution*

Carl E. Van Horn, Ph.D.,
*Director, John J. Heldrich Center
for Workforce Development*

Department and Program Chairs

Richard K. Brail, Ph.D.,
*Professor and Chair, Department of Urban
Planning and Policy Development*

Michael Greenberg, Ph.D.,
*Professor and Codirector, New Jersey Graduate
Program in Public Health*

Edward Ortiz, B.A.,
*Associate Professor and Chair, Department of
Urban Studies and Community Health*

Cliff Zukin, Ph.D.,
*Professor and Chair, Department of
Public Policy*

Telephone: 732 /932-5475, ext. 758

Fax: 732 / 932-1771

Web site: www.policy.rutgers.edu