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Important Notices

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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. For current information, students should check the law school's web site at <http://www-camlaw.rutgers.edu>.



SCHOOL OF LAW—CAMDEN

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Dear Prospective Student: In 1998, I chose to submit my application as a candidate for the position of dean of this prestigious law school. I was attracted to Rutgers' School of Law—Camden because of the school's national reputation for excellence in scholarship and rigor in the training of young lawyers. I therefore was delighted to be chosen to carry on this tradition of excellence as the law school prepared for the celebration of its 75th anniversary in 2001.

When I began my deanship on July 1, 1998, I saw the opportunity to build upon this distinguished past to establish Rutgers' School of Law—Camden as one of the finest public law schools in the nation. Our faculty, students, staff, and more than 6,000 alumni welcome your interest in the school and invite you to join our dynamic institution.

THE FACULTY

The law school faculty is engaged in a dynamic program of scholarship, teaching, and service to the bar and to the community. Rutgers law professors are recognized internationally in fields as diverse as state constitutional law, health law, international law, criminal law, admiralty, civil procedure, and women and family law.

Our faculty is ranked among the most accomplished producers of scholarly articles in eminent journals, and the faculty's scholarship has been cited by numerous courts, including the United States Supreme Court and the New Jersey Supreme Court. In a recent article on faculty scholarship, the author stated that Rutgers—Camden was one of the twelve most undervalued schools. It was praised for having a highly productive faculty that is producing scholarship that has a significant impact on scholarly debates. Faculty members also serve as consultants and reporters for the American Bar Association, the American Law Institute, federal and

state commissions, and area counsel in important public-interest litigation.

The full-time faculty of forty is assisted by five full-time writing instructors, approximately sixty adjunct professors, and six clinical staff members, bringing to the classroom a wide range of experience from the judiciary, government, and private practice. Many of our full-time faculty members also hold advanced degrees in a wide range of academic disciplines.

THE STUDENTS

Total enrollment at the law school is typically between 720 and 750 students. About 600 students attend full time and 150 students attend part time. The student body is diverse in every respect. More than 300 undergraduate institutions and nine international institutions are represented at the law school. Students are drawn from forty-four states and Puerto Rico and seven foreign countries. Approximately 20 percent of the total enrollment are students of color and nearly 50 percent are women. The law school is quite selective, and admitted students possess strong academic credentials.

THE ACADEMIC PROGRAM

The curriculum is varied and evolving. Typically, more than 150 upper-class elective

courses are offered. Given our favorable faculty-student ratio, the majority of classes have fewer than thirty students.

The law school provides an extensive program of instruction in advocacy studies. Some of the most prominent practicing attorneys in the region teach courses in pretrial advocacy and trial advocacy. In addition to the full range of traditional course offerings, our faculty offers many courses in legal history, jurisprudence, and public law to promote our strong belief in commitment to the community. The school also offers an unusually broad range of courses in corporate and tax counseling, constitutional law, criminal law, health law, international law, litigation and advocacy, and family and women's rights laws.

The curriculum strongly emphasizes writing skills. First-year students participate in a yearlong course in legal research, writing, and argument taught by full-time writing faculty. Small class size ensures that students receive individual attention from the faculty and upper-level teaching assistants. After their first year, students are required to complete an average of one course each term that includes a significant writing experience. The *Rutgers Law Journal* and our newly created *Rutgers Journal of Law and Religion* are edited by students. The *Law Journal* devotes one issue each year to the field of state constitutional law.

Many students, eager to put their lawyering skills to practical use, participate in one of our many clinical programs. Some students assist clients in our elder law clinic, on matters such as Social Security and landlord-tenant disputes. Others work in the pro bono bankruptcy or domestic violence projects. Students also work at the LEAP Charter Academy and our Gender Equity in Education Clinic. Our externship programs afford third-year students the opportunity to work in judicial chambers, public agencies, and public-interest organizations. Students in small business counseling advise clients on legal issues pertaining to starting new businesses. Students also may serve as mediators in the alternative dispute resolution program of the local municipal courts.

OUR GRADUATES

The law school's more than 6,000 alumni are leading members of the bench and bar in the public and private sectors. Distinguished alumni include two governors of the state of New Jersey, a former United States ambassador, members of Congress and state legislatures, federal and state judges, corporate counsel and executives at Fortune 500 companies, and partners in outstanding large and small firms throughout the nation.

As a direct result of the quality of legal education at Rutgers,

more than 95 percent of each year's class usually obtain employment shortly after graduation. Bar passage rates for Rutgers' School of Law-Camden graduates typically exceed state averages.

One measure of a school's excellence is the number of its graduates selected by judges to serve as their law clerks. Rutgers places more than twice the national average and is second in the nation in placing its graduates in these highly desirable state and federal judicial clerkships.

Rutgers' School of Law-Camden is a place where the highest standards of legal scholarship accompany the deepest commitment to law as an instrument of social justice.

As a relatively new member of a community steeped in this tradition of excellence, I welcome your questions about our school. You may obtain admissions information by contacting Camille S. Andrews, dean of enrollment, or the Office of Admissions at 800/466-7561.

Cordially,



Rayman L. Solomon
Dean, School of Law-Camden

SCHOOL OF LAW – CAMDEN

With a national reputation for excellence, the School of Law–Camden is noted for its diverse student body and distinguished faculty. Drawing from almost every state across the nation and from several foreign countries, about 750 students at the law school interact daily with people from all walks of life. Each year, approximately 200 students who have achieved academic excellence join the entering class. These students typically come from more than 140 undergraduate institutions, including Boston College, Colby, Colgate, Cornell, Dartmouth, Emory, Florida State, Georgetown, Notre Dame, Penn State, Michigan, UCLA, USC, Texas, Tufts, Yale, and, of course, Rutgers.

Students at the law school also enjoy a dynamic educational experience. The law school faculty is known for its scholarship and commitment to teaching. Recognized nationally and internationally in fields as diverse as state constitutional law, health law, professional responsibility, and legal history, the faculty incorporates interdisciplinary and innovative approaches into much of the curriculum to balance traditional legal learning with practical application. In addition to its mission of research and writing, the faculty is dedicated to community service and to the bar. Students are encouraged to work with

faculty in clinical programs and pro bono public-interest cases. Students also have the opportunity to interact with practicing lawyers, judges, and governmental agencies through internships, clerkships, and clinical programs.

As graduates of Rutgers' School of Law–Camden, our students join the ranks of successful alumni across the nation. Alumni include former governors, members of Congress, state legislators, federal and state judges, and corporate counsel at Fortune 500 companies.

THE CAMPUS

The school had its origin in the South Jersey Law School, which was established in 1926 by Arthur E. Armitage, Sr., and a group of interested citizens. In 1950, the School of Law was merged with Rutgers University

and, along with the Newark Law School, became part of the State University School of Law. In accordance with a resolution of the Board of Governors, the Schools of Law of Camden and Newark were established as autonomous units in 1967.

The school is a member of the Association of American Law Schools and is on the list of approved schools of the American Bar Association. A three-year course of study leading to the awarding of the Juris Doctor degree is offered to full-time students, and a four-year program is offered to part-time students.

Approximately 750 full- and part-time students are enrolled in the law school. About 20 percent of the school's students are people of color, and nearly 50 percent are women. The student population also reflects the national and international representation that the law school seeks to attract. Indeed, in 2000, forty-four states and Puerto Rico and seven foreign countries were represented in the student population.

Rutgers–Camden offers a safe, attractive urban campus located on twenty-five tree-lined acres. In addition to the law school, the campus is home to the Camden College of Arts and Sciences, University College–Camden, the Graduate School–Camden, and the School of Business–Camden. Total campus enrollment exceeds 5,400 students.

The campus's twenty-eight buildings include the law school and law library building, law school student center, business and science building, science building, campus center and dining hall, Walt Whitman International Poetry Center, Paul Robeson Library, a gymnasium with squash and tennis courts and a swimming pool, two residence halls, and a fine arts building that houses an art gallery, studios, classrooms, and a 750-seat theater. The law school and many of the campus buildings are newly renovated. Numerous highways and the PATCO high-speed line provide quick, dependable access to the campus.

The recently renovated six-story glass and bronze main law school building houses research facilities, seminar and reading

rooms, student lounges, study areas, a cafeteria, classrooms, and offices. The law library, retrofitted and expanded in 1994, contains 410,000 bibliographic units in book and microform, including an impressive historical collection of Soviet and East European legal materials. The library offers state-of-the-art computer facilities.

On-campus apartments for law students are available, as is housing for undergraduates. For information, visit the Housing Bulletin Board web site: <http://www-camlaw.rutgers.edu>.

Rutgers-Camden's new minor-league baseball stadium is under construction nearby. A short walk from the Camden campus, this 6,500-seat facility will be home to a professional baseball team and the Scarlet Raptors, the Rutgers-Camden

men's baseball team. The complex will feature a soccer field, tennis courts, softball and Little League fields, and a children's playground.

AREA ATTRACTIONS

The campus is located near the base of the Benjamin Franklin Bridge to Philadelphia, a city that offers world-class resources and historic charm. Philadelphia attractions include the neo-classic Academy of Music, the Mann Music Center, the 21,000-seat First Union Center, and numerous other venues that bring to the area a whole range of performances in music, ballet, opera, and theater. Sports fans will find plenty to cheer about, as Philadelphia is home to the Eagles, Phillies, 76ers, and Flyers.

Just five blocks from the law school is the Tweeter Center at the Waterfront (an indoor/outdoor concert venue) and the New Jersey State Aquarium—both centerpieces for the ongoing development of Camden's waterfront. The city, which is the Camden County seat, has federal and local courts located adjacent to the school.

The famous New Jersey shore, with miles of beaches and Atlantic City, is just an hour away. In less than two hours, students can visit New York City; Baltimore; Annapolis; and Bucks County, Pennsylvania. New Jersey's remarkable Pine Barrens are nearby. Fairmount Park in Philadelphia offers some of the best mountain biking on the East Coast, and Pennsylvania's Pocono Mountains are nearby and offer numerous ski resorts.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Rutgers, The State University of New Jersey, with more than 48,000 students on 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, chemistry, and engineering. Further expansion in the sciences came with the founding of the New Jersey

Agricultural Experiment Station in 1880, the College of Engineering (now the School of Engineering) in 1914, and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also were founded during 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, the Graduate School–Newark, and the Graduate School–Camden serve their respective campuses. In addition, several professional schools have been established in such fields as applied and professional psychology, communication and information studies, criminal justice, the fine arts, management, planning and public policy, and social work. A number of these schools offer undergraduate programs as well. Livingston College was founded in 1969 to provide a diverse community of students with the opportunity to pursue undergraduate degrees in the liberal arts and professions.

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

INSTITUTIONAL ACCREDITATION

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (<http://www.msache.org/>), 3624 Market Street, Philadelphia, PA 19104-2680; 215/662-5606. The Commission on Higher Education of the Middle States Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. secretary of education

and the Council for Higher Education Accreditation. That accreditation was reviewed and endorsed in 1998, at the time of its last review. Documents describing the institution's accreditation may be downloaded from the university's web site, <http://oirap.rutgers.edu/reports/MSA/index.html>, or may be reviewed during regular office hours by contacting the Office of Institutional Research and Academic Planning, Rutgers, The State University of New Jersey, 85 Somerset Street, New Brunswick, NJ 08901-1281; 732/932-7956.

LICENSURE

Rutgers, The State University of New Jersey, is duly licensed by the New Jersey Commission on Higher Education (<http://www.state.nj.us/highereducation/>). For more information, please contact its Office of Academic Affairs; 609/292-2955.

Faculty, Staff, and Administration

Rayman L. Solomon

Dean and Professor of Law. Dean Solomon earned his B.A. in American history at Wesleyan University in 1968 and his M.A. in history at the University of Chicago in 1972. In 1976, he earned his J.D. at the University of Chicago, where he also earned his Ph.D. in history in 1986. After graduation from law school, Dean Solomon was a law clerk for Chief Judge George Edwards of the U.S. Court of Appeals for the Sixth Circuit. He subsequently joined the American Bar Foundation as an associate director and became editor of the *American Bar Foundation Research Journal*. Dean Solomon began his teaching career in 1978 at the University of Chicago Law School. He is author of *The History of the United States Court of Appeals for the Seventh Circuit, 1891-1941*, as well as several articles that have appeared in such books as *The Oxford Companion to the Supreme Court of the United States*. He is coeditor of a book on the transformations of the American legal profession, to which he contributed an article on the history of professionalism. Prior to joining Rutgers' School of Law-Camden in 1998, Dean Solomon served as associate dean for academic affairs and administration at the Northwestern University School of Law. He is involved actively in the American Society for Legal History and the Organization of American Historians.

Aaron Ari Afilalo

Assistant Professor of Law. Professor Afilalo earned an A.B. and an LL.M. at Harvard University and a J.D. *magna cum laude* at Boston University, where he was note editor of the *Boston University Law Review*. After graduation from Boston University, Professor Afilalo served as law clerk to Chief Justice Paul J. Liacos of the Supreme Judicial Court of Massachusetts. He then practiced law for several years in New York City, focusing on cross-border commercial transactions between Europe and the United States. Before joining the Rutgers-Camden faculty, Professor Afilalo served for one year as Croft Assistant Professor of Law and International Studies at the University of Mississippi, where he taught courses in European Union law, public and private international laws, and banking law. He also taught courses in international trade and intellectual property as an adjunct professor at Suffolk Law School, and was a legal writing instructor for graduate students at Harvard Law School. Professor Afilalo is admitted to the Bars of Massachusetts and New York. His publications include "The Impact of Union Bank v. Wolas on the Ordinary Course of Business Defense to a Trustee's Avoiding Powers" (*Boston University Law Review*), and "Towards a 'Common Law' of Europe: Effective Judicial Protection, National Procedural Autonomy, and Standing to Litigate Diffuse Interests in the European Union" (*Suffolk Transnational Law Review*).

Camille Spinello Andrews

Associate Dean of Enrollment and Projects. Ms. Andrews earned her B.A. *magna cum laude* in 1980 at the University of Pittsburgh, where she completed a four-year program in three years. She earned her J.D. with honors in 1986 at Rutgers' School of Law-Camden, where she was a member of the Law Review and the National Moot Court Team. She is a member of the Bars of New Jersey, Pennsylvania, and the U.S. Supreme Court, and of the American Bar Association Antitrust, Litigation and Legal Education, and Administration section. She is serving her second term on the American Bar Association's law school administration committee. Ms. Andrews was a partner with Dilworth, Paxson, Kalish & Kauffman in Philadelphia prior to joining the law school in June 1996. Her responsibilities at the law school include overseeing admissions and teaching courses in anti-trust federal practice, complex litigation, and professional responsibility. Ms. Andrews is very active with continuing legal education and regularly lectures and publishes for ICLE on a variety of topics, including professional responsibility, sexual discrimination, Americans with Disability, and rainmaking. In 1999, she was awarded the Distinguished Service Award for Excellence in Continuing Legal Education by the New Jersey Bar and Institute for Continuing Legal Education.

Stephen M. Ball

Assistant Director of Career Services A 1996 graduate of Rutgers' School of Law-Camden, Mr. Ball practiced bankruptcy law in South Jersey prior to joining the Office of Career Services. Before and during law school, he worked in the marketing department of the Federal National Mortgage Association (Fannie Mae) in Philadelphia for eleven years. His responsibilities there included negotiating and closing large, complex, secondary mortgage market transactions with mortgage originators, including mortgage companies and depository institutions. He also worked at the International Banking Group at the Irving Trust Company in Manhattan. Mr. Ball earned his bachelor's degree in political science at Rutgers College in 1979 and his M.B.A. at Rutgers' Graduate School of Management in Newark, graduating with honors in 1984. He is a member of the Bars of New Jersey and Pennsylvania.

David Batista

Faculty Research and Public Services Librarian. Mr. Batista earned his A.B. in 1972 and M.S. in 1983 at the University of Illinois. In 1978, he earned his J.D. at Southern Illinois University. Prior to coming to Rutgers, he was employed as a reference librarian at the University of Pennsylvania Law Library.

John S. Beckerman

Associate Dean for Academic Affairs. Dean Beckerman earned his A.B. in 1966 at Union College, where he was elected to Phi Beta Kappa; his M.A. in 1968 at the University of Iowa; his Ph.D. in history in 1972 at the University of London, where he was a Marshall Scholar; and his J.D. at Yale Law School in 1983. Before attending law school, he taught European history at Yale and Haverford College. Following graduation, he served as a law clerk for the Honorable José A. Cabranes, then United States District Judge for the District of Connecticut, and practiced law

privately in New York City with Cravath, Swaine, and Moore and later with O'Sullivan, Graev, and Karabell. He has published well-regarded articles on civil discovery, securities litigation, and the early history of English law. His article, "Let the Money Do the Monitoring: How Institutional Investors Can Reduce Agency Costs in Securities Class Actions" (with Elliott J. Weiss), is generally credited with inspiring Congress to enact the lead plaintiff provisions of the Private Securities Litigation Reform Act of 1995 and inducing the participation of large institutional investors in class action securities litigation. Prior to joining the faculty at Rutgers, he taught at the University of Michigan Law School and Benjamin N. Cardozo School of Law. He has been a director of the Yale Law School Fund and volunteers as an emergency medical technician, certified by the state of New Jersey Department of Health. He is responsible for overseeing the law school curriculum and teaches in the areas of civil procedure, complex litigation, business organizations, securities regulation, and professional responsibility.

Linda S. Bosniak

Professor of Law. Professor Bosniak earned her B.A. *magna cum laude* and with high honors in general scholarship at Wesleyan University in 1980. She earned her M.A. in Latin American Studies at the University of California (Berkeley) in 1988, and her J.D. with distinction at Stanford University, also in 1988. At Stanford, Professor Bosniak was the recipient of the Steven M. Block Civil Liberties Award and served on the *Stanford Law Review*. Prior to joining the School of Law-Camden faculty, she served as an associate with the civil rights and labor law firm of Rabinowitz, Boudin, Standard, Krinsky & Lieberman in New York City, and as a Motions Law Clerk with the Second Circuit Court of Appeals. She has published widely in the areas of immigration law, citizenship law, and nationalism. Her recent law publications include "Universal Citizenship and the Problem of Alienage" (*Northwestern Law Review*), "Citizenship Denationalized" (*Indiana Journal of Global Legal Studies*), "Membership, Equality, and the Difference that Alienage Makes" (*New York University Law Review*), and "Opposing Proposition 187: Undocumented Immigrants and the National Imagination" (*Connecticut Law Review*). She also has published widely in edited volumes on immigration and citizenship. Professor Bosniak is a recent recipient of a fellowship at Rutgers' Center for the Critical Analysis of Contemporary Culture, and now serves on the center's advisory committee. Professor Bosniak teaches courses in the areas of immigration law, employment discrimination law, constitutional law, administrative law, and citizenship law.

James E. Brewer

Director of Development.

Mr. Brewer earned his B.A. *cum laude* in 1989 at Louisiana State University. He earned his M.A. in classical archaeology in 1993 and his Ph.D. in classical/renaissance humanities in 1998 at Florida State. Prior to joining the staff at the law school, Mr. Brewer worked as a development consultant and major gifts officer at various colleges. He served six years in the United States Marine Corps. His present responsibilities include developing, administrating, and coordinating all fund-raising for the law school.

A. Hays Butler

Reference and Government Documents Librarian.

Mr. Butler earned his B.A. in 1972 at Middlebury College. He earned his J.D. at Boston College Law School in 1975. Mr. Butler practiced law for twenty years before deciding to make a career change. He earned his M.S. at Drexel University's College of Information Science and Technology in 1997.

Michael A. Carrier

Assistant Professor of Law. Professor Carrier earned his B.A. *summa cum laude* in 1991 at Yale College and his J.D. *cum laude* in 1995 at Michigan Law School, where he was book review editor of the *Michigan Law Review*. After law school, he clerked for Judge John D. Butzner, Jr., on the U.S. Court of Appeals for the Fourth Circuit, and then worked from 1996 to 2000 at Covington & Burling in Washington, DC, where he litigated antitrust, civil, intellectual property, and sports cases. He is a member of the District of Columbia and Maryland Bars. Professor Carrier's scholarly interests are in the areas of antitrust, federal courts, and intellectual property. His publications include "The Real Rule of Reason: Bridging the Disconnect" (*Brigham Young University Law Review*), "All Aboard the Congressional Fast Track: From Trade to Beyond" (*George Washington University Journal of International Law and Economics*), and "When Is the Senate in Recess for Purposes of the Recess Appointments Clause?" (*Michigan Law Review*).

Fred C. Chandler, Jr.

Professor of Law Emeritus. Professor Chandler earned his B.A. in 1950 at the University of Texas and his J.D. with honors in 1966 at Texas, where he was associate editor of the law review. He served as briefing attorney to Chief Justice Robert W. Calvert of the Texas Supreme Court, and received a Five Outstanding Young Texans Award. Professor Chandler earned his LL.M. in taxation in 1975 at New York University School of Law. He was a recipient of the Lindback Award for excellence in teaching at Rutgers. He is admitted to the Bars in New Jersey, Pennsylvania, and Texas. During the summer of 1990, Professor Chandler taught federal income taxation in Beijing at the University of International Business and Economics. Following that assignment, he lectured in various Chinese universities, including the University of Beijing, Nankai University in Tianjin, Zhejiang University in Hangzhou, and the Shanghai Institute of Foreign Trade, as well as the tax colleges of the People's Republic of China, which are located in Changchun and Yangzhou. Professor Chandler has conducted extensive research with respect to China's developing legal system.

Gloria F. Chao

Technical and Automated Services Librarian. Ms. Chao earned her B.A. in 1967 at Providence University. She earned her M.S.L.S. at the Graduate School of Library and Information Science at Villanova University in 1970. Ms. Chao joined the library staff in 1979 to set up the cataloging department and RLIN system before her appointment as head of technical and automated services in 1984. Prior to her coming to the School of Law-Camden, Ms. Chao worked with Temple Law School Library and Air Asia in Taiwan.

Edward E. Chase

Professor of Law. Professor Chase earned his B.A. in 1965 at Williams College, where he was elected to Phi Beta Kappa, and his J.D. in 1968 at Tulane Law School, where he was note editor of the law review and a member of the Order of the Coif. He was a Rockefeller Fellow at the Harvard Divinity School in 1968–1969 and a Fellow in the Law and Humanities Program at Harvard in 1976–1977. Professor Chase was an associate with Sessions, Fishman, Rosenson, Snellings and Boisfontaine in New Orleans, and a staff attorney with the New Orleans Legal Assistance Corporation before coming to Rutgers. His publications include “The Property-Contract Theme in Landlord and Tenant Law” (*Rutgers Law Journal*) and “Landlord and Tenant: A Study in Property and Contract” (*Villanova Law Review*). His most recent publications include four chapters on landlord-tenant law in the treatise *Powell on Real Property*, and the servitudes and landlord-tenant chapters in the treatise, *The American Law of Real Property*.

Roger S. Clark

Board of Governors Distinguished Professor of Law. Professor Clark earned his B.A. and LL.B. in 1964, an LL.M. in 1967, and an LL.D. in 1997 at Victoria University of Wellington in New Zealand. He earned an LL.M. in 1968 and a J.S.D. in 1972 at Columbia University School of Law in New York. Prior to entering the law teaching profession, Professor Clark was with the New Zealand Departments of Justice and Foreign Affairs. In his twenty-nine years at Rutgers, he has found time to teach at Temple Law School Tokyo campus, the University of Graz in Austria, the University of Iowa, the University of Miami, and Victoria University. He teaches and writes primarily in the areas of international and criminal law. In 1995 and 1996, he represented the government of Samoa in proceedings in the International Court of Justice concerning the legality of nuclear weapons. He is representing Samoa in ongoing negotiations, open to all 193 states of the international community, that are aimed at creating a permanent international criminal court. The court is expected to come into being in 2002. He is a member of the American Society of International Law and the American Law Institute. Among his publications are *A United Nations High Commissioner for Human Rights* (1972), *The United Nations Crime Prevention and Criminal Justice Program* (1994), and *The Case against the Bomb: Marshall Islands, Samoa and Solomon Islands before the International Court of Justice in Proceedings on the Legality of the Threat or Use of Nuclear Weapons* (1996). He has run in four Boston marathons.

Russell M. Coombs

Associate Professor of Law. Professor Coombs graduated in 1961 with great distinction at Stanford University, where he was elected to Phi Beta Kappa. He earned his J.D. *cum laude* in 1966 at Harvard Law School, where he was president of the Harvard Legal Aid Bureau. He is admitted to the practice of law in Kansas, Massachusetts, and Pennsylvania. He was an associate with Choate, Hall, and Stewart in Boston; an assistant attorney general of Massachusetts; deputy chief counsel to the U.S. Senate Subcommittee on Criminal Laws; and chief counsel to the Pennsylvania Crime Commission. He conceived and drafted the federal Parental Kidnapping Prevention Act of 1980. He is a member of several American Bar Association committees that deal with the areas of family law and criminal law. He also is a past chairman of the Section on Family and Juvenile Law of the Association of American Law Schools. His publications include “Interstate Child Custody” (*Minnesota Law Review*) and “Reforming New Jersey Evidence Law on Fresh Complaint of Rape” (*Rutgers Law Journal*).

Lucy Cox

International and Foreign Law Librarian. Lucy Cox earned her B.A. at Case Western Reserve University in 1961, her Ph.D. at the University of Pennsylvania in 1975, and her M.L.S. at Drexel University in 1976. She has taught Russian at the University of Pennsylvania and at Widener University. Before coming to the law library staff, she was in charge of reference and public services at Villanova Law School for three years. Her publications include a translation of a book on Soviet civil law and several book reviews. She has presented papers on the documentation of Soviet law at national conventions of the American Association of Slavic Studies and of the American Library Association.

Mary Beth Daisey

Director of Career Services and External Affairs. Ms. Daisey earned her B.A. in 1984 at the University of Pennsylvania and her M.Ed. in counseling at Rutgers in 1987. She worked for Rutgers' Office of Career Services in New Brunswick from 1986 to 1991. From 1991 to 1993, she worked as coordinator of academic advising at Florida Atlantic University. Ms. Daisey has been with the law school since 1993 and serves all areas of the career services office, including career counseling, Internet job searching, employer and alumni relations, placement, workshops, publications, and special projects.

Anne V. Dalesandro

Director of Law Library and Professor of Law.

Ms. Dalesandro earned her A.B. *magna cum laude* in 1971 at Fordham University, where she was elected to Phi Beta Kappa. She earned her J.D. at the School of Law-Camden in 1975 and her M.L.S. at the Graduate School of Library and Information Service at Rutgers in 1977. Ms. Dalesandro joined the library staff in 1976 and served as a legal research specialist and head of public services before her appointment as director in 1993. She is a member of the New Jersey Bar and of the Moorestown Township Board of Ethics. She was an associate editor of the *Journal of Products Law* from 1981 to 1984 and was a regular contributor to the *Criminal Law Forum* until 1992.

Perry Dane

Professor of Law. Professor Dane is a Phi Beta Kappa graduate of Yale College, where he earned his bachelor's degree *summa cum laude* in 1978. He earned his J.D. at the Yale Law School in 1981. Professor Dane was a note editor of the *Yale Law Journal* and received the Israel H. Peres Prize awarded by the faculty for the best student contribution to the *Yale Law Journal*. After law school, he was a law clerk to Judge David L. Bazelon of the U.S. Court of Appeals in 1981-1982 and to Justice William J. Brennan of the U.S. Supreme Court in 1982-1983. Professor Dane taught at the Yale Law School from 1983 to 1992. He joined the Rutgers-Camden faculty in 1992. He also has been a research affiliate at the Yale University Institution for Social and Policy Studies (1992-1993), an adjunct professor of law at the University of Pennsylvania Law School (1996), and a distinguished visiting professor at the Faculty of Law of the University of Toronto (1997). Professor Dane's interests include choice of law, religion and law, constitutional law, American Indian law, jurisdiction, Jewish law, contracts,

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Professor of Law. Professor Davies earned his B.S. in 1963 and his LL.B. in 1965 at the University of Illinois, where he was a member of the law review. He earned his LL.M. at Harvard Law School in 1969. Professor Davies earned his C.P.A. certificate in 1965, and he is a member of the Bars of Illinois, New Jersey, and Pennsylvania. He was associated with the law firm of Winston and Strawn in Chicago before entering teaching. His publications include "Public Stock, Private Stock: A Model for the Corporate Income Tax" (*University of Pennsylvania Law Review*), "The Charitable Contributions Credit: A Proposal to Replace Section 501(c)(3) Tax-Exempt Organizations" (*Cornell Law Review*), and "Income-Plus-Wealth: In Search of a Better Tax Base" (*Rutgers Law Journal*).

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Provost and Professor of Law. Provost Dennis earned his B.S. with honors at Northwestern University in 1971 and his J.D. *magna cum laude* in 1974 at Northwestern, where he was senior editor of the *Journal of Criminal Law and Criminology*, an Urban Law Fellow, a member of the Order of the Coif and the National Moot Court Team, and first-place winner of the Northwestern University Moot Court Competition. Admitted to practice in Illinois in 1974, Provost Dennis clerked for U.S. District Judge Richard W. McLaren of Illinois. He served as a trial attorney in the Antitrust Division of the U.S. Department of Justice, for which he also was special assistant to the assistant attorney general. He also was deputy staff director of the National Commission for the Review of Antitrust Laws and Procedures in Washington, DC, and an associate with the Washington, DC, firm of Skadden, Arps, Slate, Meagher, and Flom. He served as counsel to the American Bar Association study of the Antitrust Division of the U.S. Department of Justice. Provost Dennis has served on numerous boards and committees and is a member of the American Bar Association Section on Legal Education Accreditation Review Committee. His publications include "Materiality and the Efficient Capital Market Model: A Recipe for the Total Mix" (*William and Mary Law Review*), "Two-Tiered Tender Offers and Greenmail: Is New Legislation Needed?" (*University of Georgia Law Review*), "Valuing the Firm and the Development of Delaware Corporate Law" (*Rutgers Law Journal*), "Mandatory Disclosure Theory and Management Projections" (*Maryland Law Review*), and "This Little Piggy Went to Market: The Regulation of Risk Arbitrage after Boesky" (*Albany Law Review*). Professor Dennis served as dean of the law school from 1991 to 1997.

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Kimberly Kessler Ferzan

Assistant Professor of Law.

Professor Ferzan earned her B.A. at the University of North Carolina (Chapel Hill), where she graduated with distinction and was elected to Phi Beta Kappa. She earned her J.D. *cum laude* at the University of Pennsylvania Law School, where she was a member of the Order of the Coif, an editor of the *University of Pennsylvania Law Review*, and a legal research and writing instructor. Professor Ferzan then clerked for the Honorable Marvin Katz in the Eastern District of Pennsylvania. After her clerkship, she worked as a trial attorney for the Department of Justice, Criminal Division, Public Integrity Section, investigating and prosecuting criminal offenses committed by federal, state, and local officials. She also served as a special assistant United States attorney in the District of Columbia. Professor Ferzan's publications include "The Role of Luck in the Criminal Law" (*University of Pennsylvania Law Review*) and "Mens Rea and Inchoate Crimes" (with Professor Larry Alexander, *Journal of Criminal Law and Criminology*).

Sheila Foster

Professor of Law. Professor Foster earned her B.A. in English with honors at the University of Michigan (Ann Arbor) and her J.D. at Boalt Hall School of Law at the University of California (Berkeley). After receiving her law degree, she joined the San Francisco firm of Morrison & Foerster as an associate attorney in their litigation department. Prior to joining the Rutgers faculty, Professor Foster was on the faculty at Boalt Hall School of Law. There she held the positions of lecturer and coordinator of academic support services, teaching an upper-level course on sex-based discrimination and conducting legal process workshops and coordinated tutorials for first-year law students. Professor Foster is the author of numerous publications, including "Difference and Equality: A Critical Assessment of the Concept of 'Diversity'" (*Wisconsin Law Review*, 1993); "Race(ial) Matters: The Quest for Environmental Justice" (*Ecology Law Quarterly*, 1994); "Intent and Incoherence" (*Tulane Law Review*, 1998); and "Justice from the Ground Up: Distributive Inequities, Grassroots Resistance and the Transformative Politics of the Environmental Justice Movement" (*California Law Review*, 1998). In addition, Professor Foster is coauthor of a recent book, *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement* (with Luke Cole, New York University Press, 2001).

David M. Frankford

Professor of Law. Professor Frankford earned his B.A. *summa cum laude* at Tufts University in 1976 and his J.D. *cum laude* at the University of Chicago Law School in 1979. A member of Phi Beta Kappa and the Order of the Coif, he was a law clerk for Judge Irving I. Goldberg of the U.S. Court of Appeals for the Fifth Circuit in 1979–1980, and an associate specializing in antitrust, mass tort litigation, and regulation of broadcasting and telecommunications with the Washington, DC, firm of Wilmer, Cutler & Pickering from 1980 to 1984. An associate professor at the University of Miami School of Law from 1984 to 1988, Professor Frankford also has been a visiting associate professor at Yeshiva University's Benjamin N. Cardozo School of Law and at Temple University School of Law. An expert in health law and policy, his primary research interest concerns the reconstitution of professionalism as the normative integration of professions and community. He also has focused on the interactions among health services research, health-care politics and policy, and the institutions of professions and professionalism. His works include studies of hospital reimbursement, the regulation of fee-splitting, the debates concerning privatization and national health insurance, the ideology of professionalism, the role of professionalism in medical education, the role of scientism and economism in health policy, and issues of insurance coverage. He also is Camden faculty director at the Center for State Health Policy, and book review editor of the *Journal of Health Politics, Policy and Law*.

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George Ginsburgs

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Elizabeth Hillman

Assistant Professor of Law. Professor Hillman earned her B.S. in electrical engineering at Duke University in 1989, her M.A. in history at the University of Pennsylvania in 1994, her M.Phil. at Yale University in 1999, and her J.D. at Yale Law School in 2000. During seven years of active duty as an Air Force officer, she spent two years on the faculty at the United States Air Force Academy, teaching courses in American, world, military, and women's history. Her publications include articles on American military law, crime and sexual orientation, and the status and treatment of women in the U.S. armed forces. She is completing her Ph.D. dissertation in history, entitled "Cold War Crime and American Military Culture: Courts-Martial in the United States Military, 1950–1973."

N.E.H. Hull

Distinguished Professor of Law and member of the graduate faculty in history at the Graduate School–Camden. Professor Hull earned her Ph.D. in history at Columbia University in 1981 and her J.D. at the University of Georgia Law School in 1985. She taught in the political science department at the University of Georgia and the history department and women's studies program at Vanderbilt University before coming to Rutgers in 1987. She was chosen "Professor of the Year" by the Asian, Pacific-American Law Students Association of Rutgers–Camden law school in 1994. She is the author of several books on the history of law and jurisprudence, including *Roe v. Wade: Abortion Rights, Gender, Law, Politics, and Religion in the Twentieth Century* (coauthor; University Press of Kansas, 2001); *Roscoe Pound & Karl Llewellyn: Searching for an American Jurisprudence* (University of Chicago Press, 1997; winner of the 1998 Scribes Book Award); *Female Felons: Women & Crime in Colonial Massachusetts* (University of Illinois Press, 1987); *Impeachment in America, 1635–1805* (coauthor; Yale University Press, 1984); and *Murdering Mothers: Infanticide in England and New England, 1558–1803* (coauthor; New York University Press, 1981). She also has published numerous articles in legal and history journals, including, most recently, "Historians and the Impeachment Imbroglia: In Search of a Serviceable History" (coauthor; *Rutgers Law Journal*, 2000), "Back to the 'Future of the Institute': William Draper Lewis's Vision of the ALI's Mission during Its First Twenty-Five Years and the Implications for the Institute's Seventy-Fifth Anniversary" (published by the American Law Institute in 1998); "Vital Schools of Jurisprudence: Roscoe Pound, Wesley Newcomb Hohfeld, and the Promotion of an Academic Jurisprudential Agenda, 1910–1919" (*Journal of Legal Education*, 1995); "The Romantic Realist: Art, Literature and the Enduring Legacy of Karl Llewellyn's 'Jurisprudence'" (*American Journal of Legal History*, 1996); and "Restatement and Reform: A New Perspective on the Origins of the American Law Institute" (*Law and History Review*, 1990), which won the Erwin Surrency Award of the American Society for Legal History. She is co-editor of the University of Kansas book series, *Landmark Law Cases and American Society*. She also has published in the field of elder law, an article on the New Jersey living will law (*New Jersey Law Journal*), and coauthored the American Bar Association's *A Guide to Guardianship Proceedings: A Primer for Attorneys*. She is working on a new book, *The New Juris Consults: The American Law Institute and the History of American Law in the Twentieth Century*.

Richard Hyland

Distinguished Professor of Law. Professor Hyland graduated from Harvard College in 1970 and from Boalt Hall School of Law at the University of California (Berkeley) in 1980, where he was an editor of the law review and a member of the Order of the Coif. After spending a year as a Fulbright scholar in Italy, Professor Hyland completed a graduate law degree (D.E.A.) at the University of Paris 2 in 1982. Before joining the law faculty of the University of Miami in 1986, he was an associate at the Washington, DC, law firm of Covington and Burling. Professor Hyland has taught at the universities of Freiburg and Berlin in Germany; at the universities of Paris 1 and 2 in France; at the Autonomous University in Barcelona, Spain; and as a Fulbright senior scholar at the University of Tokyo and Waseda University in Tokyo, Japan. He is a member of the Florida Bar. Professor Hyland served as reporter for two provisions of the UNIDROIT *Principles of International Commercial Contracts* and has been active on a committee of the American Law Institute involved in revising the Uniform Commercial Code. Professor Hyland's numerous legal publications include a recently completed volume on gift law for the *International Encyclopedia of Comparative Law*.

Sybil M. James

Assistant Dean for Student Affairs/Dean of Students.

Dean James earned her B.A. in 1988 at Rutgers College and her J.D. in 1991 at the University of Pennsylvania. She is admitted to practice in Pennsylvania and also is a trained mediator. She served as law clerk to U.S. Bankruptcy Court Judge Randolph Baxter in Cleveland, Ohio. Prior to joining the law school, she was an assistant director of student judicial affairs at the University of Pennsylvania. Dean James joined the law school in January 1997 and is responsible for coordinating orientation, graduation, the mentor program, and the academic success program. The assistant dean counsels students, advises student organizations/groups, and acts as a liaison for the student body with the faculty and the administration.

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Reference and Circulation Librarian. Mr. Joergensen earned his B.A. degree at Fordham University in 1983 and an M.A. degree in 1985. He earned his J.D. at Temple University in 1992, where he was a member of the Moot Court Board and an editor for the *Temple Political and Civil Rights Law Review* and completed his M.S. (L.I.S.) in 1997 at Drexel University. Prior to coming to Rutgers, he practiced appellate criminal law in Philadelphia.

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Donald Kepner

Distinguished Professor of Law Emeritus Professor Kepner earned his B.S. in 1937 at the University of Illinois, his J.D. in 1946 at Emory University, and his S.J.D. in 1952 at New York University. He is admitted to the Bars in Georgia and New Jersey. He taught at Emory, held a teaching fellowship at New York University, and was an assistant professor at the University of Louisville before assuming the position of associate professor at the Rutgers–Newark law school. He then was named assistant dean and, later, associate dean at the law school. His publications include “The Joint and Survivorship Bank Account—A Concept without a Name” (*California Law Review*), “Five More Years of the Joint Bank Account Muddle” (*University of Chicago Law Review*), and “Past Performance in Relation to Parol Contracts for the Sale of Lands” (*Minnesota Law Review*).

Susan King

Reference and Interlibrary

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Distinguished Professor of Law. Professor Kludze earned his B.A. in 1963 and his LL.B. in 1965, both with the highest honors in his class, at the University of Ghana, where he served as a senior lecturer in law. In 1969, he earned his Ph.D. in law at the University of London. A fellow of the Royal Society of Arts, London, Professor Kludze has served as a barrister-at-law and solicitor of the Supreme Court of Ghana and has been a visiting professor at the Temple University School of Law and with the Faculty of Law, University of Ghana. He also has served as professor of law and acting dean of the Faculty of Law, University of Calabar, Nigeria. His numerous publications include the books *Ewe Law of Property* (published in London), *Modern Principles of Equity*, *Modern Law of Succession in Ghana*, and *Ghana Law of Landlord and Tenant*, and the articles “Problems of Intestate Succession in Ghana” and “The Modern Ghanaian Law of Mortgages” (each in *University of Ghana Law Journal*).

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Professor of Law. Professor Korobkin earned his B.A. *summa cum laude* in 1978 at the University of Michigan, an A.M. degree in English and American literature and languages in 1981 at Harvard University, and his J.D. *cum laude* at the University of Michigan in 1983. Professor Korobkin is admitted to the Bar in Massachusetts and practiced for several years in the commercial law group at the Boston law firm of Gaston and Snow. Before coming to Rutgers, he was a professor at Western New England College School of Law. His publications include “Rehabilitating Values: A Jurisprudence of Bankruptcy” (*Columbia Law Review*), “Value and Rationality in Bankruptcy Decisionmaking” (*William and Mary Law Review*), “Contractarianism and the Normative Foundations of Bankruptcy Law” (*Texas Law Review*), and “The Role of Normative Theory in Bankruptcy Debates” (*Iowa Law Review*).

Barbara A. Kulzer

Professor of Law Emeritus. Professor Kulzer earned her B.A. with honors in 1961 at the University of Pennsylvania. She was a member of the law review at Rutgers–Newark, where she earned her J.D. with honors in 1964. In 1967, she earned her LL.M. at Columbia University. She is admitted to the Bar in New Jersey. Professor Kulzer has taught at the State University of New York, Columbia University, the University of Texas School of Law Summer School, the University of Florida School of Law, and Hastings Law School. She is the author of “The Housewife and the Law: Property, Divorce, and Death” (*University of Florida Law Review*), “Property and the Family: Spousal Protection” (*Rutgers Law Journal*), and “Recognition of Foreign Country Judgments in New York” and “Program for Improving Foreign Judgment Recovery in New York” (both in *Buffalo Law Review*).

Darren R. Latham

Legal Research and Writing Faculty. Mr. Latham earned his A.B. in mathematics at the University of California (Berkeley) in 1988, and his J.D. at the University of Florida in 1992, where he was the senior student works editor of the *Florida Law Review*. Following law school, he was a litigation associate at Kelly, Drye & Warren in Miami; an associate in the admiralty department at Fowler, White, et al.; a law clerk to both Judge James R. Jorgenson of the Florida Third District Court of Appeals and Judge Paul H. Roney of the U.S. Court of Appeals, Eleventh Circuit; an appellate specialist for Carlton Fields’ Florida-wide practice; and an editor of the *Florida Bar Journal*. Latham then taught legal research and writing and judicial writing for one year at Stetson before coming to Rutgers–Camden in 1999.

Arno Liivak

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Michael A. Livingston

Professor of Law. Professor Livingston earned his A.B. in 1977 at Cornell University and his J.D. in 1981 at Yale Law School, where he served as comments editor of the *Yale Journal of World Public Order* (later the *Yale Journal of International Law*). After working in the tax department of Proskauer, Rose, Goetz & Mendelsohn in New York, he joined the staff of the Joint Committee on Taxation of the U.S. Congress, where he worked from 1983 to 1987. During his tenure with the Joint Committee, Professor Livingston participated in the drafting of the Tax Reform Act of 1986, particularly those provisions involving tax-exempt bonds, financial institutions, and energy-related taxes. Professor Livingston's scholarly interests include taxation, the legislative process, and statutory interpretation. His publications have appeared, *inter alia*, in the *Yale Law Journal*, the *Cornell Law Review*, the *Texas Law Review*, the *Northwestern University Law Review*, and New York University's *Tax Law Review*.

Jonathan Mallamud

Professor of Law Emeritus. Professor Mallamud earned his A.B. with honors at Oberlin College in 1958 and his J.D. *cum laude* in 1961 at Harvard Law School, where he was a member of the Board of Student Advisers. In 1962, he completed a certificate in African law at the University of London's School of Oriental and African Studies. He has been a Massachusetts Institute of Technology fellow in Africa and an associate in law in the J.S.D. program at Columbia Law School. He was associated with the law firm of Jacobs, Persinger, and Parker in New York City before entering the teaching profession. Among his publications are "Begging and the First Amendment" (*South Carolina Law Review*), "Judicial Intrusion into Cable Television Regulation: The Misuse of *O'Brien* in Reviewing Compulsory Carriage Rules" (*Villanova Law Review*), "The Broadcast Licensee as Fiduciary: Toward the Enforcement of Discretion" (*Duke Law Journal*), and "Courts, Statutes, and Administrative Agency Jurisdiction: A Consideration of Limits on Judicial Creativity" (*South Carolina Law Review*). After serving as associate dean for academic affairs for nine years, Professor Mallamud returned to the faculty full time in July 1987.

Earl M. Maltz

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Anne M. Mullan

Clinical Attorney, Civil

Practice Clinic. Ms. Mullan earned her B.A. at La Salle University in 1985 and her J.D. at Rutgers' School of Law-Camden in 1988. She is a member of the New Jersey and Pennsylvania Bars. Ms. Mullan has been on the faculty of the School of Law-Camden since 1993, when she began teaching as a Research and Writing/Moot Court instructor. She joined the Civil Practice Clinic in 1995 as staff attorney. Before joining the faculty at Rutgers, she worked as a judicial clerk for the Honorable Neil Deighan of the New Jersey Superior Court, Appellate Division, and as a litigation associate with the law firm of Montgomery, McCracken, Walker and Rhoads.

Pamela S. Nagy

Legal Research and Writing Faculty. Ms. Nagy is a 1990 graduate of Case Western Reserve School of Law, where she was a contributing editor of the law review. She also earned her undergraduate degree *cum laude* from Eastern Michigan University in 1987, where she majored in psychology. Ms. Nagy clerked for U.S. District Judge J. Curtis Joyner in 1993. Prior to her clerkship, she taught legal research and writing at Temple University School of Law, where she earned an LL.M. in legal education. Ms. Nagy also served as an assistant public defender in the appellate unit for the state of Connecticut, and in that capacity, she was posted at Quinnipiac University School of Law, where she was supervisor of the Appellate Clinic. Her other legal experience was as a litigation associate at Wildman, Harrold, Allen & Dixon in Chicago, and at Cummings & Lockwood in Hartford, Connecticut.

Maureen B. O'Boyle

Associate Director of Admissions. Ms. O'Boyle earned her B.A. *cum laude* in 1976 at the University of Scranton and worked for Colonial Penn Insurance Company in Philadelphia. She completed her M.Ed. in counseling at Lehigh University in 1983 and was a research associate for the Center for Social Research. Ms. O'Boyle began working in admissions at the law school in 1986 as senior admissions officer and later as assistant director. She is an associate member of the Northeast Association of Pre-Law Advisers. From 1982 to 1985, she worked at Montgomery County Community College in Blue Bell, Pennsylvania, as a placement counselor and also provided career, academic, and admissions counseling for evening students. Ms. O'Boyle spent the year prior to coming to Rutgers as a personnel recruiter for the Institute for Scientific Information in Philadelphia. She has been associate director since July 1997.

Craig N. Oren

Professor of Law. Professor Oren earned his A.B. and J.D. degrees at the University of California (Berkeley) in 1973 and 1976, respectively. While in law school, he served as a note and comment editor of the *California Law Review*, for which he authored both a note and a comment, and clerked for Justice Matthew O. Tobriner of the California Supreme Court. Following graduation, Professor Oren was an associate with the Chicago firm of Schiff, Hardin & Waite. He has been assistant counsel to the U.S. House Subcommittee on Health and the Environment and a consultant to the U.S. Environmental Protection Agency. Professor Oren has served on National Academy of Sciences committees on protecting visibility in national parks and on evaluating techniques to assess the health risks from hazardous air pollutants. Professor Oren is admitted to the Bars in California, the District of Columbia, Illinois, and New Jersey. Among his publications are "Prevention of Significant Deterioration: Control-Compelling Versus Site-Shifting" (*Iowa Law Review*) and "The Protection of Parklands from Air Pollution: A Look at Current Policy" (*Harvard Environmental Law Review*). He recently published a series of articles analyzing the failed Employee Trip Reduction Program under the Clean Air Act. Professor Oren has been a visiting professor at the University of California School of Law (Los Angeles) and at the University of North Carolina School of Law.

Traci Overton

Clinical Attorney, Civil Practice Clinic. Ms. Overton earned her B.A. in 1983 at Wellesley College and her J.D. at Boalt Hall School of Law, University of California (Berkeley) in 1988. Upon graduation, she joined Greater Boston Legal Services in Massachusetts as a housing law attorney. She later transferred to the family law unit, where she represented victims of domestic violence in a variety of family law matters. In addition, she was the supervising attorney for the unit's student work group. Ms. Overton teaches and supervises case work in the civil practice clinics and also is the supervising attorney for the Rutgers/LEAP Legal Project. She is a member of the Bars of Massachusetts, New Jersey, and Pennsylvania.

Dennis M. Patterson

Distinguished Professor of Law. Professor Patterson, whose interests are commercial law and legal philosophy, is a Phi Beta Kappa graduate of the State University of New York (Buffalo), where he earned his bachelor's degree *magna cum laude* in 1976, his master's degree in 1978, and both his Ph.D. and J.D. degrees in 1980. He served as a law clerk to Chief Justice Vincent McKusick and Associate Justice Sidney W. Wernick, both of the Supreme Judicial Court of Maine. Professor Patterson has authored many publications, including *An Introduction to Commercial Law* (with Distinguished Professor Richard Hyland; West, 1999) and *Law and Truth* (Oxford University Press, 1996). He also is general editor of the *Blackwell Companion to Philosophy of Law and Legal Theory* (Blackwell, 1996). Professor Patterson has been awarded senior research fellowships from the American Council of Learned Societies, the Fulbright Commission, and the Alexander Von Humboldt Stiftung. A visiting professor at the universities of Georgetown, Göttingen, Texas, and Vienna, Professor Patterson has lectured widely in Canada, Europe, and the United States, on topics in legal theory and commercial law.

John C. Pittenger

Distinguished Professor of Law Emeritus Professor Pittenger earned his A.B. *summa cum laude* at Harvard College in 1951. The following year he studied as a Frank Knox Fellow at the London School of Economics. In 1958 he earned an LL.B. *cum laude* at the Harvard Law School. He was an attorney with the Lancaster, Pennsylvania, firm of Barley, Snyder, Cooper, and Mueller and later established a private practice in Lancaster. Professor Pittenger served two terms as a member of the Pennsylvania House of Representatives from the 96th District. In January 1971, he was appointed legislative secretary to Governor Milton B. Shapp, and from 1972 through 1977, served as secretary of education for the Commonwealth of Pennsylvania. Professor Pittenger was a senior lecturer in the Harvard Graduate School of Education between January 1977 and June 1978. Professor Pittenger is coauthor of a textbook, *The Pursuit of Justice*, and author of various articles, including "Educating the Handicapped: Reforming a Radical Law" (*The Public Interest*, winter 1982) with Peter Kuriloff. He earned the Judge Edward Finch prize of the American Bar Association for the outstanding Law Day speech during 1982. Professor Pittenger served as dean of this law school from 1981 to 1986. Now retired, he has served as a member of the Pennsylvania Board of Education and chairman of its Council on Higher Education.

John S. Podolski

Associate Dean for Administration. Dean Podolski earned his B.A. *cum laude* in 1971 at Rutgers' Camden College of Arts and Sciences and his M.B.A. in 1978 at the Graduate School-Camden. He joined the university in 1973 as administrative assistant in the office of the dean of the College of Arts and Sciences, and later served as assistant and then associate provost of the Camden campus. He was appointed to the School of Law-Camden staff as assistant dean in 1980. Dean Podolski held an adjunct teaching position on the faculty of the School of Business-Camden between 1979 and 1988.

Stanislaw Pomorski

Distinguished Professor of Law. Professor Pomorski earned his Master in Law in 1956 and his Doctor of Law *summa cum laude* in 1968, both at the University of Warsaw, Poland. He has been a staff writer for the periodical *Law and Life* in Poland and also was a practicing attorney as well as a research associate at the Institute of Legal Sciences (Polish Academy of Sciences) prior to coming to the United States. He has been a visiting scholar at Harvard Law School. From 1989-1994, Professor Pomorski served on the Board of Trustees of the National Council for Soviet and East European Research. Among his principal publications are "American Common Law and the Principle *Nullum Crimen Sine Lege*," "Criminal Law Protection of Socialist Property in the USSR," "Communists and Their Criminal Laws," "Restructuring the System of Ownership in the USSR," and "On Multiculturalism, Concepts of Crime, and the 'De Minimis' Defense."

Ruth Anne Robbins

Supervising Attorney, Pro Bono Domestic Violence Project. Ms. Robbins earned her undergraduate degree in biology in 1988 at the University of Pennsylvania. She earned her law degree in 1991 with high honors at Rutgers-Camden, where she was a member of the *Rutgers Law Journal*, a recipient of the graduation award in Family Law, a recipient of the American Jurisprudence Award in Criminal Procedure, and a Dean's Scholar. After law school, Ms. Robbins clerked for Justice Michael Patrick King, a presiding judge of the New Jersey Superior Court, Appellate Division. From 1992 to 1995, she practiced with the Philadelphia law firm of Schnader, Harrison, Segal & Lewis in their family law department. At Schnader, her involvement in one high-profile, multimillion-dollar, international divorce case was mentioned in *Philadelphia Magazine*. She also wrote two articles for Pennsylvania family law publications and contributed to the reference book *Valuation Strategies in Divorce, 4th Edition*. Ms. Robbins subsequently practiced in the Haddonfield firm of Eisenberg, Gold & Cetti in the areas of general litigation and family law. She joined the Legal Research and Writing Faculty in 1997 and moved to the clinical program department in 2000, where she serves as the supervising attorney to the Rutgers' Pro Bono Domestic Violence Project. Ms. Robbins also continues to present and publish in the area of legal writing. She helped establish a cooperative of local attorneys engaged in alternative methods of legal practice. She continues her commitment to students by volunteering to advise social and philanthropic student organizations.

Rand E. Rosenblatt

Professor of Law. Professor Rosenblatt earned his B.A. *summa cum laude* in 1966 at Harvard College and an M.Sc. with distinction at the London School of Economics and Political Science in 1967. He was article and book review editor of the law journal at Yale Law School, where he earned his J.D. in 1971. He served as law clerk to U.S. District Judge Jack B. Weinstein in Brooklyn, New York, and as staff attorney with the Health Law Project of the University of Pennsylvania. Professor Rosenblatt also has served as special consultant to the court in the Agent Orange Products Liability case and as cochair of the Society of American Law Teachers' Committee on Justice in Health Care Reform. He also has testified in Congress and before the President's Advisory Commission about consumer rights in health-care delivery. His articles include "Health Care Reform and Administrative Law: A Structural Approach" (*Yale Law Journal*) and "The Courts, Health-Care Reform, and the Reconstruction of American Social Legislation" (*Journal of Health Politics, Policy and Law*). He is the lead author of *Law and the American Health Care System* (Foundation Press, 1997).

Nancy Rubert

Admissions Officer. Ms. Rubert earned her B.S. in administration of justice in 1996 at Rutgers College. She is pursuing her M.Ed. at Seton Hall University. Before joining Rutgers' admissions staff, Ms. Rubert was a bilingual investigator in the criminal case management department of the Superior Court of New Jersey.

Patrick J. Ryan

Associate Professor of Law. Professor Ryan earned his B.A. *summa cum laude* in 1976 and his M.A. in communication arts in 1977 at Loyola Marymount University. In 1980, he earned his J.D. *magna cum laude* at Loyola Law School (Los Angeles), where he was a member of the law review staff. After graduation in 1980, he served as law clerk to the Honorable Jim R. Carrigan, U.S. district judge, in Denver, Colorado. He entered private practice in Denver in 1982 with a small firm specializing in corporate and securities law. He returned to work for Judge Carrigan late in 1983, and then joined the Columbia University faculty in 1984 as an associate in law and a Wien Fellow. He came to the law school in 1986. He earned his LL.M. in 1987 and his J.S.D. in 1991, both at Columbia University. He is admitted to practice in California and Colorado. His publications include "Rule 14a-8, Institutional Shareholder Proposals, and Corporate Democracy" (*University of Georgia Law Review*) and "Calculating the 'Stakes' for Corporate Stakeholders as Part of Business Decision-Making" (*Rutgers Law Review*).

Deborah Shore

Legal Research and Writing Faculty. Ms. Shore is a 1992 graduate of the University of Pennsylvania School of Law, where she was comment editor of the *Comparative Labor Law Journal*. She also earned her undergraduate degree *cum laude* at the Wharton School of the University of Pennsylvania in 1989, where she majored in finance. Ms. Shore clerked for U.S. District Court Judge Stephen Orlofsky and for Judge Phyllis Beck of the Pennsylvania Superior Court. Prior to coming to Rutgers, she taught legal research and writing for two years at Seton Hall Law School as an adjunct professor. Her other legal experience was as a litigation associate at Obermayer, Rebmann, Maxwell, and Hippel in Philadelphia and as a legal editor for Gann Law Books.

Richard G. Singer

Distinguished Professor of Law. Professor Singer earned his B.A. degree in 1963 at Amherst College and two graduate law degrees at Columbia University—the LL.M. in 1971 and the J.S.D. in 1977. After Professor Singer graduated from the University of Chicago Law School in 1966, he spent one year clerking for Judge Harrison Winter of the U.S. Court of Appeals for the Fourth Circuit. He began teaching immediately thereafter and has been extremely active in writing about criminal law and criminology. He has authored four books, one of which deals with prisoners' rights and another with sentencing reform, as well as nearly three dozen articles in scholarly journals. He also was the reporter on two national projects dealing with prisoners' rights that developed model codes or standards in that field. His most recent publications are a casebook on substantive criminal law and a student guide to criminal law. He was counsel to the recent United States Supreme Court case of *Apprendi v. New Jersey* (2000), on criminal law, juries, and sentencing. Professor Singer served as dean of the law school from 1986 to 1989.

William M. Speiller

Professor of Law Emeritus. Professor Speiller earned his B.S. *magna cum laude* at Syracuse University in 1950 and graduated *magna cum laude* in 1952 from Syracuse University's College of Law, where he was editor-in-chief of the law review. In 1953, he earned his LL.M. at Harvard Law School. He served with the Legislative and Regulations Division of the Internal Revenue Service and was a partner in the Washington, DC, law firm of Jacobs, Pilzer & Speiller. Previously, he was employed in the tax department of the law firm of Cahill, Gordon, Reindel & Ohl in New York City. He also has taught at George Washington University Law School. Among his publications are "The Favored Tax Treatment of Purchasers of Art" (*Columbia Law Review*) and "Tax Consequences of Subsidies to Induce Business Location" (*Tax Law Review*), which he coauthored.

Allan R. Stein

Professor of Law. Professor Stein earned his B.A. with honors at Haverford College in 1975 and his J.D. in 1978 at the New York University School of Law, where he was articles editor of the *Annual Survey of American Law* and a member of the Order of the Coif. He is admitted to the Bar in Pennsylvania. Professor Stein was an associate in the litigation department of the Philadelphia law firm of Pepper, Hamilton & Scheetz. He continues to litigate pro bono civil liberties cases. His publications include "Erie and Court Access" (*Yale Law Journal*), "Styles of Argument and Interstate Federalism in the Law of Personal Jurisdiction" (*Texas Law Review*), and "Forum *Non-Conveniens* and the Redundancy of Court Access Doctrine" (*University of Pennsylvania Law Review*). He also is coauthor of a forthcoming civil procedure casebook for Aspen Publishing Company.

Beth Stephens

Associate Professor of Law. Professor Stephens earned her B.A. *magna cum laude* at Harvard University in 1976 and her J.D. at the Boalt Hall School of Law at the University of California (Berkeley) in 1980. She clerked for two years for Chief Justice Rose Bird of the California Supreme Court, then spent six years in Nicaragua investigating issues of law reform and human rights. As a staff attorney at the Center for Constitutional Rights in New York from 1990 to 1996, Professor Stephens litigated international human rights cases in U.S. federal court, representing victims of genocide, rape, and other torture, and of war crimes committed in Bosnia-Herzegovina, Guatemala, East Timor, Haiti, and other countries. In 1995, she earned the Trial Lawyer of the Year Award from Trial Lawyers for Public Justice, in recognition of her work on these human rights cases. She earned a MacArthur Foundation Research and Writing Grant in 1995, and coauthored a book on this developing line of litigation, *International Human Rights Litigation in U.S. Courts* (Transnational Publishers, Inc., 1996). She also taught an international human rights clinic at Yale Law School from 1994 to 1996. Professor Stephens continues to litigate pro bono international human rights cases. Her publications include "The Law of Our Land: Customary International Law as Federal Law after Erie" (*Fordham Law Review*), "Conceptualizing Violence under International Law: Do Tort Remedies Fit the Crime?" (*Albany Law Review*), and "The Civil Lawsuit as a Remedy for International Human Rights Violations against Women" (*Hastings Women's Law Journal*), as well as articles on family law and violence against women in Nicaragua.

E. Hunter Taylor, Jr.

Professor of Law Emeritus. Professor Taylor studied at Union University before enrolling in 1962 in the Tulane University School of Law, where he was managing editor of the law review, a member of the Order of the Coif, and recipient of the George Dewey Nelson Memorial Award for the highest cumulative average in the common law curriculum. He earned his LL.B. in 1965. In 1969, he earned his LL.M. at Columbia University School of Law, where he was a Harlan Fiske Stone Scholar. Professor Taylor taught at the University of Georgia Law School and is a member of the Bars in New Jersey and Tennessee. His many articles include “Uniformity of Commercial Law and State-by-State Enactment: A Confluence of Contradictions” (*Hastings Law Journal*) and “UCC 2-207: An Integration of Legal Abstractions and Transactional Reality” (*University of Cincinnati Law Review*). Professor Taylor retired from his faculty position in 1992 to enter the private practice of law. He teaches part time at the School of Law-Camden.

Gwen Tolbert

Program Coordinator of Career Services. Ms. Tolbert earned her B.A. at the University of Pennsylvania in 1995 and is pursuing her master’s degree. She worked for the University of Pennsylvania for more than ten years, managing programs in both Wharton and the Medical Center and serving as Minority Affairs Officer. Ms. Tolbert is responsible for counseling students, managing student job fairs, and overseeing special projects, as well as conducting résumé and interviewing workshops.

Robert M. Washburn

Professor of Law. Professor Washburn earned his A.B. in 1966 at Rutgers in Camden and his J.D. with honors in 1968 at Washington University (St. Louis), where he was editor-in-chief of the law quarterly and a member of the Order of the Coif. He earned his LL.M. in housing and real estate development and finance in 1971 at the University of Pennsylvania Law School, where he held a university scholarship and stipend. He was an associate with the Philadelphia law firm of Schnader, Harrison, Segal & Lewis, and counsel and director of processing for Leon N. Weiner & Associates, Inc., of Delaware. Among his publications are a chapter for a casebook entitled *Housing and Community Development Law* (second edition) and an article, “The Judicial and Legislative Response to Price Inadequacy in Mortgage Foreclosure Sales” (*Southern California Law Review*).

Linda J. Wharton

Director of Gender Equity in Education Clinic. Ms. Wharton earned her B.A. *magna cum laude* at Bryn Mawr College in 1977. She earned her J.D. with high honors in 1981 at Rutgers’ School of Law-Camden, where she was managing editor of the *Rutgers Law Journal*. After graduation, Ms. Wharton was a law clerk for Judge Dolores K. Sloviter of the U.S. Court of Appeals for the Third Circuit. She subsequently joined the law firm of Dechert Price and Rhoads in Philadelphia as an associate in the litigation department. From 1989 to 1997, Ms. Wharton was the managing attorney of the Women’s Law Project in Philadelphia. Ms. Wharton has taught in the women’s studies program at the University of Pennsylvania, and as an adjunct professor at the University of Pennsylvania School of Law. She is former chair of the Women’s Rights Committee of the Philadelphia Bar Association.

Robert F. Williams

Distinguished Professor of Law. Professor Williams earned his B.A. *cum laude* in 1967 at Florida State University, where he was elected to Phi Beta Kappa and Phi Kappa Phi. He earned his J.D. with honors in 1969 at the University of Florida School of Law, where he was executive editor of the law review and a member of the Order of the Coif. Professor Williams also earned his LL.M. in 1971 at New York University School of Law, where he was a Ford Foundation Urban Law Fellow. In addition, he has been a Chamberlain Fellow at Columbia University Law School, where he earned an LL.M. in 1980. He is admitted to the Bars of Florida and New Jersey. He has been the legislative advocacy director and executive director of Florida Legal Services, Inc.; an International Legal Center Fellow in Kabul, Afghanistan; and a reporter for the Florida Law Revision Council's Landlord-Tenant Law Project. In addition, he served as a legislative assistant to Florida Senator D. Robert Graham; a staff attorney with Legal Services of Greater Miami, Inc.; and a law clerk to Chief Judge T. Frank Hobson of the Florida Second District Court of Appeal. His books include *The New Jersey State Constitution: A Reference Guide* (revised 1997) and *State Constitutional Law, Cases, and Materials* (second edition, 1993). He is the coauthor, with Hetzel and Libonati, of *Legislative Law and Process: Cases and Materials* (third edition, 1999). Among his articles are "Statutes as Sources of Law beyond Their Terms in Common Law Cases" (*George Washington Law Review*), "State Constitutional Law Processes" (*William and Mary Law Review*), "In the Supreme Court's Shadow: Legitimacy of State Rejection of Supreme Court Reasoning and Result" (*South Carolina Law Review*), "Equality Guarantees in State Constitutional Law" (*Texas Law Review*), and "The State Constitutions of the Founding Decade: Pennsylvania's Radical 1776 Constitution and Its Influence on American Constitutionalism" (*Temple Law Review*).

Administration

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Traci L. Overton, *B.A., J.D., Clinical Attorney*

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Gwen Tolbert, *B.A., Program Coordinator*

Student Affairs, 6th floor (856/225-6396)

Sybil M. James, *B.A., J.D., Assistant Dean/Dean of Students*

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A. Hays Butler, *B.A., M.S., J.D., Reference and Government Documents Librarian*

Gloria Chao, *B.A., M.S.L.S., Technical and Automated Services Librarian*

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Maureen B. O'Boyle, *B.A., M.Ed., Associate Director of Admissions*

Nancy Rubert, *B.S., Admissions Officer*

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Allison Emery, *B.A., M.A., Assistant Director of Campus Center*

Karen K. Caracino, *Campus Facilities Coordinator*

Campus Financial Services, 327 Cooper Street (856/225-6021)

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Financial Aid, Armitage Hall (856/225-6039)

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Sherri Wolfinger, *Associate Director*

Cynthia Davidson, *B.A., M.Ed., Assistant Director*

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W. Stanley Edens, *B.A., M.P.P., Associate Registrar and Director of Veterans Affairs*

Betzaida Feliciano-Berrios, *B.A., Assistant Registrar*

Student Health Services, 326 Penn Street (856/225-6005)

Paul Brown, *R.N.L.S., M.A., Clinic Director*

Student Housing, Third and Cooper Streets (856/225-6471)

Thom A. Nixon, *B.S., M.S., Director of Housing and Residence Life*

Betzi Rojas, *B.S., Assistant Director of Housing and Residence Life*

University Police, Fourth and Linden Streets

(856/225-6009)

Guy Still, *Chief of Police*

The Juris Doctor Curriculum

BASIC REQUIREMENTS FOR THE DEGREE OF JURIS DOCTOR

Eighty-four academic credits and 6 residence credits are required for graduation. Academic credit and residence credit are awarded in compliance with the regulations of the School of Law-Camden. Completion of the program generally requires three years of full-time study or four years of part-time study. The courses required for graduation include the prescribed first-year program, 601:649 Introduction to Federal Income Taxation (4 credits), 601:667 Professional Responsibility (2 credits), and a first- and one-year course in legal research, writing, and argument taught by full-time writing faculty.

Students who began law study after July 1, 1997, must earn 9 writing credits together with 84 course credits and 6 residence credits. The purpose of the writing credit program is to ensure that students have significant legal writing experiences supervised by the faculty after the first year of law school. Writing credits are earned by successful completion of courses designated as carrying writing credit. The work done for writing credit varies from research or seminar papers to shorter forms of analysis and can include writing more typical of legal practice.

Matriculated students of good professional character who successfully complete the course of study are awarded the degree of Juris Doctor. Exceptional students may be awarded the degree with honors, high honors, or highest honors, in accordance with standards established by the faculty.

THREE-YEAR PROGRAM

In the three-year program, all courses in the first year are required:

<i>Fall Term</i>	
Civil Procedure	4
Contracts	4
Torts	4
Legal Research and Writing	2
<i>Spring Term</i>	
Constitutional Law	4
Criminal Law	4
Property	4
Moot Court I	2
<i>Total credits</i>	<u>28</u>

FOUR-YEAR PROGRAM

General Description

The four-year program is designed for students for whom attendance on a full-time basis would be difficult for economic reasons or because of job, family, or other responsibilities.

The program requires attendance an average of ten hours a week, evenings, over four academic years, plus enrollment in at least one summer session (where classes are offered in the evening). Although most students in the four-year program enroll in evening classes, the school also welcomes part-time day students.

Program

Students in the part-time program must register for 10 credits per term for the first three terms and between 8 and 11 credits per term thereafter. Residence credit is earned at the rate of three-fourths credit per term, requiring eight terms to meet the graduation requirement of 6 residence credits.

Students should be prepared to attend classes on all weekday evenings, Monday through Thursday. In the first three terms, classes typically meet three evenings per week, but thereafter attendance may be necessary on four evenings per week. During their third and fourth years, part-time students elect their courses from among any upper-level courses offered by the school.

First Year

Fall Term

Civil Procedure	4
Torts	4
Legal Research and Writing	2

Spring Term

Contracts	4
Property	4
Moot Court I	2
<i>Total credits</i>	<u>20</u>

Second Year

Fall Term

Constitutional Law	4
Introduction to Federal Income Taxation	4
Professional Responsibility	2

Spring Term

Criminal Law	4
Electives: upper-level courses	6 or 7
<i>Total credits</i>	<u>20 or 21</u>

The requirements of 84 course credits usually dictate that a student attend one or more summer sessions. Upon demonstrating that attending a summer session would pose a considerable hardship, a part-time student may be permitted to enroll in a ninth regular term, thus requiring four and one-half years to complete the program.

Transfers

Students may transfer freely between the full-time program and the part-time program after completing the first year. However, a student is permitted to transfer from the

part-time to the full-time program only upon satisfying the assistant dean for student affairs that he or she is in a position to devote full time to law studies.

THE LAWYERING PROGRAM

A central and unique feature of the curriculum is the lawyering program. The lawyering program is comprised of a series of courses, experiences within courses, and cocurricular activities that engage students in the intellectual, pragmatic, ethical, and personal issues that arise in the practice of law. In most of the program's activities, students simulate the role of lawyers and carry out activities such as litigating or counseling clients. Through the lawyering program, students:

1. acquire a basic grounding in lawyer skills, such as problem solving, drafting, counseling, and advocacy, and in lawyer values, such as reflectiveness and the need and capacity for self-learning;
2. achieve a perspective on legal doctrine through study and experience of the application of doctrine by lawyers and clients in various contexts;
3. learn doctrine and its application experientially, as well as didactically; and
4. integrate different bodies of doctrine; doctrine and skills; and doctrine, skills, and legal theory.

Legal Research and Writing, Moot Court, and Professional Responsibility

The legal marketplace demands that law graduates enter the profession with strong communication skills. To prepare Rutgers students for mastery in this area, first-year students participate in a yearlong course in legal research, analysis, writing, and oral argument. This 4-credit, graded course is taught by a talented group of full-time, experienced faculty members. With class size of approximately twenty students, the course is designed to provide students with extensive individual attention. Class time is spent primarily on exercises in which the class reviews various research, analysis, writing, argument, and editing skills and strategies.

The fall term research and writing course combines an introduction to the basic tools of legal research with instruction and practice in legal writing and analysis. Students learn how to find and analyze primary legal authority, such as cases and statutes, and secondary materials, such as treatises and law reviews. They complete a series of library assignments and an integrated research exercise, which culminates in an assignment to write a client letter summarizing the results of the research. Students also are introduced to computer-assisted research and are trained in LEXIS and Westlaw at the end of the term.

In the fall, students write several legal memoranda, some of which must be rewritten, and complete other, shorter assignments. The memoranda require that students learn legal analysis, legal writing style, format, and citation form. The legal memoranda assignments are presented as simulated case files to provide students with practical experience working with legal documents and developing fact analysis skills. Through these assignments, students learn and practice their analytic ability, increase their substantive knowledge, and reinforce research skills. The rewrites and required conferences with writing professors and teaching assistants allow each student to work on individual

problems. In this process, students learn the importance of editing skills and develop a professional's careful attention to the final product. Students also begin developing their oral skills in mock briefings of the senior partner on the legal issues in the memo assignments.

During the spring term, Moot Court I builds on the research and writing skills learned in the fall. Students switch from writing predictive, objective memoranda to crafting persuasive legal arguments in written briefs and oral arguments. Their major written assignment for the spring is an appellate brief, which presents a new issue and requires extensive research. In the brief, students learn the unique form, tone, and art of writing to a court. Students participate in an oral argument based on the appellate brief before a three-judge panel of writing faculty, practitioners, and teaching assistants. This program of carefully supervised instruction helps students become responsible for their own learning and helps them develop the competence and attitudes needed for self-directed learning throughout their legal careers.

All students are required to take a 2-credit (or, at times, 3-credit) upper-level course in professional responsibility. The course examines important practical and ethical issues for future lawyers, such as attorney-client confidentiality, conflict of interest, perjury, fee arrangements, advertising, and sanctions for frivolous conduct.

Lawyering Simulations

Many courses throughout the curriculum make extensive use of simulated lawyering activities as an instructional device. For example, a number of first-year and upper-level courses contain extensive lawyering simulation modules. In these modules, students are placed in the role of lawyers representing a client and must engage in typical lawyering activities, such as interviewing, counseling, negotiating, and drafting. Modules may extend over several weeks and involve work in and out of class.

In a recent year, first-year students in Contracts negotiated and drafted a sales contract; first-year students in Civil Procedure made a motion argument; students in Business Organizations drafted a shareholders' agreement and other documents; students in Family Law drafted a prenuptial agreement and a divorce settlement and drafted a statute; and students in Introduction to Federal Income Taxation drafted an opinion letter. In each case, students did all the lawyer's work necessary to prepare and execute the assignment and received individual feedback on their project. Through their work in the modules, students learn or review areas of substantive law, receive an introduction to lawyering skills, and integrate different aspects of their legal education, just as lawyers do.

Advanced Moot Court Programs

A highlight of the upper-level curriculum is the Judge James Hunter III Advanced Moot Court Program. A memorial to Judge Hunter, a United States Court of Appeals justice who sat in Camden, the program is endowed by his former law clerks. Many second-year students participate in the program to sharpen brief-writing and oral-advocacy skills. The Hunter program involves a more complex problem than those encountered in the first year, and participants brief and argue in teams of two. The program is structured on an elimination format, with an elimination round and octofinal, quarterfinal, semifinal, and final rounds of argument. Briefs and arguments are scored

to determine advancement from round to round. The final round argument is held before a distinguished panel of judges in the federal court building in Camden, with a panel typically including judges from the United States Court of Appeals and justices from the New Jersey Supreme Court.

Selected students who display excellence in advocacy skills are invited to participate in extramural moot court competitions on behalf of the law school. The law school routinely enters teams in the National Moot Court Competition, the Jessup International Moot Court Competition, the Gibbons National Criminal Procedure Moot Court Competition, the National Black Law Students Association Frederick Douglass Competition, and the National Latino Law Students Association Moot Court Competition, among others.

Advocacy Studies

The law school provides an extensive program of instruction in advocacy studies and Alternative Dispute Resolution (ADR). Experienced attorneys teach courses in Pretrial Advocacy, Trial Advocacy, Advanced Trial Advocacy, and ADR. The primary methods of instruction are demonstration and student performance in simulated litigation activities. In order to ensure maximum opportunity for student practice and critique, sections are limited in size. Multiple sections are offered. Some advanced litigation courses are offered in substantive areas—Criminal Practice, Environmental Litigation, and Advanced Bankruptcy Practice, for example—giving students an opportunity to integrate what they have learned in a variety of skills and doctrinal courses.

Externship Program

The law school conducts an extensive Externship Program in which third-year students gain academic credit while working twelve to fifteen hours per week for various public agencies and judicial chambers. By New Jersey and federal court rule, students are permitted to appear in court or in administrative hearings on behalf of clients. Awarded on a *Pass/No Credit* basis, 3 credits per term may be earned for participation in the Externship Program. Among the participating agencies are the United States Court of Appeals for the Third Circuit; United States District Court; United States Attorney offices in Camden and Philadelphia; Camden and Philadelphia Legal Services offices; New Jersey Public Defender; Federal Public Defender; Atlantic, Burlington, Camden, and Gloucester County Prosecutor offices; Internal Revenue Service; National Labor Relations Board; Environmental Protection Agency; Securities and Exchange Commission; and the University of Pennsylvania Medical Center General Counsel's office. Students working with these agencies may conduct research and factual investigations, interview clients, prepare pleadings and briefs, and participate in discovery and motion hearings.

The program provides valuable educational experience in a setting different from the classroom and assists the school in serving the community. In addition to their activities in the fieldwork placements, externship students take part in a seminar tailored to their placement settings and in a series of consultations with the externship director to reflect on their experiences.

Students who wish to participate in the Externship Program must meet the following prerequisites:

1. successful completion of course 601:667 Professional Responsibility;
2. for any student taking a placement requiring appearance in court, successful completion of 601:691 Evidence; and
3. for any student taking a placement in a criminal litigation agency, either successful completion of or concurrent enrollment in 601:655 Criminal Procedure: The Investigatory Process or 601:656 Criminal Procedure: The Adjudication Process.

Clinical Programs

Civil Practice Clinic

The law school operates a Civil Practice Clinic in which participating students provide legal representation to clients under the supervision of an attorney. Students have primary responsibility for each case and act as lead attorneys at any trial or hearing. Students employ various lawyering skills, depending on the needs of a given case, including interviewing and counseling clients, making strategic decisions, drafting pleadings and briefs, conducting negotiations, and trials.

Students assist indigent senior citizens in consumer fraud matters, Social Security disability and public benefits cases, and landlord-tenant eviction actions. They also draft wills and advance directives. Students in the Civil Practice Clinic also provide representation to children seeking a free, appropriate education and related services, working with clients, their families, and special education experts. The Rutgers/LEAP Legal Project provides representation and community legal education to the families of children at the LEAP Academy Charter School.

Small Business Counseling Clinic

In the Small Business Counseling Clinic, third-year students advise entrepreneurs and small business owners who are referred to the law school by the Rutgers' School of Business Small Business Development Center. Under the supervision of an experienced business lawyer, students draft organizational documents for their clients, as well as leases, employment agreements, and other business contracts.

Gender Equity in Education Clinic

The Gender Equity in Education Clinic advocates for legal reform and provides legal services and education to the public in the area of gender equity in education. Key focus areas include gender equity in high and middle school athletics; harassment of students on the basis of gender or sexual orientation; discrimination against pregnant and parenting students; and gender bias in testing, curriculum, and placement of students. Law students assist qualified individuals with specific problems and provide workshops and information about legal rights to schools, student groups, coaches, and parent organizations in New Jersey and Philadelphia.

Integrative Experiences

In addition to the clinical programs and advanced litigation offerings, the law school offers a number of courses and seminars, primarily for third-year students, that afford students the opportunity to engage in intensive legal problem solving. These courses require students to integrate

the substantive law they have learned (often in several different courses) and the lawyer skills they have learned in simulated client representations. For example, in 601:613 Environmental Counseling, students are assigned environmental issues and are required to formulate and implement satisfactory responses on behalf of their clients. In 601:571 Problems in Family Law and Practice, students explore advanced issues in family law through classroom study, clinical work under the supervision of cooperating attorneys on pending legal matters in New Jersey and Pennsylvania, and critical writing and reflection on family law and lawyering.

Pro Bono Program

An important part of the lawyering program and of many students' experience is the students' voluntary participation in school-sponsored pro bono activities. As early as the first term of law school, students at Rutgers-Camden can begin volunteering in public interest legal settings in the community. During subsequent terms, students can become trained and involved in "in house" pro bono projects, including programs involving domestic violence, bankruptcy, and mediation.

Offering their developing legal skills to the community gives Rutgers law students the opportunity to work with legal practitioners, the courts, and the public, and to share in the excitement of helping clients who might not otherwise be assisted.

Following is a list of pro bono projects at Rutgers-Camden:

The Association for Public Interest Law—Legal Outreach Project encourages students to volunteer in various legal programs in Southern New Jersey and Philadelphia. Representative groups include the Camden County Family Court, Camden Regional Legal Services, the Community Health Law Project, Philadelphia VIP, the AIDS Law Project of Philadelphia, and the Homeless Advocacy Project.

The Black Law Student Association Pro Bono Project is a law-related education and mentoring program in the Camden City public schools.

The Domestic Violence Project is a cooperative effort of the law school and the Camden County Bar Association's Family Law Section, designed to assist victims of domestic violence with the initial filing of a complaint, obtaining a temporary restraining order, and the court appearance for a final restraining order.

The Pro Bono Bankruptcy Project is a cooperative effort of the law school, Camden Regional Legal Services, U.S. Bankruptcy Court, and the private bar, which provides representation for people seeking to file for Chapter 7 bankruptcy relief.

The Rutgers-Camden VITA Chapter provides tax assistance for low-income residents of the Camden community.

Rutgers Mediation Project—Community Dispute Resolution Committee operates in cooperation with the Camden Municipal Court. Rutgers law students staff the CDR Committee for the City of Camden and receive New Jersey Superior Court training in mediation and conciliation skills.

COURSE SELECTION AND AREAS OF CONCENTRATION

The law school curriculum offers many areas of concentration, together with the courses needed for an effective general legal education.

Many believe that balance is the key to effective course selection. On the one hand, most law students cannot predict with certainty that they will be practicing in a particular legal specialty. Indeed, many types of law practice, even for a particular type of client (e.g., small and medium-sized businesses) may involve a fairly general practice of law, including, for example, corporate, commercial, tax, real estate, employment, bankruptcy, family, criminal, wills and estates, tort litigation, and various kinds of government regulation. Thus, in whatever type of practice a lawyer works, there is likely to be value in a fairly wide-ranging legal education. On the other hand, the desire for some specialization also makes sense, in part to get the experience of advanced work in some field, and in part to help students define and pursue their interests. Other aspects of balance include small and large courses; courses with papers or other writing compared to those with only a final examination; classroom courses compared with clinical, quasi-clinical, and simulation courses; and courses offering a variety of policy and theoretical perspectives, as well as vocation-oriented courses.

After completing the first year, in addition to the required upper-level courses in Federal Income Tax and Professional Responsibility, many students take courses that often are termed building blocks, such as Business Organizations, Evidence, Introduction to Commercial Law, Real Estate Transactions and Conveyancing, Criminal Procedure, Labor Law or Employment Law, and Administrative Law. These courses provide the knowledge needed to pursue such areas of concentration as business and corporate law, litigation, commercial law, real estate, criminal law, labor law and government, regulatory law, and public interest practice. Other courses taken by many second- and third-year students include Family Law, Decedents' Estates and Trusts, Health Law, Intellectual Property, and Introduction to International Law.

Careful selection of building block courses in the third and fourth terms (or later, for part-time students) provides a basis for exciting advanced work in subsequent terms. For example, the Business Organizations course opens the door to an array of advanced and practice-oriented courses, such as Securities Regulation, Taxation of Business Organizations, Mutual Fund and Investment Company Regulation, Small Business Counseling (with real clients), Corporate Counseling, Environmental Counseling, and Business Planning. Courses such as Civil Procedure, Evidence, and Professional Responsibility support work in Complex Civil Litigation, Federal Courts, Federal Practice and Procedure, and Class Actions, as well as clinical work in the Civil Practice Clinic and the externship program. Litigation and representational skills and knowledge also can be pursued in Pretrial Advocacy, Trial Advocacy, Advanced Trial Advocacy, Interviewing, Counseling and Negotiation, and Alternative Dispute Resolution.

The law school curriculum provides a large number of such sequences. Thus, Intellectual Property leads to offerings in Advanced Problems in Trademark Law, Advanced Problems in Copyright Law, and Patent Law. Commercial

Law supports work in Secured Transactions, Bankruptcy and Debtor/Creditor Rights, Commercial Paper, and Advanced Sales. Administrative Law and Statutory Interpretation and Legislation support work in Health Law and Health-Care Fraud and Abuse, as well as in Environmental Law, and Hazardous Waste, Toxic Torts, and Environmental Justice. Family Law can be followed with Problems in Family Law and Practice, Estate Planning, and a seminar on interstate child custody. It should be noted that in some sequences outlined above the basic courses are formal prerequisites to the advanced offerings, while in others, they are recommended only as helpful and are not required. Please check the descriptions of particular courses to determine actual prerequisites.

The curriculum also offers a rich array of courses in public international law and international human rights, comparative law, and private international law, as well as advanced courses in various areas of constitutional rights and civil liberties, legal history, biomedical ethics, social welfare law, law and economics, and jurisprudence.

The faculty has prepared memoranda on course selection, course sequences, and various fields or concentrations of legal practice, including business and corporate law and litigation; commercial law; criminal law; environmental law; family law; health law; labor and employment law; and government, civil rights, and public interest practice. Students are urged to consult these memoranda and individual faculty knowledgeable in the various fields.

LAW JOURNAL

The *Rutgers Law Journal* is a professional publication devoted to critical discussions of current legal problems. Issued quarterly, it includes lead articles by practitioners and scholars, as well as student contributions in the form of notes and case comments. One issue of the journal each year is devoted to a survey of state constitutional law. Participation in the work of the *Rutgers Law Journal* affords opportunity for intellectual and professional growth. Students are eligible to receive academic credit for law journal service.

Invitations for staff positions are extended to a limited number of first-year students on the basis of their academic achievement in the first year of law school and a writing competition. Other students are encouraged to compete for open positions on the *Rutgers Law Journal* through subsequent open-writing competitions. Details of the writing competition are announced each year during the spring term. Unique situations, such as transfer students and students returning from leaves of absence, are handled on an individual basis by the editorial board.

Members of the editorial board are selected by their predecessors, utilizing the criteria of contribution to the *Rutgers Law Journal* during the previous year and continued academic excellence. Students also may compete for staff and editorial positions on the *Rutgers Journal of Law and Religion*. This journal is the world's first student-edited law journal dedicated to the interaction of church and state on a global scale.

DUAL-DEGREE PROGRAMS

Students who qualify for admission to both schools offering a dual degree may enter the program. The following programs are currently offered:

- J.D./Master of Public Affairs and Politics (M.P.A.P.),
Edward J. Bloustein School of Planning and
Public Policy
- J.D./Master of Public Administration (M.P.A.),
Graduate School-Camden
- J.D./Master of Business Administration (M.B.A.),
School of Business-Camden or Graduate School
of Management
- J.D./Master of City and Regional Planning (M.C.R.P.),
Edward J. Bloustein School of Planning and
Public Policy
- J.D./Master of Public Administration (M.P.A.) in Health-
Care Management and Policy, Graduate School-
Camden with University of Medicine and Dentistry
of New Jersey
- J.D./Master of Social Work (M.S.W.), School of
Social Work
- J.D./M.D., University of Medicine and Dentistry
of New Jersey
- J.D./D.O., University of Medicine and Dentistry of
New Jersey-School of Osteopathic Medicine

INTERSCHOOL STUDIES

While enrolled in the law school, students may apply to the Committee on Academic Petitions for permission to take courses at other law schools or graduate schools, including summer sessions. *Students are advised that credit is not granted for graduate course work completed prior to entering Rutgers' School of Law-Camden.*

Under an agreement with Temple University Law School, students may cross-register for up to three courses during their law school career, while paying tuition to Rutgers, as if the Temple course were offered at Rutgers, as long as the course is not available at Rutgers. Special materials on the cross-registration program describe this option in detail and are available from the associate dean for academic affairs.

SUMMER SESSION

Each year, the law school offers an eight-week summer session. Students who work not more than fifteen hours per week during the summer may register for 6 or more credits in the summer term to earn one-half residence credit.

It also is possible under the law school's academic rules and regulations for students to earn three-eighths of a residence credit for each summer session in which they complete 4 or 5 credits. No employment restrictions are placed on students who register for fewer than 6 credits in a summer.

In the summer, 3-credit courses meet six hours each week; 2-credit courses, four hours per week. Eight credits is the maximum credit load. There is no minimum credit load requirement.

The Law Library

Excellent research facilities are provided by the law library, which is one of the largest in New Jersey. In addition to the traditional materials, the library subscribes to a number of computerized research systems on which all students are trained as part of the law school's required legal research and writing program, and provides access to the myriad databases available on the Internet. It is an owner-member of RLIN (Research Libraries Information Network) with computer-linked access to the largest research collections in the nation.

The law school library consists of four floors of book-stacks, a spacious reading room that provides a wonderful view of the campus, and a computer lab for LEXIS/Westlaw training. Over four hundred individual working areas, carrels, and lounge seats are available for library users. Consisting of more than 410,000 bibliographic units in book and microform, the research materials of the collection are arranged on open stacks to permit direct and convenient access. Bibliographic access to nearly the entire collection is provided through INNOPAC, an online computer catalog.

The collection is comprehensive in its holdings of American, English, Canadian, and foreign legal periodicals. Included in the collection are the standard treatises, texts, digests, citators, loose-leaf services, specialized annotated case reports, and encyclopedias. The collection contains the current revisions and codes of federal statutory law of the United States, the fifty-two state and territorial jurisdictions, and the current laws of Great Britain. These are supplemented by the judicial opinions of the appellate courts of the several states; the reports of opinions delivered in the federal courts of the United States; and the court reports of England, Canada, and other selected foreign countries. The law library maintains a collection of regulations, orders, and reports of both federal and New Jersey administrative agencies.

Law students may supplement their research by using the Paul Robeson Library located across the mall from the law building. Access is available to the vast research collections of the entire Rutgers library system and of the major research libraries in the United States through interlibrary loan. Separate working libraries are maintained for the faculty and the *Rutgers Law Journal* in the law building.

Admission

The admissions process is highly selective, and successful candidates typically have high academic credentials or promise. Accepted first-year students matriculate only in the fall term to begin a program leading to the Juris Doctor degree.

REQUIREMENTS FOR ADMISSION

An applicant for admission to the law school must be a person of good character who:

1. has graduated or has duly passed final examinations for a baccalaureate degree from a college or university accredited by the appropriate regional accrediting association for colleges and secondary schools;
2. gives promise of profiting by pursuing the course in law, as evidenced by the documents submitted in support of the application for admission;
3. has taken the Law School Admission Test (LSAT scores more than three years old are unacceptable); and
4. has complied with instructions outlined in the Admission Procedure section below.

Details of the times, places, and conditions for the Law School Admission Test may be obtained directly from the Law School Admission Services, Box 2000, Newtown, PA 18940 (215/968-1001).

ADMISSION PROCEDURE

Beginning December 1, completed applications are accepted and reviewed. First-year applications submitted for consideration after March 1 will be accepted for open seats only. Applicants are urged to submit their applications as early as possible. Transfer applicants with at least one full year of advanced credit should apply for admission at mid-year by December 1 and for the fall term by July 1.

Each applicant for admission should submit credentials to the Associate Director of Admissions, School of Law-Camden, Rutgers, The State University of New Jersey, 406 Penn Street, 3rd Floor, Camden, NJ 08102. The following are required:

1. A written application (available from the Office of Law School Admissions), or application submitted online, together with the admission application fee (\$50).
2. A Law School Data Assembly Service Report (LSDAS).
 - a. Registration should be made with the Law School Data Assembly Service, Box 2000, Newtown, PA 18940.
 - b. Official transcripts from all colleges attended should be sent directly to the Law School Data Assembly Service in accordance with LSDAS instructions.
 - c. Law School Data Assembly Service also handles registration for the Law School Admission Test. All test dates should be noted on the registration so that the scores will be indicated on the report.

3. Two letters of recommendation from college professors, current employers, commanding officers, or others who have observed the applicant in a working capacity. These letters should be submitted through the LSDAS letter of recommendation service. There is no additional charge for this service.

For tours of the campus, applicants may contact the admissions office at 800/466-7561.

Deferred Admission

Admission deferments for one year only are considered on an individual basis. Admitted candidates who have submitted their tuition deposit should write to the director of admissions requesting a deferment, with justification for so doing. The deadline for requesting admission deferment is July 1.

TRANSFER STUDENTS

Requirements for Advanced Standing

Students transferring from approved law schools, who are in good standing and have the necessary qualifications for admission, may receive credit toward the degree of Juris Doctor for work entitled to credit in their former school, provided that at least the previous year is completed in residence at this law school. These credits are evaluated by the school. Only courses completed with a grade of *C* or better are transferable. A maximum of 40 credits may be transferred. All credits must have been obtained within five academic years prior to matriculation. If admitted, the candidate must comply with all requirements of the law school before a degree is granted. No first-year students may enter the law school at midyear. Students should have one full year of academic credit to be considered for admission at midyear.

Advanced Standing Admission Procedure

A candidate for admission to the law school with advanced standing may apply online or obtain a standard application from the admissions office. The admission procedure outlined above must be followed. In addition, a letter from the dean of the law school previously attended stating that the student is in good standing and is eligible to continue, plus an official transcript and class rank (if available), must be received before the Committee on Admissions will consider the candidate's request for admission. A statement of the candidate's reasons for requesting transfer also must accompany the application. The candidate must meet all other requirements for admission set forth under Requirements for Admission.

READMISSION PROCEDURE

Students in good standing who have withdrawn from the law school and wish to be readmitted should write to the Assistant Dean for Student Affairs, School of Law-Camden, Rutgers, The State University of New Jersey, 217 North Fifth Street, Camden, NJ 08102, to obtain instructions on what procedure to follow. All students who are readmitted are granted earned credit subject to the provisions of the

regulations of the law school, which are printed under separate cover and are distributed to all students enrolled at the school.

Students who either were accepted but did not enter the law school or withdrew before the completion of one full term must reapply by submitting a current application form, the application fee, and updated official transcripts to the associate director of admissions. The candidate's credentials, which are maintained on file for one year, are then reevaluated by the Committee on Admissions.

VISITING STUDENTS (Nonmatriculated)

Upper-class students at other accredited law schools may apply as visiting students for no more than one academic year's credit to transfer back to their degree-granting law school. A visiting student must complete all requirements listed under Requirements for Advanced Standing and also must submit a letter from the candidate's dean both authorizing the student to attend Rutgers' School of Law-Camden and acknowledging that the transfer credits will be accepted. Visiting status is competitive and on a space-available basis. Additional information may be obtained from the associate director of admissions.

INTERNATIONAL STUDENTS

All applicants to the law school must provide results from the Law School Admission Test (LSAT). Applicants for whom English is not the first language also are required to submit satisfactory scores from the Test of English as a Foreign Language (TOEFL). Successful applicants have reported a total score of at least 600, or a computer test score of 250. Free information and registration materials may be obtained from Test of English as a Foreign Language, P.O. Box 6155, Princeton, NJ 08541-6155, U.S.A.

Requirements for practicing law in the United States vary from state to state. The New Jersey Bar Association is very stringent, requiring a Doctor of Jurisprudence degree from an American Bar Association law school. Students from other states should consult with the bar of the state in which they intend to practice before enrolling in law school.

All foreign educational credentials must be evaluated in terms of U.S. standards by an agency approved by the law school. The admissions office will refer applicants for this purpose to a reputable credential evaluation agency, which charges a fee for its services.

Tuition and Fees

FEE SCHEDULE

2000–2001 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.

<i>Application Fee</i> , nonrefundable	\$ 50.00
<i>Tuition</i> †	
Full-time New Jersey resident, per term	5,306.00
Full-time non-New Jersey resident, per term	7,785.00
Part-time New Jersey resident, per credit	439.40
Part-time non-New Jersey resident, per credit	648.20
<i>Student Fee, per term</i>	
Full time (12 or more credits)	402.50
Part time (11 or fewer credits)	156.50
<i>Miscellaneous Fees</i>	
Basic health insurance program, per term, part-time students only (optional) ‡	95.16
Major medical insurance plan, per term §	128.50
Spouse, per term	128.50
Each child, per term	128.50
Placement fee, per term	
Full time	100.00
Part time	66.00
Computer fee, per term	
Full time	100.00
Part time (based on credit hours)	20.00–47.00
Late registration fee	50.00
Late payment fee	50.00
Partial payment fee	10.00
Late payment fee for partial payments	
For the first week	10.00
For each additional week or part thereof	5.00
Drop/add fee, per change	5.00
(applies to change of registration due to student error or choice after the second week of classes)	
Returned check fee	10.00
Transcript of record fee (per copy)	3.00
N.J. Public Interest Research	
Group fee (full-time students only; optional)	8.75

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.

* It is anticipated that tuition and fee information for the 2001–2002 academic year will be available August 1, 2001.

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

‡ Required for international students.

§ This insurance is optional.

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to the student's home address for the first and second terms with the due dates indicated. It is the student's responsibility to obtain, complete, and return the term bill on time. (Students who do not receive a term bill by July 15 for the fall term and December 5 for the spring term should notify Campus Financial Services immediately.) Students who fail to do so are charged a late payment fee of \$50. In addition, for all balances not paid in full when due, the student is responsible for all costs incurred by the university to collect such debt. These may include, but are not limited to, collection costs, litigation/attorneys' fees, and court costs.

Students enrolled for 6 or more credits who are unable to pay their term bills in full by the due date or by the first day of class 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. Payment also can be made by Visa, MasterCard, or Discover Card. Transactions that are declined by the bank are considered unpaid and are returned to the student. Refunds of credit card payments will be processed with a check issued by Rutgers University to the student.

First-year admitted students who previously submitted the \$300 tuition deposit should deduct this amount from the term bill they receive for their first term of study at Rutgers.

PARTIAL PAYMENT PLAN

Students enrolled for 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.

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. The university reserves the right to increase the partial payment plan fee if deemed necessary.

Returned Checks

A service charge of \$10 is assessed if a check presented in payment of fees or tuition is returned to the university as uncollectible. If collectible payment is not made before late payment deadlines, the applicable late payment fees also are charged.

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.

Cancellation of Registration

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

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. 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.

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 week: 80%
- Third and fourth week: 60%
- Fifth and sixth week: 40%

No reduction is 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 are granted after the tenth day of classes to students who withdraw from (i.e., drop) 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 does 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.

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 Federal Refund Policy.

For further information, please contact the financial aid office.

TUITION DEPOSIT

All admitted students are required to submit by April 15 a \$300 deposit against their tuition to hold a place in the entering class. A portion of the \$300 tuition deposit is refundable in accordance with the following:

- If the admissions office is notified in writing of a student's withdrawal on or before July 1, \$200 will be refunded.*
- If the admissions office is notified in writing of a student's withdrawal after July 1 but on or before August 1, \$100 will be refunded.*

After August 1, no portion of the deposit can be refunded.

Financial Aid

The School of Law–Camden and the staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, are concerned with students' educational expenses. The impact of these expenses upon the student and his or her family is significant, in spite of the fact that tuition at Rutgers covers only a small portion of the cost of instruction for each student. In order to allow students with limited financial resources to attend law school, every effort is made to assist students in finding alternatives to finance their education.

The majority of students who enroll in the law school receive some measure of financial aid. The amount and type of support each student receives depend upon the need for assistance, qualifications, and university funding. In the 1999–2000 academic year, more than \$11.6 million was distributed to students in the law school through fellowships, grants, loans, and employment. The typical financial aid package was about \$18,000, with 82 percent of law students receiving some form of assistance. The largest program in 1999–2000 was the William D. Ford Federal Direct Loan program, which provided more than \$9.3 million to 640 students.

Students may contact the Office of Financial Aid, Rutgers, The State University of New Jersey, Armitage Hall, Camden, NJ 08102; 856/225-6039. Office hours are 8:30 A.M. to 4:30 P.M.

SAMPLE COSTS

A sample of the approximate costs of attending the law school for two terms during the 2000–2001 academic year appears below.

New Jersey Resident (Single): Nine-Month Budgets

	Commuter	Resident
Tuition and fees	\$ 11,835	\$ 11,835
Books and supplies	1,075	1,075
Room and board, travel, and other expenses	4,715	8,990
<i>Total</i>	\$17,625	\$21,900
Non-New Jersey Resident	\$22,550	\$26,800

HOW TO APPLY

All applicants must complete the Free Application for Federal Student Aid (FAFSA) annually and submit it to the federal processor at the address listed on the envelope provided with the form. Applications must be received by the federal processor by March 1 preceding the academic year for which aid is sought. The forms are available at all college financial aid offices, public libraries, high schools,

and local community colleges. The FAFSA should be filed at the same time the admission application is submitted but no later than March 1 to ensure full consideration for all available funds. The law school's federal Title IV code number is 002629.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are limited, and awards are made based on financial need. There is a definite advantage to submitting an early, accurate, and complete application. Financial aid transcripts from prior colleges are *not* required.

Counseling is available by appointment at the financial aid office to all students regardless of whether 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 thing 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.

Part-Time Students

Since financial need is determined by comparing a student's resources with the cost of attending school, many part-time students who are employed gainfully may not demonstrate financial need, but may qualify for federal student loans.

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

The university has extremely limited financial aid funds for part-time students. All application procedures and deadlines applicable to full-time students apply to part-time students.

SOURCES OF FINANCIAL AID

Not all scholarships listed are available every year. All scholarships for entering students are merit-based. Eligible students are considered automatically by the admissions office.

Fellowships, Scholarships, and Grants for Entering First-Year Students

William G. Bischoff Scholarship. This scholarship in honor of Superior Court Judge William G. Bischoff is given by Margot and Paul Crawshaw. Mr. Crawshaw, a 1968 graduate of Rutgers' School of Law–Camden, was a law clerk and associate of Judge Bischoff. The recipients of this scholarship must be New Jersey residents and attend the law school full time. Candidates are chosen on the basis of prior outstanding academic achievements and on their past records of extracurricular and community involvement. The scholarship covers tuition and fees and is renewable, contingent upon the student maintaining an academic average as stipulated by the admissions office in the award letter. Please note, however, that this award is not available every year.

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.

Ralph Bunche Awards provide both a \$12,000 stipend per academic year and full-tuition remission to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage. Only those applicants receiving awards will be notified.

Dean's Merit Scholarships. Dean's Merit Scholarships are one of the highest forms of recognizing academic achievements. These highly selective merit awards are funded directly by the law school and are designed to support the educational expenses of an entering student whose previous scholastic record demonstrates a high potential for contributing to the advancement of the intellectual climate at Rutgers-Camden. The amount and number of scholarships vary for each academic year.

Edwin and Helen Farrell Scholarship. This endowed scholarship was established by a bequest of Helen S. Farrell in 1988. Selection is made on the basis of past academic accomplishments, extracurricular activities, community involvement, and potential to contribute to the intellectual and community spirit of the law school. It provides a \$3,000 annual stipend and is renewable, contingent upon the student maintaining an academic average as stipulated by the admissions office in the award letter. Please note, however, that this award is not available every year.

Graduate and Professional Scholar Awards. Outstanding students in the graduate and professional schools are eligible for merit scholarships of \$2,200 per year for full-time study for up to two academic years, contingent upon maintaining an academic average as stipulated by the admissions office in the award letter. Graduate Scholar Awards are not available to support the third year of law school. They may be held in conjunction with other forms of financial aid. Only those applicants receiving awards are notified.

Archer & Greiner Diversity Scholarship. This annual scholarship was established by the firm of Archer & Greiner to achieve greater diversity among the student population enrolled at Rutgers' School of Law-Camden, and thereby to improve diversity within the practice of law. The distinguished firm of Archer & Greiner, with its principal offices in Haddonfield, NJ, has had a long and valued relationship with the law school, and is a leader of the profession in South Jersey and throughout the state. Scholarships are awarded to entering students based on academic achievement, work experience, and extracurricular activities.

ICLE Merit Award. The ICLE Merit Award is one of the most prestigious forms of recognizing achievement and promise at the law school. Funded by the New Jersey Institute of Continuing Legal Education, the award supports the full, in-state tuition of a New Jersey resident enrolled at the law school. Candidates for the award are selected based on outstanding scholastic records and their potential to contribute to the legal profession in New Jersey. The award is renewable, contingent upon the student maintaining an academic average as stipulated by the admissions office in the award letter.

William S. Kulp, Jr., Memorial Scholarship. This scholarship is supported by a bequest from the estate of William S. Kulp, Jr. One or more grants are awarded each year, consistent with investment income generated by the Kulp endowment, to entering or enrolled students without regard to financial need or place of residence. The grant may be renewed twice (three renewals for part-time students), contingent upon the student maintaining an academic average as

stipulated by the admissions office in the award letter. Kulp Scholars may hold scholarships or other forms of financial aid awarded by different sources.

Designed to support the educational expenses of students whose previous academic records demonstrate the potential to become outstanding scholars in law school, the Kulp scholarships are awarded on the basis of academic record, LSAT score, and other evidence of an ability to excel in the legal education program.

Philip J. Levin Scholarship. Established by the Philip and Janice Levin Foundation in 1974, this award provides a stipend in memory of Mr. Levin, a Rutgers' School of Law-Newark alumnus and former member of the state university's boards of trustees and governors. Consistent with investment income generated by the Levin endowment, one or more grants are awarded each year to entering or enrolled students without regard to financial need or place of residence.

The grant may be renewed twice (three renewals for part-time students), contingent upon the student maintaining an academic average as stipulated by the admissions office in the award letter. Levin Scholarships may be held in conjunction with other forms of financial aid. Students are selected on the basis of academic excellence and demonstrated commitment to a career of public leadership.

Judge Edward V. Martino Scholarship. Established by a bequest in the Last Will and Testament of Judge Edward V. Martino, this scholarship is designed to help meet the legal education expenses of a Camden County (NJ) resident who has demonstrated both academic excellence and a need for financial assistance. The award generally is presented to an entering student, but also may be available for enrolled students. Award amounts are determined by available income from the endowment's annual investment return. All candidates must have a current FAFSA on file with the Office of Financial Aid. Please note, however, that this award is not offered to entering students every year.

Samuel Moskowitz-Sidney and Evelyn Schlesinger Scholarship. This \$2,000 scholarship is supported by an endowment established in memory of the late Samuel Moskowitz and the late Sidney Schlesinger, who, respectively, practiced law in Hudson County and presided over an independent chain of retail clothing stores in northern New Jersey. Evelyn Schlesinger, widow of Sidney Schlesinger, was long active in civic, community, and business affairs in Hudson and Bergen counties.

The award supports the educational expenses of an entering student whose previous scholastic record demonstrates a high potential for contributing to the advancement of the intellectual climate at the law school. The scholarship is renewable, contingent upon the student maintaining an academic-year average of *B* or better during the first two terms of study and for each term thereafter. Please note, however, that this award is not offered to entering students every year.

Charles Richter Memorial Scholarship Fund. These scholarships are funded through the generous commitment of Irvin E. and Janice L. Richter, both graduates of the law school. This fund supports students who have a record of outstanding academic achievement, or who, without financial assistance, might otherwise not be able to attend law school. All applicants, regardless of residency status, are eligible, although preference may be given to New Jersey residents. Both merit and financial need awards are open to part-time as well as full-time students.

School of Law Fellowship. The primary purpose of this state-supported program is to attract and maintain outstanding law students. The principal criteria for the award are academic merit and full-time status. The stipend covers tuition and is renewable contingent upon the student maintaining an academic grade-point average as stipulated by the admissions office in the award letter. This award, however, is not available every year.

Seltzer-Lempert Memorial Scholarship. This is an endowed scholarship made possible by a gift from Mrs. Sarah Seltzer (*nee* Lempert) to honor the memory of her late husband, Charles Zachary Seltzer, Esquire. Mr. Seltzer was a member of the Class of 1932 in the South Jersey Law School, the proprietary institution that subsequently merged with Rutgers University and became Rutgers' School of Law-Camden. The scholarships are awarded to entering or enrolled students on the basis of financial need and overall academic record. Award amounts are determined by available income from the endowment's annual investment return. All candidates must have a current FAFSA on file with the Office of Financial Aid.

New Jersey State Aid

New Jersey residents who received an Educational Opportunity Fund (EOF) grant at the undergraduate level generally are eligible to have this grant renewed for three years of law school study, provided they continue to meet the regulations of the program. Students who received EOF grants as undergraduates must notify the financial aid office in writing to have this grant renewed.

Other grants for in-state residents are available through the New Jersey State Grant program. Application is made through the FAFSA. These funds are extremely limited and are awarded to students with significant financial need. This program is administered through the financial aid office. Priority is given to students who file by March 15.

Scholarships and Grants for Enrolled Students

The availability of the scholarship programs described under this heading is announced during the academic year by the Office of the Associate Dean for Administration. Application instructions for these scholarships also are issued by the associate dean's office.

Alumni Association Scholarships. Grants ranging from \$500 to a maximum of \$3,000 are awarded annually to second- and third-year students through a scholarship program supported by contributions from graduates during the law school annual fund drive. Students must have the FAFSA on file in the financial aid office.

Although there is no guarantee of renewal, current scholarship holders may apply for awards in subsequent years.

Selection decisions are made by a special committee that consists of law school graduates and a representative of the office of the law school dean. Two general criteria are applied in awarding grants: demonstrated financial need and law school performance.

The law school dean's office announces each fall the availability of the alumni scholarships. Applications generally are accepted during the opening weeks of the term, and the scholarship committee decisions are announced before the conclusion of the fall term.

Arthur E. Armitage, Sr., Scholarship. The Class of 1930, the first group of students to complete the legal education program at Camden, endowed this scholarship in honor of Arthur E. Armitage, Sr., the founder of the South Jersey Law School that became a part of Rutgers University in 1950. At least one scholarship is awarded annually to a third-year student. The amount is consistent with the yearly interest accrued from the endowment.

Recipients are chosen by representatives of the law school dean's office and the campus financial aid office, who apply two principal selection criteria: financial need, as demonstrated by filing the FAFSA, and academic merit.

Judge Francis J. Bloustein Scholarship. The income from a gift in honor of Judge Francis J. Bloustein, brother of the late Edward J. Bloustein, former university president, established this scholarship in 1971 to provide aid to needy law students.

Honorable Clarence E. Case Scholarship Fund. Established by friends and colleagues of Clarence E. Case, this fund designates Clarence E. Case Scholars at the law school as a memorial to the former chief justice of the Court of Errors and Appeals in New Jersey. Justice Case also was an associate justice of the New Jersey Supreme Court and an outstanding leader on the bench and at the bar.

Class of 1973 Scholarship. This endowed scholarship was made possible by contributions to the Twentieth Anniversary Gift Fund of the Class of 1973. Demonstrated financial need is the primary selection criterion for this award, with overall academic performance, extracurricular activities, and community service being secondary considerations, if required to choose among equally needy applicants. Award amounts are determined by available income from the endowment's annual investment return. All candidates must have a current FAFSA on file with the Office of Financial Aid.

Class of 1983 Scholarship. Funded by gifts from classmates celebrating their tenth graduation anniversary, this endowed scholarship is presented annually to an upper-class student who demonstrates a commitment to strong academic performance. Financial need is a secondary consideration for this award.

Class of 1986 Scholarship. This scholarship was established with an initial gift from Joseph E. Irenas, Esquire, to provide support for a student who demonstrates financial need and outstanding ability. Candidates must file a FAFSA with the Office of Financial Aid.

Russell N. Fairbanks Scholarship. Funded by alumni contributions to a special endowment, the Russell N. Fairbanks Scholarship commemorates its namesake's fourteen years (1967-1981) of distinguished service as dean of the law school.

One or more grants are awarded each year, consistent with investment income generated by the endowment, to second- or third-year students who demonstrate outstanding academic talents, with financial need a secondary consideration. Recipients may receive the award a second time. Selection is made by the law school.

Scott Evan Flack Memorial Scholarship. This endowed scholarship was established by the Class of 1985 in conjunction with its tenth-year reunion gift fund. The award is presented to students who have financial need and who demonstrate a scholastic record that indicates high potential

for contributing to the advancement of the intellectual climate at the law school. Candidates must have a FAFSA on file with the Office of Financial Aid.

N. Thomas Foster Memorial Scholarship. These awards are from an endowed scholarship for the benefit of minority law students in memory of former Camden city attorney N. Thomas Foster, a 1976 graduate of the School of Law–Camden. Established by the Black Law Students Association, the scholarships are awarded to minority law students who have completed at least one term in good academic standing at the School of Law–Camden. Demonstrated financial need is the primary selection criterion, with overall academic performance, extracurricular activities, and community service being secondary considerations, if needed. Candidates must have a current FAFSA on file with the Office of Financial Aid.

Ann M. Harrahill Scholarship. Established to provide assistance to those women students in the law school who, after satisfactorily completing their first year, find it difficult to continue their studies unless they receive financial assistance. The primary selection criterion is financial need, although law school academic standing is considered in awarding this scholarship.

George S. Harris Scholarship. This endowed scholarship was established by the law alumni as a memorial to George S. Harris, who served as dean of the law school and its predecessor institutions for many years. It provides for the annual designation of a George S. Harris Scholar. Recipients are selected on the basis of both law school performance and financial need.

Michael H. Herson Scholarship. This scholarship is supported by annual gifts from Michael H. Herson, a 1990 graduate of the School of Law–Camden. It is designed to assist enrolled students who are experiencing financial difficulty in continuing their education. Candidates must have a current FAFSA on file with the Office of Financial Aid.

Raymond J. Jubanyik Memorial Scholarship. Family and friends established this endowed scholarship to honor the memory of the late Raymond J. Jubanyik, Esquire, a member of the Class of 1934 in the South Jersey Law School, the proprietary institution that subsequently merged with Rutgers University and became Rutgers' School of Law–Camden. Mr. Jubanyik was a partner in the New Jersey law firm of Jubanyik, Varbalow, Tedesco & Shaw. The scholarships are awarded either to entering or enrolled students on the basis of financial need and overall academic record. Award amounts are determined by available income from the endowment's annual investment return. Candidates must have a current FAFSA on file with the Office of Financial Aid.

Howard A. Massler Scholarship. This scholarship program is supported by annual gifts from Howard A. Massler, a graduate of the School of Law–Camden. This program is designed to provide assistance to students who are in need of financial assistance to continue their legal education. Candidates must file a FAFSA with the Office of Financial Aid.

Chief Judge Helen W. Nies Memorial Scholarship. This scholarship program is supported by annual gifts from Jane Hassey Licata, a 1984 graduate of Rutgers' School of Law–Camden. It is designed to support the education expenses of women law students with a demonstrated

commitment to pursuing the field of intellectual property law. Judge Nies passed away in 1996 while serving in Senior Status on the United States Court of Appeals for the Federal Circuit. In private practice, she was very active in the field of protection of intellectual property. Among the many positions she held during her long career, Judge Nies was a member of the board of directors of the United States Trademark Association.

Public Interest Law Scholarship. The Public Interest Law Scholarship program supports first- and second-year students in good academic standing who require financial assistance to undertake summer employment in those public interest law agencies that are unable to provide students a salary or that can provide only a low wage rate. Candidates must have a current FAFSA on file with the Office of Financial Aid. In addition, applicants must submit a signed, original letter from an appropriate official at the public service agency offering employment for the summer in which assistance is sought, stating the specific terms of compensation. The program is supported by the annual contributions of School of Law–Camden students, faculty, and alumni.

Samuel Rubin Law Scholarship Fund. This fund was established in 1958 as an endowed scholarship for law students through the generosity of Mr. Samuel Rubin, a friend of the school. Awards are based on financial need.

Ernest A. Spinello, Jr., Memorial Scholarship. This merit-based award is given in honor of a 1986 Rutgers' School of Law–Camden graduate who died in 1992. To honor his memory, Ernest's widow, Camille Spinello Andrews (School of Law–Camden Class of 1986) and her husband, United States Representative Robert E. Andrews, created this scholarship fund. Academic achievement and active participation in the community life of the law school are the primary selection criteria.

Deborah Mallay Stoffer Memorial Scholarship. This scholarship was established in 1960 by a bequest from David Stoffer, late member of the faculty of law, in memory of his daughter. The scholarship is awarded to a qualified needy student.

Nonuniversity Scholarships and Fellowships

In addition to opportunities for financial assistance through the university, there are other sources from which qualified students may receive financial aid, since many national, state, and regional associations make special awards. Three such nonuniversity programs available to enrolled students are described below.

Camden County Bar Foundation Scholarships. Seven separate scholarship programs are administered by the Camden County Bar Foundation and are made available to New Jersey law students. Several of these scholarships are restricted to School of Law–Camden students. No scholarship is less than \$1,000. Generally, either residence in Camden County or demonstrated evidence of a *bona fide* intention to practice law in Camden County is required. Applications are submitted directly to the bar foundation, and award decisions are rendered by the trustees of the foundation. Availability of the scholarships is announced by the dean's office each fall term.

C. Clyde Ferguson, Jr., Scholarships. This scholarship is a state-supported program that provides substantial, annual grants to entering or enrolled minority law students who have demonstrated financial need. The scholarship program was established in 1990 to honor the distinguished career of C. Clyde Ferguson, Jr., a former professor at Rutgers' School of Law–Newark.

Ferguson Scholarship recipients must be New Jersey residents and are required to be enrolled in the full-time law program. All candidates must have a current FAFSA on file with the Office of Financial Aid. Grant amounts vary each year depending upon the amount of state support for the program and the total financial need of all recipients that year. Students who remain in good academic standing are eligible for continuation of the scholarship, contingent upon renewed funding by the state legislature.

New Jersey Bar Foundation Scholarships. Each year, the trustees of the New Jersey Bar Foundation make available to each of the three law schools in the state several \$2,500 scholarships for enrolled students who are New Jersey residents. In addition, the foundation awards annually a C. Wallace Vail Scholarship to a student chosen on the basis of high academic achievement from among the three law schools.

Nominees for the New Jersey Bar Foundation Scholarships are forwarded to the trustees by the law school. Final selection is made by the trustees on the basis of academic achievement and financial need. Interested students must complete an application form available from the Office of the Associate Dean for Administration.

Students should be aware that the school continually is 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

Federal Perkins Loans. Federal Perkins Loans are available to students who are enrolled in a minimum of 6 credits per term, who are citizens or permanent residents of the United States, and who demonstrate need through the FAFSA. The maximum amount a graduate student can borrow under this program at Rutgers is \$2,000 per academic year, with maximum aggregate loan amount not to exceed \$40,000 (including undergraduate National Direct Student Loan and Perkins loans).

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

Consistent with federal regulations, all first-time Federal 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, Federal Perkins Loan recipients must attend an exit interview prior to graduation or withdrawal from school. Further details and procedures regarding the repayment of the Federal

Perkins Loan are sent to each student recipient by Rutgers, The State University of New Jersey, Office of Student Loans, Division of Accounting, 65 Davidson Road, Piscataway, NJ 08854-8094.

William D. Ford Federal Direct Loans. Federal Direct Student Loans (Direct Loans) are available to students from the federal government to pay for educational costs. These loans eliminate the need for an outside lender, such as a bank. To be considered for a Direct Loan, students must complete the FAFSA. Subsequently, the award letter issued by Rutgers will list eligibility for the program. Money for which students are eligible will be credited directly to their accounts. Because Rutgers has chosen to participate in direct lending, *the university cannot accept any Federal Stafford applications from students or their lenders*. Since the U.S. Department of Education is the lender for the Federal Direct Loan Program, borrowers will send all loan repayments to the department, rather than to several lenders.

In general, to be eligible for a Direct Loan, a student must have a high school diploma or a General Education Development (GED) certificate or meet other standards approved by the U.S. Department of Education, be a U.S. 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 a federal grant program, and register with the U.S. Selective Service Administration, if required.

In addition to these requirements, all first-time Federal Direct Loan borrowers must attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan.

The aggregate limit for Federal Direct Loans, including *both subsidized and unsubsidized amounts* is \$138,500 for a graduate or professional student (including loans for undergraduate study).

Federal Direct Subsidized Loan. This loan is based on financial need. The 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. Effective July 1, 2000, the maximum rate for the Federal Direct Loan was 7.59 percent. Additionally, borrowers are charged an origination fee of 3 percent. Graduate students may borrow \$8,500 per year. The total debt may not exceed \$65,000, including loans for undergraduate years.

Federal Direct Unsubsidized Loan. This loan *is not* based on financial need, and all interest charges must be paid by the student. The interest rate is the same as that of the Federal Direct Subsidized Loan. Students may borrow up to \$18,500 per year, less any amount from the subsidized loan program. The total debt permitted for all Stafford and Direct Loans is \$138,500.

Law Access/Law Loans and Other Alternative Loan Programs. The law school participates in all national loan programs, which enables a student to borrow the full estimated cost of education less other aid. These loan programs are considered to be private, not administered by either the federal or state government. Generally, a student may borrow up to \$15,000 per year, or a total loan portfolio (including federal loans) of \$120,000. These loans usually carry a variable rate of interest and are subject to the student passing a credit check. Additional information about these programs is available from the financial aid office.

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. An emergency need must be demonstrated and funds must be available.

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

Note: Quoted interest rates may change at any time. Subsequent program regulations may change the terms of eligibility and repayment.

Employment

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 ten 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.

Any change in work-study jobs must be made through the financial aid office. Off-campus employment also is available through the college work-study program, though it is limited to returning students. These jobs are in non-profit agencies. No job assignments are made until all paperwork required to accept the aid is completed.

Other Sources of Aid

Veterans Benefits. The War Orphans, Widows, and Veterans Educational Assistance Act provides financial assistance to the children or widow of a veteran who died of a service-connected disability or to the dependents of a veteran who has a total disability.

Veterans and other persons planning to receive educational assistance benefits from the Veterans Administration

(VA) are advised to secure VA approval for training prior to enrollment. Inquiries concerning eligibility should be directed to the veterans coordinator on each campus.

A veteran, widow, war orphan, or dependent approved for training should present the Veterans Administration's Certificate of Eligibility Forms when registering. In order to be certified for Veterans Educational Assistance Benefits, veterans, war orphans, widows, and dependents must present, in person, proof of enrollment to the university Office of Veterans Affairs *at the beginning of each term.*

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 withdraw officially 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 college withdrawal procedure may affect both past and future benefits. Any change in schedule also must be reported to the campus Office of Veterans Affairs immediately.

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Graduate students ordinarily may not accept simultaneously two different financial awards from the university. 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, internships, or Russell Scholarships may not accept employment outside of their academic department without the permission of the graduate 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

CAREER SERVICES

The law school maintains a full-time career counseling and resource center to assist each student in achieving his or her individual goal.

Each student is encouraged to meet individually with a career services counselor to discuss unique career planning goals and to develop effective job search strategies. In addition, workshops and seminars are offered on a variety of legal-related subjects. First-term students participate in workshops that focus on self-assessment, establishing priorities, dispelling myths about the law, and setting goals. Small group résumé and interview counseling workshops are offered each term. Students also participate in mock interviews with practicing attorneys to refine their interviewing skills. The Office of Career Services also offers special panels and programs each term, bringing practicing attorneys, judges, and others to campus to discuss their careers.

The Office of Career Services conducts active on-campus interview programs during both the fall and spring terms that attract prospective employers from private law firms, public interest organizations, government agencies, and private corporations in New Jersey, Pennsylvania, and other states.

Nationally, only about 12 percent of graduates who excel in law school are selected to serve in judicial clerkships. Rutgers regularly places more than three times that number, ranking second in the nation for placing its law graduates in these highly desirable judicial clerkships.

The school enjoys an outstanding employment-placement record. For example, as a direct result of the quality of legal education at Rutgers, 98 percent of the class of 1999 obtained employment upon graduation. Major law firms from Delaware, Philadelphia, and New Jersey recruit from Rutgers-Camden, as do many prestigious firms from California, New York, and Washington, DC. The average salary for associates joining these firms is about \$67,000, with top graduates making in excess of \$100,000. In addition, local employers, such as the CIGNA Corporation, CNA, Liberty Mutual, and Public Service Electric & Gas, recruit for summer associates and interns.

The bar pass rate of Rutgers-Camden is exceptional. The law school's bar passage rates typically surpass national averages and graduates of other schools.

STUDENT AFFAIRS

The Office of Student Affairs provides support and advice to individual students as well as student organizations and acts as the liaison between student groups, faculty, the administration, and the alumni board, when appropriate.

Students with disabilities and students needing academic assistance are a high priority for the office. All students with problems in these areas are encouraged to ask for help as soon as they identify their needs.

All Rutgers' School of Law-Camden facilities are readily accessible to disabled students.

STUDENT HEALTH SERVICE

The Student Health Center is located at 326 Penn Street, Camden, NJ 08102 (856/225-6005). Medical and psychological services are available to all full-time graduate and undergraduate students. Part-time students may become eligible by paying the health service and insurance fee to the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180.

Open weekdays from 8:30 A.M. to 4:30 P.M., and during the fall and spring terms, Monday and Thursday until 7:00 P.M., the Student Health Center is staffed by physicians, nurse practitioners, and psychologists, as well as a part-time consulting psychiatrist and a substance abuse counselor. A wide variety of services is provided, including general health care, gynecology, health education, assistance with alcohol and substance abuse, short-term psychotherapy and psychiatric evaluation, laboratory tests, immunizations, allergy treatment, and referrals to other providers. Surgical and critical medical conditions are not treated at the health center, but are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment.

Students are urged to use the health center for medical treatment, health education, preventive medicine, and psychological counseling. Appointments are encouraged to reduce waiting time. Services are rendered confidentially. Some health services rendered by outside consultants and facilities are the financial responsibility of the student.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service fee, are insured for up to \$5,000 in medical expenses brought about by illness or accident. This policy provides excess coverage over other health insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies, particularly international students, should consider this coverage. Information and applications are available from the Student Health Center, Rutgers, The State University of New Jersey, 326 Penn Street, Camden, NJ 08102 (856/225-6005), or 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).

HOUSING

The Rutgers-Camden Apartments, opened in 1986, has fifty four-bedroom and twelve two-bedroom units housing four law and/or graduate students each. Most law students are assigned to the four-bedroom units. In the event that these private bedroom spaces are filled, students are assigned to a two-bedroom unit (shared bedroom) and placed on a waiting list for a private bedroom. The four students in each apartment share a living room, kitchen and dining area (law and graduate students residing on campus have the option of preparing their own meals in the apartment

kitchen and/or purchasing a meal plan), a full bath and vanity, and a large storage closet. Fully furnished, carpeted, and equipped with individually controlled heat and air conditioning, the apartments also are wired for voice, data, and cable TV service.

Additional features of the complex include a vending area and laundromat, social lounges with large-screen cable television, study lounges, a pool table, computer labs, and exercise rooms with both aerobic and conditioning equipment. There is a police-trained, uniformed, security guard at the residence hall entrance at all times. In addition, the parking lot and grounds surrounding the facility are monitored by closed-circuit television.

Students who prefer to live off campus may seek assistance in locating housing and identifying roommates from the Student Bar Association. Early each summer, this organization sponsors a Housing Day. Additional information regarding both on- and off-campus housing may be obtained from the Division of Housing and Residence Life, Rutgers, The State University of New Jersey, 215 North Third Street, Camden, NJ 08102, 856/225-6471, or tnixon@crab.rutgers.edu.

PARKING

Parking is available on campus; however, students are encouraged to use public transportation whenever possible. Students may purchase their parking decals from the Campus Financial Services office located at 327 Cooper Street. Registration forms are available after 4:00 P.M. at Rutgers University Police headquarters. Both the parking office and police headquarters are located at Fourth and Linden streets.

Alumni

ALUMNI RELATIONS

Both the administration and students enjoy strong support from the graduates of the School of Law–Camden. By working cooperatively through the Department of Alumni Relations, School of Law graduates produce programs that enhance the quality of education and student life at the institution and provide fellow alumni with opportunities to maintain ties with friends and classmates while supporting the law school's mission.

The Rutgers–Camden School of Law Alumni Association is one of the university's twenty independent alumni organizations and represents more than 6,300 law school graduates. The association sponsors both merit- and need-based scholarships for law students and presents annual awards for scholastic excellence. Alumni are brought together socially for events like the gala fall reunion dinner, several regional gatherings in the Mid-Atlantic states and other locales, and a spring reception highlighted by the presentation of the Arthur E. Armitage, Sr., Distinguished Alumni Award. The association also partially supports the publication of *Rutgers Law* newsletter, which contains association and class news in a special "Notes and Comments" section. Active membership is maintained by the payment of alumni dues. The association's scholarship efforts are funded through alumni contributions to the Rutgers Foundation. Membership dues make possible all other activities.

The university also publishes *Rutgers Magazine*, an award-winning quarterly for alumni and friends of the university. Further information may be obtained from the Camden Campus Alumni Relations Office, Rutgers, The State University of New Jersey, 411 Cooper Street, Camden, NJ 08102 (856/225-6028).

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. This private support 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.

Annual contributions have continued to rise (\$80 million during the 1999–2000 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 Campaign for Undergraduate Biological Sciences, the Campaign for Rutgers Stadium and Women’s Athletic Scholarships, the Alexander Library Campaign, and the universitywide 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).

Course Listing

The courses in this chapter are organized under the following categories: first-year courses, second- and third-year courses, and seminars. Within each category, the courses are listed alphabetically by title.

Each course carries two sets of numbers: a subject code and a course code. The subject code for all law courses in Camden is 601. Course codes range from 500 to 799.

The university reserves the right to withhold the offering of any course whose continuance is not warranted by sufficient enrollment. In the interest of improvement and flexibility, the school reserves the right to modify course offerings, to change the content of any course, and, on due notice, to change its practices and requirements. Students should check with the Office of the Associate Dean for Academic Affairs for information concerning any changes to law school programs, course offerings, and course requirements.

Applicants should understand that the curriculum frequently undergoes revision. By the time they enter the second or third year at the law school, it is likely that the curriculum may have changed somewhat from that set forth below. The most reliable source for current course offerings can be found on the School of Law–Camden web site (<http://www-camlaw.rutgers.edu>).

Some course offerings carry prerequisites or enrollment restrictions. Where these exist, failure to comply with them results in denial of credit.

FIRST-YEAR COURSES

As a general practice, each first-year course is divided into two or more sections. Each first-year student is assigned randomly to specific sections of his or her first-year courses.

601:501. CIVIL PROCEDURE (4)

Ryan, Stein, Stephens, Williams

Development of procedure, jurisdiction, and venue, stating the plaintiff’s claims, amendments, defendants’ responsive pleadings, discovery, pretrial, disposition of cases with trial, right to jury trial, *res judicata*, parties, interpleader, intervention, class suits, impleader, introduction to appellate review.

601:506. CONSTITUTIONAL LAW (4)

Bosniak, Dane, Freedman, Maltz, Rosenblatt

Functioning of courts in interpreting constitutions, separation of powers, powers of national and state governments, due process, equal protection of law, and an introduction to concepts of personal rights.

601:511. CONTRACTS (4)

Atiello, Chase, Dane, Dorff, Feinman, Hull, Hyland, Korobkin, Patterson

An introduction to the law of contracts, including the requirements for the formation of contractual obligations and some examples of quasi-contractual obligations (restitution). Included are problems relating to the agreement process, consideration and its equivalents, formalities of contracting, remedies, conditions, excuses for nonperformance, third-party beneficiaries, and assignment and delegation.

Considerable emphasis is placed upon statutory analysis, using appropriate sections of the Uniform Code. The impact of social and economic factors upon the formation and performance of certain contracts also is considered.

601:516. CRIMINAL LAW (4)*Clark, Ferzan, Friedell, Pomorski, Singer*

An examination of the substantive criminal law stressing analysis of the justification of punishment, the definition of offenses, the significance of resulting harm, group criminality, and methods of exculpation.

601:530. LEGAL RESEARCH AND WRITING (2)*Durako, Latham, Nagy, Shore*

An introduction to the fundamentals of legal reasoning, research, and writing. Includes classroom instruction, library exercises, LEXIS and Westlaw training, independent research, and writing projects.

601:550. MOOT COURT I (2)*Durako, Latham, Nagy, Shore*

An introduction to the rudiments of persuasive legal writing. Students prepare a trial brief based on an issue from their fall Legal Research and Writing course. In addition, they draft and revise an appellate brief and present oral arguments based on their written briefs. Sessions meet regularly to facilitate discussion and practice in the art of brief writing and oral argument.

601:536. PROPERTY (4)*Chase, Feinman, Frankford, Oren, Washburn*

An introduction to the concept of property generally precedes the study of ownership and use of land. Estates in land, their evolution and characteristics; concurrent ownership; adverse possession; landlord and tenant, the creation and nature of the relationship, rights, and liabilities; private methods of allocating and developing land resources; the nonpossessory interests: easements, covenants, and conditions; waste; support; nuisance.

601:541. TORTS (4)*Feinman, Foster, Friedell, Goldfarb, Singer*

Protection of personal integrity, including, for example, freedom from personal contact and infliction of mental distress and compensation for personal injuries; the fault system analyzed and compared to modern insurance theory and strict liability concepts.

SECOND- AND THIRD-YEAR COURSES

Students who are interested in registering for upper-class courses but who have not completed all first-year required courses must consult with the associate dean for academic affairs or the professor offering the specific upper-class course.

601:694. ADMINISTRATIVE LAW (3)

Bosniak, Oren. This course is not a formal prerequisite to any other course. It is useful, however, as a pre- or corequisite to courses concerned with the formulation or implementation of a complex body of law by one or more administrative agencies.

An introduction to the law controlling how administrative agencies work. Such agencies have become extremely important; much law is made by agencies using rule-making authority, or is implemented by agencies acting in a judicial capacity. The advent of administrative agencies raises difficult constitutional and institutional issues. How can we ensure that agencies are responsible to the elected branches and, through them, to the people? To what extent is the creation of administrative agencies a proper response by legislatures to tough public policy issues? How can individuals be protected from arbitrary treatment by agencies? When is an individual entitled to a hearing before harmful administrative agency action? How should administrative agency procedures be structured to take advantage of agency expertise without shutting out interested parties? How can agency bureaucracies be prevented from assuming an overly powerful role in decision making? To what extent should the president be able to control administrative agency action? How stringently ought the courts review administrative agency action? Who ought to be able to challenge administrative agency action in the courts, and when? All of these issues are addressed.

601:677. ADMIRALTY (3)*Friedell*

Study of admiralty jurisdiction of federal courts and of selected topics in maritime law, including maritime torts, maintenance and cure, general average, salvage, maritime liens, carriage of goods by sea, charter parties, and limitation of liability.

601:761. ADMIRALTY MOOT COURT TEAM (P2)

The Admiralty Moot Court Team is composed of two or three students selected by the faculty adviser to participate in the Judge John R. Brown Admiralty Moot Court Competition. Participants are required to file a brief and argue the case for each side.

601:593. ADVANCED BANKRUPTCY PRACTICE (3)

Kassner. Prerequisite: Completion of a 3-credit introductory bankruptcy course and Secured Transactions.

Students enact a Chapter 11 proceeding, from prebankruptcy negotiations and litigation through filing a Chapter 11 petition and litigation of issues, and culminating with confirmation of a plan and resolution of appeals. Focuses on development of negotiating and litigation skills and bankruptcy law; students research and develop expertise in areas where bankruptcy law overlaps with environmental, labor, real estate, or contract law.

601:611. ADVANCED BRIEF WRITING (2)

Robbins. Prerequisite: Moot Court I, with preference to second- or third-year students who have not taken or cannot take Moot Court I.

Addresses in more detail issues introduced in the Legal Research and Writing/Moot Court program, including categories of organization of legal discussions in briefs, memoranda, and letters; the canons of legal logic; persuasive use of precedent; making equity and policy arguments; techniques that legal writers as well as writers from other disciplines use in generating drafts; and issues of ethics and professionalism. Using materials designed for practicing lawyers, students develop advanced methods of writing persuasive documents and learn specific editing skills. Students are required to research and write two seven- to ten-page or ten- to fifteen-page trial briefs on a motion and a related pretrial brief dealing with multiple, complex issues of law; final writing products must be annotated. Students receive two hours of in-class discussion of persuasive writing principles and the equivalent of twenty minutes per week of individual conferences with their instructor.

601:766. ADVANCED CIVIL PRACTICE CLINIC (2)*Daeker. Prerequisite: Civil Practice Clinic.*

Students who wish to continue their work in the clinic, to have an opportunity to work in greater depth on a limited number of cases, and to work with students enrolled in the Civil Practice Clinic should contact the clinic director for more information.

601:574. ADVANCED HEALTH LAW: LAW AND MANAGED CARE (3)*Rosenblatt. Prerequisite: Health Law.*

Deals with the rapidly developing legal and policy issues regarding health maintenance organizations (HMOs), preferred provider organizations (PPOs), and managed care organizations (MCOs). Topics covered include the relative liabilities of organizations and physicians for medical malpractice and systemic defects in quality under both state and federal laws (such as ERISA); the rights of organizations to exclude providers from the network and the rights of providers not to be excluded; patients' rights to obtain care and to grievance and appeal procedures; the impact of civil rights and other antidiscrimination laws; patients' rights to consumer information, quality of care "report cards," and informed consent; the status of "gag rules" prohibiting physicians from disclosing financial incentives or noncovered treatment options; denial of coverage on grounds of medical necessity or experimental status; state and federal regulation and deregulation of managed care; managed care in the Medicare and Medicaid programs; and excluded versus mandated benefits (for example, forty-eight-hour hospitalization coverage for normal childbirth).

601:552. ADVANCED MEDIATION (2)

Max, Petrilla. Prerequisite: Alternative Dispute Resolution or permission of instructor.

Students build upon concepts and skills learned in the basic ADR course. Combines clinical experience with classroom work to provide both a practical and a theoretical framework to address mediation issues; exposes students to the use of alternative dispute resolution in large commercial cases.

The theoretical component of the class requires that the student write a paper on a key aspect of mediation (such as confidentiality, credentialing, or immunity), or on using mediation in specific types of disputes (such as employment cases, international disputes, government contracts, sports law, or farm foreclosures). The clinical component requires that students mediate disputes in a small claims court or neighborhood dispute resolution program and observe a mediation conducted by the staff of the New Jersey State Office of Dispute Settlement. This requirement must generally be fulfilled during the day (although some evening opportunities may exist) and takes approximately six to eight hours.

601:585. ADVANCED PROBLEMS IN COPYRIGHT LAW (2)

Goldschmidt. Prerequisite: Intellectual Property.

Provides an in-depth examination of recent and significant copyright case law as well as a hands-on introduction to some aspects of the practice of copyright law. Selected topics for discussion include the differences and overlaps in copyright and trademark protection for animation characters, copyright/patent interface for computer software, mask works, the copyright infringement implications of digital sampling and multimedia, and recent developments concerning the "fair use" defense. Biweekly writing assignments and an oral presentation by each student based on one of the assignments are required. Students also prepare copyright registration forms, draft an opinion letter dealing with copyright infringement, draft file memoranda concerning a selected issue in recently reported copyright disputes, and prepare a draft complaint and trial brief in support of the complaint.

601:599. ADVANCED PROBLEMS IN TRADEMARK LAW (2)

Goldschmidt. Prerequisite: Intellectual Property.

Focus of the course is a core problem typical of that encountered in trademark practice. "Real life" activities are broken down into separate legal issues, including assisting clients in selecting marks, conducting and analyzing trademark searches, preparing trademark opinion letters, preparation of a trademark application and prosecution of a mark before a trademark office, and the policing of the mark. The preparation of a complaint for trademark infringement (or its answer) and a corresponding memorandum of law are required writing assignments.

601:569. ADVANCED SALES (2)

Hyland. Prerequisite: Commercial Law or Sales.

The sale of goods studied in the context of the complete sales transaction, in both domestic and international settings, including a discussion of aspects of sales financing (banker's acceptance, letters of credit), documents of title (bills of lading, warehouse receipts), international commercial terms, and the documentary transaction. Questions related to the Vienna Sales Convention and international commercial arbitration are examined with reference to problems developed by an international student moot competition on the same topics.

601:592. ADVANCED TRIAL ADVOCACY (2)

Gavin. Prerequisite: Trial Advocacy and permission of instructor.

Students develop a greater understanding of case preparation, examination skills, theory development, trial strategy, and techniques of persuasion through participation in a National Student Trial Advocacy Competition. The first half of the term focuses on a civil liability problem in preparation for the national competition in early March. The problem serves as a vehicle for advocacy in opening statements/closing arguments and examination of lay and expert witnesses. The second half of the term focuses on presentation and argument of damages in a civil liability action. The national competition problem is distributed in November, and competition rules stipulate that fact pattern clarifications are due in mid-December. Students are required to contact Sandy Gavin, Director of Advocacy Programs, for further details concerning the competition and to receive permission to enroll in this course.

601:643. AFRICAN LAW (3)

Kludze

Introduction to the modern political and constitutional history of African states, including the colonial experience. Introduction to the system of legal pluralism, consisting of traditional rules of African Customary Law, rules enunciated by the courts, the received English or French law, and modern legislation since independence in vital areas of the law. Specific areas covered include traditional political and judicial institutions, an outline of the modern constitutional laws of selected African states, land law, family law, and the law of succession. The course involves comparative analyses of concepts and procedures in Anglo-American jurisprudence.

601:591. ALTERNATIVE DISPUTE RESOLUTION (2)

Gavin, Max, Sabatino, Vinjar

Familiarizes students with a wide range of dispute resolution processes both in theory and in practice. These processes are examined critically, with consideration of their strengths, weaknesses, and appropriate areas of use. Class sessions focus on negotiation, mediation, and arbitration as the primary dispute resolution alternatives to litigation. Heavy emphasis on experiential exercises involving students both in and outside the classroom.

601:653. THE AMERICAN CONSTITUTION (3)

Tarr

Underlying the constitutional analysis in *The Federalist* is the assumption that the founders were not merely changing the machinery of government but also were making fundamental political choices, based on a new understanding of politics, that would decisively affect subsequent development of the nation. Building upon this self-understanding, this course aims to acquaint students with the range and character of the choices confronting the founding generation, as it saw them, and the bases for the choices the founders made. Through close reading of primary source materials, students confront the problems inherent in constructing a viable republican government and assess the success of the founders' efforts to resolve those problems. Also considers the guidance that an understanding of the founders' design can provide for contemporary constitutional interpretation. Students complete research papers focusing on particular aspects of the founders' constitutional design.

601:595. AMERICAN INDIAN LAW (3)

Dane

Focuses on the special body of federal law construing the relationship of Native-American tribes and individuals with one another and with the federal government, the states, and non-Indian individuals. Among topics the course might touch on are the international law of aboriginal rights, the treatment of similar issues in other nations, and the nature of past and present legal systems internal to Native-American communities.

601:620. AMERICAN LEGAL HISTORY: SPECIAL TOPICS THROUGH THE CIVIL WAR (3)

Hull. No prerequisite. American Legal History (601:620) and American Legal History (601:679) may be taken independently and in any sequence.

This course surveys developments in American law from the colonial era through Reconstruction. Special emphasis is placed on the role of social, economic, and political developments in fostering legal change. Included among the topics to be examined are historical origins of American constitutionalism; the tensions between judicial authority and popular rule; the law's role in American economic development, slavery, race, and law; the status of women in American legal history; and the history of American criminal justice. Course requirements include one short paper (three to five pages), one long paper, and active student participation.

601:679. AMERICAN LEGAL HISTORY: SPECIAL TOPICS POST-CIVIL WAR TO MODERN ERA (3)

Hull. No prerequisite. American Legal History (601:679) and American Legal History (601:620) may be taken independently and in any sequence.

This course covers the post-Civil War era. The emphasis is on the interaction between the legal system and changing political, economic, and social conditions during this period. Topics covered include the rise and dominance of law schools over legal education, the impact of the new organized bar on the practice of law and access to justice, law reform as an agent for social engineering (nineteenth- and twentieth-century laws prohibiting abortion and the teaching of evolution as case studies), and equality and civil rights as the justice issues of the post-World War II era.

601:693. AMERICAN LEGAL HISTORY: SURVEY (3)

Hull

Selected problems in the development of private and public laws and of legal institutions in the United States. Emphasis on law in relation to social and economic forces and on the study of history as a way of raising fundamental questions about the legal system. Course work includes both intensive examination of source materials and study of secondary literature. Topics studied vary from year to year, but may include the Salem witch trials of 1692–1693, the rise of the legal profession, the transformation of private law in the nineteenth century, the law of slavery, restructuring economic regulation in the era of corporation capitalism, and civil liberties in America.

601:562. ANTIDISCRIMINATION LAW (3)

Foster

Identifies the basic assumptions underlying antidiscrimination law so that students may critically reason within and about legal doctrine. Covers topics in constitutional law (especially concerning equal protection and privacy), as well as certain bodies of civil rights law (especially concerning employment discrimination). Critically analyzes such questions as: What forms of state action does the law recognize as actionable discrimination? Does the law adequately recognize differences, and similarities, in the forms of discrimination directed at racial minorities, women, and sexual minorities? How might the law recognize and redress discrimination directed at persons who are members of several racial, gender, and sexual identity groups? How should the law mediate the sometimes inevitable conflict between liberty/free speech and equality/equal protection? These questions are considered in a variety of contexts, including education, the military, the criminal justice system, and the workplace. To help students critically think through antidiscrimination concepts and doctrine, the class reads a variety of interdisciplinary material, such as critical legal theory (including critical race, feminist, and queer theory), historical and sociological perspectives, and certain strands of economic theory.

601:662. ANTITRUST (3)

Andrews, Dennis, Frankford. Previous study of economics is not a prerequisite.

Topics covered include horizontal restraints (price fixing, conspiracy, data dissemination, concerted refusals to deal); monopolization, attempts to monopolize, and oligopoly; problems concerning the relationship of antitrust to patent law; vertical restraints (restricted distribution, tying arrangements, exclusive dealing); mergers (horizontal, vertical, and conglomerate); selected Robinson-Patman Act problems; remedies and enforcement.

601:689. BANKRUPTCY AND DEBTOR/CREDITOR RIGHTS (3)

Korobkin, Ryan

Introduction to state and federal laws governing debtor and creditor relations. Reviews state law collection techniques and practices (statutory and judicial liens, writs of garnishment and execution, exemptions), fraudulent conveyance rules, assignments, and receiverships. Presents federal law of consumer and business bankruptcy, both liquidation and reorganization.

601:695. BANKRUPTCY WORKSHOP (2)

Cooper, Mackin. Pre- or corequisite: Bankruptcy.

A skills course with a focus on Chapter 7 consumer bankruptcy practice. Examples and possibly some real-client experiences will be drawn from the law school's Pro Bono Bankruptcy Program. The intersection between Chapter 7 and other forms of bankruptcy and professional responsibility issues arising in bankruptcy practice also will be included.

601:680. BUSINESS ORGANIZATIONS (4)

Livingston, Ryan

Introductory course offering an extensive overview of the law of agency, partnership, and corporations. Emphasis is on issues relevant to the private enterprise, although some exposure to federal securities law is provided. Doctrinal instruction is supplemented with some "lawyering" modules designed to introduce students to the challenges of organizing and counseling a business venture.

601:683. BUSINESS PLANNING (2 OR 3)

Livingston. Prerequisite: Taxation of Business Organizations or Corporate Taxation or permission of instructor.

Combines the study of corporate and partnership law, tax law, and other legal and business considerations in a series of planning and drafting problems, emphasizing issues confronted by a small, start-up business. Problems include selection of the proper business form, incorporation, partnership agreements, buy-sell arrangements, employment agreements, and the sale or transfer of a going concern. Some projects may be completed on a group basis.

601:588. BUSINESS TORTS (2 OR 3)

Feinman

"Business torts" traditionally refers to a collection of discrete, loosely related actions for economic harm, mostly arising out of business competition. Although this course retains the traditional name, it deals more broadly with the doctrine, jurisprudence, and practice of liability arising out of economic relationships. The course surveys a variety of causes of action for nonphysical harm that ordinarily are not covered in the basic contracts and torts courses; develops ways of understanding the causes of action, the connections among them, and their relation to the general law of tort and contract; and considers how the issues are presented to lawyers in practice. Topics covered may include breach of contract as a tort, misrepresentation, interference with contract and economic advantage, economic negligence, good faith, trade secrets, employment torts, unfair competition, and liability for consequential economic harm.

601-645. CASINO LAW (2)*Schrier*

An analysis of the laws of New Jersey governing casino gambling in Atlantic City. The course focuses on the history of gaming activity; how casino companies, employees, and service industries are evaluated and licensed; credit and collection practices; and union activities under the New Jersey regulatory scheme. The course also examines the powers of the state regulatory agencies that govern casino activities and their ability to exclude undesirable persons from the industry.

601-673. CHILD ABUSE AND NEGLECT (2)

Schalick. Prerequisite: Family Law; Children, Families, and the Law; or permission of instructor.

Examines how the state serves the best interest of maltreated children through child welfare and dependency court systems. Case studies, videos, and speakers supplement assigned readings on the legal, social, and historical underpinnings of the child welfare and dependency court systems in the United States, with emphasis on the New Jersey and Pennsylvania jurisdictions. Students participate in simulations of various stages of an abuse and neglect case and study how civil and criminal proceedings, including in the juvenile justice system, affect the children, families, and professionals involved in the child welfare system. Grades are based on class participation, which may include short writing assignments, class presentation, and a final paper on a legal and policy issue or reform initiative.

601-560. CHILDREN, FAMILIES, AND THE LAW: SELECTED ISSUES (3)

Freedman. Recommended but not required: Family Law.

Students examine child-related issues in family law through classroom study and clinical work. Among issues under consideration for clinical work are adoption; same-sex parenting; reproductive rights for teenagers; child advocacy; domestic violence and children; and custody, visitation, and child support disputes. The majority of the required writing is related to students' clinical projects.

601-794. CIVIL PRACTICE CLINIC (4)

Dueker. Prerequisites: Completion of 4 residence credits and Evidence and Professional Responsibility or permission of instructor; students may not enroll simultaneously in the law school's Externship Program.

Special note: Course meets in a two-hour block once a week; students also must be available at times other than the scheduled class hours to accommodate court appearances and to meet with clients, classmates, and instructors. Meetings may be arranged at the student's convenience, but some scheduling flexibility is required.

The Civil Practice Clinic involves both client representation and a seminar component. Students provide representation in civil cases under the supervision of an attorney. Working with a student partner, all steps necessary to representation are undertaken, including interviewing clients, making strategic decisions, drafting documents and briefs, conducting negotiations, and making all court appearances. Focuses on skills necessary to client representation, ethical issues, and the roles of attorney and counselor.

Students will be assigned to cases in one of several areas, such as elder law and special education law. Students working on elder law cases provide representation to senior citizens in consumer fraud matters, Social Security disability and public benefits cases, and landlord-tenant eviction actions, and draft wills and advance directives. Students engage in both affirmative and defensive litigation, and provide preventive legal planning and client advice. Students working on special education cases provide representation to children seeking a free appropriate education and related services in the least restrictive environment. These cases require representation in negotiations, in mediations, and at administrative hearings, including work with clients, their families, and special education experts.

601-671. CLASS ACTIONS (2)*Rosen*

Examines complex litigation—multiparty, multiclaime, and multiforum. Includes problems of class actions, dual forums (state/federal and federal/federal), complex discovery, use of magistrates, bifurcation, and fee awards. Some problems are more pronounced in complex litigation, such as conflicts concerning the role of client and counsel, judicial control of litigation and settlement, and the scope of judgments. Considers the effects of the class action and complex litigation on the judicial system and certain substantive issues, including those of due process, personal jurisdiction, and choice of law.

601-665. COMMERCIAL LAW: AN INTRODUCTION TO THE UNIFORM COMMERCIAL CODE (3)

Hyland, Patterson, Taylor. Students who previously have taken Sales or Secured Transactions may not take this course.

Survey course provides broad exposure to the concepts and methods of commercial law, the articles of the Uniform Commercial Code, as well as the international dimensions of commercial law.

601-697. COMMERCIAL PAPER (3)

Hyland, Patterson. Prerequisite: One of the following: Commercial Law; An Introduction to the Uniform Commercial Code, Sales, or Secured Transactions

Commercial paper and bank deposits and collections under Uniform Commercial Code Articles 3 and 4. Doctrine of negotiability, rights and obligations of parties to commercial paper, defenses to liability, bank-customer relationship, collection of checks, introduction to suretyship. Examines the theoretical basis of the law of negotiable instruments and provides techniques to master a complex pattern of statutory provisions.

601-685. COMPARATIVE CONSTITUTIONAL LAW (3)*Kludze*

A study, analysis, and comparison of essential features of constitutions and constitutional practices of the United States, the United Kingdom, nations of the British Commonwealth, and selected other African and Third-World nations. Comparative studies include such issues as unicameral and bicameral legislatures, the doctrine of separation of powers, the parliamentary and nonparliamentary executive, executive presidency, federal and unitary constitutions, the judiciary, judicial review of legislation and administrative decisions, constitutional protection of human rights, and the one-party state.

601-650. COMPARATIVE CRIMINAL LAW AND PROCEDURE (3)*Pomorski*

A comparative analysis of some important problems of substantive criminal law and criminal procedure against the background of major national legal systems. The analysis focuses on American and continental European law and practice. Topics include structure and dynamics of criminal trials, prosecutorial and police discretion, lay participation in the administration of criminal justice, and a comparative analysis of crucial doctrines of substantive criminal law. One part of the course is devoted to an interaction between international humanitarian law and the national penal systems.

601-584. COMPLEX CIVIL LITIGATION (3)*Andrews*

The dynamics of multiparty, multi-issue, and multiforum litigation and consideration of policies and procedures pertinent to its regulation. Topics examined include joinder of parties and claims, class actions, consolidation and disposition of duplicative or related litigation, management of complex cases, multidistrict litigation, and settlement.

601-686. CONFLICT OF LAWS (3)*Dane, Maltz*

The pursuit of rational resolution of those situations in which there exists the possibility of the application of the laws of more than one jurisdiction. Although some problems outside the federal system are considered, the focus is on those arising within the United States.

601:619. CONTEMPORARY JURISPRUDENCE (3)

Patterson. Students may take both this course and Jurisprudence (601:616).
 Considers jurisprudence from the point of view of the following question: What does it mean to say that the proposition of law is true? Topics include formalism, philosophical realism, positivism, interpretivism, communitarianism, moral theory, and postmodernism.

601:675. CORPORATE COUNSELING (2)

McCaffery
 Requires the student to respond to a series of problems from various areas of the law by assuming the perspective of an in-house corporate attorney. The required work products are memoranda and reports for senior management. Students are asked to address not only legal issues, but also business considerations. In addition, students participate in simulated negotiations related to the problems.

601:524. CORPORATION TAXATION (3)

Davies. Prerequisite: Introduction to Federal Income Tax.
 Covers the federal income taxation of corporations and their shareholders. Topics include the formation and structuring of corporations, the payment of dividends, stock redemptions, partial liquidations, complete liquidations, and mergers and acquisition (M&A) transactions. Designed for both "tax" and "non-tax" students.

601:682. CRIMINAL PRACTICE (3)

Baker, Cipparone. Prerequisites: Evidence; Criminal Procedure: The Adjudication Process; or Criminal Procedure: The Investigatory Process. Preference in enrollment is given to students who have taken Trial Advocacy.

An experiential approach to understanding the nature of the criminal attorney's practice and the criminal justice system. Students prosecute and defend simulated cases. Activities include client and witness interviewing, motions practice, *voir dire*, examination of witnesses, trial, and appeal. These activities allow for reflection on the intellectual, ethical, pragmatic, and personal issues confronting criminal practitioners and on the workings of the criminal process.

As an advanced simulation course in criminal practice, students are assigned the role of prosecutor or defense attorney in one of two cases which run throughout the term. Students are responsible for exercises in all stages of the criminal process, including initial interview of client or police and complainant, fact investigation, grand jury practice, motions, plea bargaining, *voir dire*, aspects of trial (including planning the case, arguing to a jury, and examining and cross-examining lay and expert witnesses), sentencing, and appeal.

Through their experiences, students have the opportunity to develop lawyering skills, to learn experientially the use and integration of areas of doctrine, and to learn about and reflect on issues that arise in the criminal justice process. Skills include pretrial and trial skills, the exercise of lawyerly judgment, and strategic thinking. Doctrinal areas include criminal law, criminal procedure, and evidence. Issues raised include: 1) Does the practitioner's view of the guilt or innocence of the defendant matter? How do prosecutors and defenders justify their roles? How do they feel about these justifications? As a defense attorney, what is it like to operate in a state of uncertainty about your client's guilt? How does this affect your relations with the client, your strategy, and your sense of self-worth?; 2) There is much discussion in the literature about whether the criminal process is basically an adversary system or a bureaucratic system. What insights do we have on this as we go through the process? In this regard, what is the role of plea bargaining? What are the pressures on judges, prosecutors, and defenders to move cases expeditiously?; and 3) What is the effect on the practice of mandatory minimum sentencing or sentencing guidelines? Is the cure of these statutes worse than the disease of discretion? What is the prosecutor's role in sentencing, and does it affect the defendant's right to a trial?

601:656. CRIMINAL PROCEDURE: THE ADJUDICATION PROCESS (3)

Coombs, Singer
 An examination of the criminal adjudication process, from initial appearance of an accused after arrest, through the formal charging process, pretrial motions, trial, sentencing, appeal, and collateral attack of conviction. The operation and effectiveness of present systems (focusing primarily on the federal system as an example) are considered, as well as proposed alternative procedures. Each step of the process and the system as a whole are evaluated as to their effectiveness in accurately determining the guilt or innocence of an accused while providing constitutional protections such as the right to be free from excessive bail and to have notice of the nature of the charges, the right to a speedy and public trial by an impartial jury, the right of the accused to confront witnesses, the right against compelled self-incrimination, and the right against being twice put in jeopardy for the same offense.

601:655. CRIMINAL PROCEDURE: THE INVESTIGATORY PROCESS (3)

Coombs, Pomorski
 An in-depth study of the investigatory stage of the criminal process. Focuses on the power of the courts to shape criminal procedure and their capacity to control police investigatory practices, such as arrest, search and seizure, interrogation, and identification through the Fourth, Fifth, Sixth, and Fourteenth Amendments. Discusses the role of counsel in this process and explores competing theories of criminal procedure and related systems of social control, such as the juvenile justice system and civil commitment of the mentally ill.

601:627. DECEDENTS' ESTATES AND TRUSTS I (2 OR 3)

Chase, Kludze, Solomon
 An introduction to the law of gratuitous transfers of property, including intestate succession, transfers by gift and will, various forms of will substitutes, *inter vivos* and testamentary trusts, and charitable trust, with particular attention to the role of transfers in family and personal situations. The creation and requisites of trusts, trust purposes, the nature and extent of the beneficiary's interest, and the modification and termination of trusts. Conflicts among trustees, beneficiaries, and third parties, as well as their resolution and avoidance. The effects of the inheritance process not only with respect to the family but also with respect to society at large. Underlying assumptions about the roles of individuals and groups and socially approved activities examined and alternative systems and proposals for change and reform discussed.

601:557. DECEDENTS' ESTATES AND TRUSTS II (2)

Chase, Solomon. Prerequisite: Decedents' Estates and Trusts I; recommended for students who intend to practice in the field of estate planning.
 A continuation of Decedents' Estates and Trusts I; topics include powers of appointment, creation and construction of future interests, the rule against perpetuities, and estate administration.

601:586. DISABILITY LAW (2 OR 3)

Dueker
 A study of the unique legal issues concerning people with disabilities, with a primary focus on the Americans with Disabilities Act of 1990. Topics include historical perspectives on the rights of people with disabilities; defining disabilities; and the rights of people with disabilities with regard to education, employment, public accommodations, public services, transportation, and housing.

601:564. DOMESTIC VIOLENCE PRACTICE AND PROCEDURE (3)

Mullan, Robbins. Limited enrollment, divided evenly if possible between second- and third-year students. Pre- or corequisite: Training and a court rotation through the Pro Bono Domestic Violence Project, or permission of instructors. The introductory Family Law course is recommended, but not required. Students who took Problems in Family Law and Practice: Domestic Violence (Freedman/Mullan) in fall 1999 may not take this course.

Explores domestic violence in the context of family law and from an interdisciplinary perspective. Includes a series of simulations designed to teach interviewing, counseling, negotiation, and legal advocacy (including brief writing) in the context of the restraining order process. Student teams of two assist in representing a victim of domestic violence at a final restraining order hearing. Students also work in groups to design, plan, and present a community education project.

601:571. DOMESTIC VIOLENCE PRACTICE AND REFORM (3)

Freedman, Mullan. Prerequisite: Problems in Family Law and Practice, a rotation with the Pro Bono Domestic Violence Project, Civil Practice Clinic, or permission of instructors. Provides excellent preparation for Civil Practice Clinic and Advanced Civil Practice Clinic. Recommended: Family Law. Limited enrollment.

Students participate in law reform projects designed to encourage the development of a coordinated community response to domestic violence in Camden City and County. Students may prepare and make presentations to the undergraduate interdisciplinary Domestic Violence course without attending the course on a regular basis. Student teams of two work on the issues of child support/child custody; improving services to women and children from diverse backgrounds; evidentiary issues and pro-prosecution policing; and situations in which both parties in an intimate relationship have brought legal proceedings alleging abuse by the other. One team works on improving coordination between legal, criminal justice, and health-care services in the domestic violence context; another team provides representation in an active domestic violence matter in collaboration with the Civil Practice Clinic. Personal journals and reflection papers also are a component of this course.

601:551. DOMESTIC VIOLENCE REFORM: RESPONDING TO ABUSE IN FAMILIES WITH CHILDREN (3)

Freedman. Prerequisite: Family Law or Children, Families, and the Law or Domestic Violence Practice and Procedure or for third-year students only, completion of a pro bono domestic violence rotation or permission of instructor.

Second- and third-year students with prior background in family law, domestic violence work, or child protection explore issues that arise at the interface between the domestic violence and child protective systems; particular emphasis placed on new programs being implemented in New Jersey, Philadelphia, and elsewhere.

Focuses on responding to partner violence with minimal trauma to their children, identifying and responding to partner violence in the context of the child protective system, and encouraging productive cooperation between the domestic violence and the child protective systems. Covers limitations of existing institutional responses, as well as efforts to develop a systemic understanding of the barriers to reform and methods by which reform can be implemented. Outside speakers supplement course readings. Students write individual research papers and participate in conducting selected class sessions.

601:787,788. DOUGLASS MOOT COURT TEAM (N1,P2)

Students must complete the full-year program to be awarded 1 credit for each of the two terms of participation.

Each year, a team of three or four law students is selected by a faculty adviser to participate in the National Black Law Students Association Frederick Douglass Moot Court Competition. Requires brief writing and oral argumentation.

601:641. EDUCATION LAW AND PRACTICE (2)

Goldberg

Survey of current school law and a consideration of practice issues that arise when representing students, teachers, and educational institutions. Topics include the rights of students and teachers, special education and disability, church and state, school searches, student discipline, privacy of records, liability of school officials, and discrimination based on gender and race. Special emphasis on the emerging uses of alternative dispute resolution—including negotiation and mediation—to manage school based conflict.

601:606. ELDER LAW (3)

Hull

Topics include issues confronting an aging society, delivery of legal services to the elderly, Age Discrimination in Employment Act, Social Security, Medicare, Medicaid, life insurance, catastrophic health insurance, continuing care contracts, reverse equity mortgages, guardianship and conservatorship, living wills, durable power of attorney for health care, right to refuse treatment, and counseling of the elderly client. There also is a lawyering component that requires participation in community outreach workshops at nursing homes and geriatric centers; students provide counseling on elder law topics.

601:554. ELECTION AND POLITICAL CAMPAIGN LAW (2)*Perr*

Focuses on the practical and theoretical legal aspects of the American electoral system. Through the examination of federal and state law, students explore the underpinnings as well as future trends of participation in political campaigns at the ballot box, in political parties, and through campaign financing. Covers a range of electoral topics, including individual participation in elections, the Voting Rights Act, the role of political parties in the election process, redistricting and representation, and money and politics.

601:579. EMPLOYEE BENEFIT LAW (3)*Reece*

Integrates the tax and labor law aspects of employee benefit plans, including pension plans and health plans. Coverage includes the operation, funding, vesting, fiduciary responsibility, preemption, enforcement, and termination of employee benefit plans. The course also focuses on the taxation of qualified plans and non-qualified deferred compensation arrangements. The relationship of the Employee Retirement Income Security Act (ERISA) and the Internal Revenue Code (IRC) to parallel or supplementary rules in the areas of domestic relations law and bankruptcy law also are examined.

601:605. EMPLOYMENT DISCRIMINATION LAW (3)*Bosniak, Maltz, Rosoff*

A study of the federal law prohibiting discrimination in employment. Focuses primarily on the paradigm employment discrimination statute, Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination based on race, color, religion, sex, and national origin, but briefly considers the Americans with Disabilities Act and the Age Discrimination in Employment Act. Examines theories of proof, defenses, exceptions, procedures, and remedies under the statute, and specific topics in the field, including seniority, pregnancy-related discrimination, sexual harassment, and affirmative action.

601:631. EMPLOYMENT LAW (3)*Harvey*

A survey of common law, as well as statutory and constitutional regulation of the employment relationship in both the private and public sectors, with primary attention to issues not covered in courses on collective bargaining or employment discrimination. Considerable time is devoted to the study of wrongful discharge law. Other topics covered may include job applicant screening practices, restrictions on employee speech and conduct, employee privacy rights, statutory wages and hours protection, occupational safety and health regulation, family leave policies, employer-provided fringe benefits (such as health insurance and retirement benefits), workers' compensation laws, plant closing law, employee stock ownership plans, and government-provided employee benefits (e.g., unemployment insurance and social security).

601:596. ENTERTAINMENT LAW (2)

Overview of the business and legal issues arising in the entertainment industry, including motion pictures, television, music, theater, publishing and multimedia. Topics include acquisition of rights, talent agreements, project financing and structures, and distributor and licensing agreements. Surveys the various areas of the law that impact the entertainment industry, such as contract, business organizations, securities, labor, copyright, trademark, and right of privacy/publicity law.

601:613. ENVIRONMENTAL COUNSELING (2)*McCaffery*

Students play the role of corporate counsel responsible for solving a series of typical legal problems arising out of regulation of the environment. The required work products are memoranda and reports for senior management. Students are asked to consider not only legal issues, but also business considerations. In addition, students participate in simulated negotiations related to the problems.

601:622. ENVIRONMENTAL LAW I (3)

Oren. No technical background is necessary. Recommended: Courses that examine regulatory issues, e.g., Administrative Law, Health Law, and Regulation of Land Use.

Examination of the concepts underlying such laws as the Clean Air Act and the Clean Water Act, not only to provide a general introduction to these statutes, but also to explore the many difficult policy and implementation issues involved in trying to protect the environment and public health. Examples of questions to be addressed include: How should cost be taken into account in determining environmental standards? Can environmental standards be designed in ways that will encourage cost-effective means of control? How should scientific evidence be considered in determining standards? What are the proper roles of administrative agencies, legislatures, and courts in designing environmental protection strategies? How can citizens best participate in determining the answers to complicated technical and political issues?

601:555. ENVIRONMENTAL LAW II (3)

Foster. Recommended prior courses: Administrative Law and/or Environmental Law.

Focuses on the unique environmental effects and consequent problems of regulating toxic substances and hazardous wastes. Course examines federal laws regulating the disposal, treatment, and cleanup of hazardous and solid waste; federal laws regulating toxic substances; and the uses and limits of the common law to address environmental harm. Special attention is given to the Toxic Substances Control Act (TSCA), the Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Explores the history and politics of the policymaking process with respect to toxic substances and hazardous materials, as well as the judicial role in toxics regulation. Special emphasis is given to understanding the relationship among technical, political, and socioeconomic factors in facility siting, cleanup, and risk communication; explores emerging issues in this area, including efforts to clean up and redevelop "brownfields" (contaminated land in urban areas) and environmental justice, and the effort to achieve environmental protection goals equitably across divisions of race and class.

601:769,770. ENVIRONMENTAL LAW MOOT COURT TEAM (N1,P2)

Recommended: A strong environmental or administrative law background. Students must complete the full-year program to be awarded 1 credit for each of the two terms of participation.

Each year, two or three students are selected by the National Environmental Law Moot Court adviser to participate in the National Environmental Law Moot Court Competition. Team members write an appellate court brief and participate in oral argument rounds on an environmental law problem developed by the competition sponsors.

601:634. ENVIRONMENTAL LITIGATION (3)

Bogdanoff. Prerequisite: Administrative Law or Environmental Law. This is a 3-credit course that is scheduled to meet two hours each week. Students must be available at other times for activities, such as team meetings, client consultations, and critique sessions.

A simulation course based on one superfund site, participating in all aspects of the handling of a superfund matter, from initial information gathering through litigation and settlement. Activities include information gathering, preparing and responding to administrative orders, motion practice, remedy selection, negotiation, and written and oral advocacy. Simulation and classroom instruction/discussion provide an opportunity to consider the intersection of the legal and technical aspects of environmental law, as well as broader environmental law-related issues, such as risk and responsibility. Goals of the course include exposing students to the complexities of environmental litigation, enhancing their negotiation skills, affording opportunities for both oral and written presentation, and fostering discussion of the principles that underlie the superfund law.

601:678. EQUITY (3)*Kludze*

A study of the doctrines and principles of equity, the process of the courts of equity, injunctive relief, specific performance, equitable titles, equitable servitudes and conversions, and negative covenants.

601:629. ESTATE PLANNING (4)*Prerequisite: Introduction to Federal Income Taxation.*

Designed for students who wish to acquire competence in planning estates, but who do not need the comprehensive coverage of the Internal Revenue Code provisions required of those specializing in the area. Includes coverage of the taxation of gifts, trusts, and estates, as well as estate planning techniques, including the use of the marital deduction, *inter vivos* gifts, transfers in trusts, life insurance, jointly owned property, and disposition of businesses. Drafting of wills, trusts, and buy-sell agreements is emphasized.

601:691. EVIDENCE (3)*Carrier, Coombs, Sabatino, Stephens*

A study of the law and rules (with particular attention given to the Federal Rules of Evidence) governing the proof of disputed issues of fact in criminal and civil trials, including the functions of judge and jury; relevancy; real and demonstrative evidence; authentication and production of writings; the examination, competency, and privileges of witnesses; hearsay; impeachment; and burden of proof, presumptions, and judicial notice.

601:798,799. EXTERNSHIP PROGRAM (N3,P6)

Prerequisites: 1) All students must take Professional Responsibility. 2) Any student taking a placement which requires appearance in court on behalf of a client must take Evidence. Professional Responsibility and Evidence (if required) must be completed prior to the first term of enrollment in Externship. 3) Any student taking a placement in a criminal litigation agency must take Criminal Procedure: The Adjudication Process or Criminal Procedure: The Investigatory Process (these courses may be taken concurrently with the first term of the criminal litigation clinic placement). Students must complete the full-year program to be awarded 3 credits for each of the two terms of participation.

The law school conducts an extensive Externship Program whereby third-year students gain academic credit while working twelve to fifteen hours each week for various public and private nonprofit agencies and for state and federal judges. In addition to the agency work, students attend seminars relating to the work done in their placements and write journals reflecting on their experiences.

601:658. FAMILY LAW (3)*Freedman, Goldfarb*

A survey of state and federal law as it impinges on the family, including marriage, divorce, child custody, child neglect and abuse, spouse abuse, property, adoption, nonmarital families and children, constitutional law, tax, welfare, and social insurance. Includes a brief introduction to lawyering skills relevant to domestic relations practice.

601:692. FEDERAL COURTS (3)*Stein*

The federal judicial system; analysis of cases and controversies; diversity, federal question, and removal jurisdiction; conflict between state and federal courts; appellate jurisdiction of the Court of Appeals and the U.S. Supreme Court.

601:633. FEDERAL CRIMINAL LAW (3)*Singer*

There has been a marked "federalization" of crime over the past several decades, based primarily on the nexus of interstate commerce. This course focuses on that growth and on the inter-relationships of federal and state law enforcement agencies, as well as on specific and unique federal enforcement agencies and processes, such as wire and mail fraud, RICO and CCE, and independent counsel law. Other possible topics include the federal sentencing guidelines, federal forfeiture laws, the influence of federal funding on state substantive criminal law, and the dual sovereignty doctrine of double jeopardy.

601:615. FEDERAL ESTATE AND GIFT TAXATION (3)

Reece. Prerequisite: Introduction to Federal Income Taxation. Recommended for students whose interests include estate planning, charitable organizations, and taxation.

Focuses on the analysis and application of the statutory, regulatory, and case materials that govern the taxation of gifts, trusts, and estates. Examines the social and economic policies that underlie the taxation of wealth transfers. Students are required to participate in the application of the law to practical sample cases.

601:559. FEDERAL PRACTICE (2)*Andrews*

Builds on the students' understanding of the Rules of Civil Procedure and provides a practical introduction to the conduct of federal litigation. Topics include strategic considerations for choice of venue, practical problems with jurisdiction, discovery rules and practice, and the drafting of federal pleadings. Emphasis is on the District of New Jersey and Eastern District of Pennsylvania local federal court practice. Guest speakers include prominent litigators.

601:640. FIRST AMENDMENT (2 OR 3)*Iremas*

Deals primarily with the constitutional law governing both freedom of speech and freedom of religion. The cases and materials presented aim to illustrate broader problems of the relationship of the courts to the other branches of government and the problems of judicial development of doctrine.

601:577. FOOD AND DRUG LAW (2)*Levitas*

This course considers selected issues in the federal regulation of food and drugs under the Federal Food, Drug, and Cosmetic Act. The course includes issues relating to the development and implementation of regulatory policies, as well as such topics as food labeling regulations and enforcement powers.

601:604. FOREIGN RELATIONS AND NATIONAL SECURITY (3)*Clark*

An analysis of the interaction between the conduct of U.S. foreign affairs and the constitutional distribution of powers among the executive, the legislature, and the courts. Among the topics discussed are the foreign relations powers of the president and Congress, treaty making under U.S. law and practice, war powers, international law—customary and treaty—as the law of the land, recognition, and justiciability of foreign affairs issues.

601:558. GENDER EQUITY IN SPORTS AND EDUCATION (3)

Wharton. Provides excellent background for students interested in either a public interest law career or private practice in areas such as school law, sports law, labor law, or discrimination law. Also provides excellent preparation for the Civil Practice Clinic, the Advanced Civil Practice Clinic, and the Externship Program. Students may continue clinical projects by enrolling in Public Interest Lawyering.

Provides an opportunity for second- and third-year students to participate in clinical law reform projects designed to increase access to justice in the area of gender equity in education; includes clinical projects and seminar component. Students study Title IX and other laws mandating the elimination of sex discrimination in education. Clinical projects focus on gender equity in athletics, harassment of students on the basis of gender and sexual orientation, sex segregation in educational programs, gender bias in testing, and the rights of pregnant and parenting students. Student teams of two work with middle school and high school students, parents, and child advocates to resolve individual grievances; increase public awareness of legal rights and remedies; and develop model policies, legislation, and resource materials.

601:789,790. GIBBONS CRIMINAL PROCEDURE MOOT COURT TEAM (N1,P2)

Students must complete the full-year program to be awarded 1 credit for each of the two terms of participation.

Each year, a team of three or four law students is selected by a faculty adviser to participate in the John J. Gibbons National Criminal Procedure Moot Court Competition. The competition requires briefing and oral argument.

601:565. HAZARDOUS WASTE LAW: REGULATION AND CLEANUP (3)

Wise, Miano. Prior course work in environmental or administrative law helpful, but not required.

Students learn how to navigate the maze of regulation of active sites engaged in the treatment, storage, and/or disposal of hazardous wastes under the Resource Conservation and Recovery Act (RCRA); the remediation and liabilities for active and abandoned sites under RCRA; and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). Course examines these statutes from the perspective of both the government regulator and private counsel.

601:598. HEALTH-CARE FRAUD AND ABUSE LAW (2)

Sheehan

Focuses on the False Claims Act 31 U.S.C. 3729, et seq.; the Anti-Kickback Act 41 U.S.C. 51, et seq.; the Medicare Medicaid Anti-Kickback Act 42 U.S.C. 1320A-7b(b); the Stark Laws; the mail, wire, and health-care fraud statutes 18 U.S.C. 1341 et seq.; and the fraud implications of violations of state law (fiduciary duty, commercial bribery, state licensing statutes). Student learn how to apply these laws and governing regulations in choosing and investigating cases (prosecution), responding to investigations (defense), identifying and preventing violations of these laws (compliance), allocating risks of fraudulent or violative acts among parties (transactions), and representing a whistle-blower. Explores use of regulations in the hospitals and health systems, nursing homes and skilled nursing facilities, health maintenance organizations and their subcontractors, physicians and dentists, pharmacists and pharmaceutical companies, ancillary services (medical equipment, therapies, supplies), laboratories, and mental health/substance abuse.

601:614. HEALTH LAW (4)

Frankford, Rosenblatt

A comprehensive, in-depth examination of law and health-care delivery, including the rapidly developing phenomenon of managed care. Examines rights of access to care, the financing and organization of care, and quality of care, with particular emphasis on how law interacts with these issues. Prominent topics include health insurance coverage decisions (e.g., denial of coverage on grounds of medical necessity or experimental care) and the regulation or lack thereof by the federal ERISA law, Medicare and Medicaid, and state legislation; ERISA preemption of state regulation and tort remedies; the Americans with Disabilities Act and its impact on access to care and on insurance coverage; the reimbursement of hospitals and other providers; the rise and regulation of managed care; the application of antitrust law to the health-care industry; the law of fraud and abuse; the concept of quality of care; medical malpractice law and its reform; informed consent; and the role of hospitals, HMOs, and other entities in ensuring quality of care and bearing liability for damages. Also discusses health reform efforts at the federal and state levels; the failure of national health insurance; and the legal, market, professional, and other social dynamics of the health-care system.

601:576. HOSPITAL LAW (2)

Van Hoven. Prerequisites: Health Law or permission of instructor.

Examines laws regulating hospital financing, operations, quality, and delivery of health care. Focuses on where hospitals fit in the organization and regulation of the health-care sector—for example, certificate of need, tax-exempt status, licensing, JCAHO, EMTALA; public financing of hospital care, such as Medicaid, the Boren Amendment, Medicare, and the uninsured; the extent to which hospitals willingly or unwillingly become risk-bearing organizations through contract negotiations between hospitals and managed care organizations, regulation of managed care organizations, provider sponsored organizations, and HMO bankruptcies; patient rights, including privacy of medical records, genetic testing, and access to care; and governance, including medical staff privileges, mergers and acquisitions, and conflicts of interest.

601:625. HOUSING AND URBAN DEVELOPMENT (3)

Washburn

An analysis of federal, state, and local programs designed to preserve existing housing and to improve urban areas. Social, legal, economic, and administrative aspects of community improvement, urban planning, and housing assistance programs discussed. Also covers state housing and development agencies, revenue bonds, housing allowances, homesteading, and code enforcement.

601:702,703. HUNTER MOOT COURT (N1,P2)

Third-year full-time and fourth-year part-time students are excluded from enrolling in Hunter Moot Court. Students must complete both terms to be awarded 1 credit for each of the two terms of participation.

The Hunter Moot Court program is a voluntary 2-credit program, beginning in the first term and continuing into the second, that develops written and oral advocacy skills in a moot court competition.

601:741,742. HUNTER MOOT COURT BOARD (N1,P2)

Students must complete both terms to be awarded 1 credit for each of the two terms of participation.

The Hunter Moot Court Board is composed of third-year students selected from previous Hunter Moot Court program participants. Board members are responsible for the organization and administration of the Hunter Moot Court program and for selection of the National Moot Court Team.

601:669. IMMIGRATION AND NATIONALITY LAW (3)

Bosniak

An examination of the constitutional, statutory, and administrative laws governing the entry, presence, expulsion, and naturalization of aliens. Considers the scope of governmental power with respect to both substantive immigration decisions and immigration procedures and the nature of aliens' corresponding rights. Specific topics include admission of aliens as immigrants and nonimmigrants, exclusion, deportation, naturalization, and the law of refugee status and political asylum. Detailed and complex statutory and regulatory analysis, examination of fundamental constitutional questions concerning separation of powers and individual rights, and treatment of broad-ranging policy and theoretical concerns about the nature of the American community and the appropriate status of immigrants within that community.

601:648. INCOME TAX PLANNING (3)

Davies

Continuation of the Introduction to Federal Income Taxation course. Topics covered include how and when to use the basic income tax saving techniques, primarily in the investor and employer-employee settings. Focus on tax shelters, the time value of money, investments in securities, and employee fringe benefits, including qualified pension plans after the 1986 Act.

601:660. INSURANCE LAW (2 OR 3)

Friedell, Hyland, Rosenblatt

A study of the law of insurance: the contracts—life, fire, homeowner's, marine, liability, and auto; insurable interests; warranties; conditions; concealments; waiver; estoppel; and duty of insurer to settle.

601:610. INTELLECTUAL PROPERTY (3)

McNichol

A study of the laws designed to protect artistic, literary, and musical works, with special emphasis on the law of copyrights, patents, and the laws of unfair competition as applied to intellectual property.

601:663. INTERNATIONAL ASPECTS OF UNITED STATES INCOME TAXATION (2)

Deals primarily with the taxation of income from business investments and activities located outside the United States, including the foreign tax credit, controlled foreign corporations, and earned income of U.S. citizens living abroad.

601:630. INTERNATIONAL BUSINESS TRANSACTIONS (3)*Afilalo*

Surveys legal problems associated with cross-border commercial and financial transactions. Topics include cross-border agreements for the sale of goods (with emphasis on the Convention on the International Sale of Goods, the International Chamber of Commerce's INCOTERMS, and rules applicable to distributorships and sales agencies); project financing (including the International Chamber of Commerce's Uniform Customs and Practice for Documentary Credits, and money laundering legislation); cross-border investment (using NAFTA's investment rules as a blueprint for relevant issues); franchising, licensing and international intellectual property protection; tax aspects of international transactions; and forms of dispute resolution used in cross-border agreements.

601:654. INTERNATIONAL CRIMINAL LAW AND CRIMINAL JUSTICE POLICY (3)*Clark*

Explores a number of the criminal justice issues that are currently on the international agenda and on which international standards are emerging. A substantial part of the course deals with the structure and content of the United Nations Crime Prevention and Criminal Justice Program that operates from Vienna. Particular issues include the standard minimum rules for the treatment of prisoners, the rights of victims, cooperation in the international criminal process (including extradition, mutual legal assistance, and prisoner exchanges), crimes under international law (including the Nuremberg Trials and the work of the tribunal for the prosecution of violations of humanitarian law in the former Yugoslavia), domestic violence, and capital punishment.

601:699. INTERNATIONAL FINANCE (2)

Focuses on the development of the evolving "borderless" global capital markets; examines the legal and financial issues involved in international movements of capital. Specific topics include theoretical concepts underlying corporate finance, foreign exchange markets, exchange rate and interest rate determination, trade financing, and international regulation of capital markets.

601:573. INTERNATIONAL HUMAN RIGHTS LITIGATION (3)*Stephens*

Examines theoretical and practical issues raised by attempts to enforce international human rights norms in U.S. courts. Theoretical topics include international and domestic jurisdictional principles; sources of international human rights law; emerging norms; bars to enforcement, such as the political question doctrine, act-of-state, immunity, and venue; and the relationship of domestic civil litigation to criminal prosecution and international enforcement mechanisms. The course also looks at practical problems faced in such litigation, including framing legal and factual issues, working with survivors of gross human rights abuses, foreign discovery, the role of expert testimony, and enforcement of judgments. Optional writing credit may include one twenty-page or two ten-page research papers.

601:715,716. INTERNATIONAL LAW MOOT COURT TEAM (N1,P2)

Recommended: A strong international law background. Students must complete both terms to be awarded 1 credit for each of the two terms of participation.

Each year, three to five students are selected by the International Moot Court adviser to participate in the Philip C. Jessup International Law Moot Court Competition.

601:652. INTERNATIONAL PROTECTION OF HUMAN RIGHTS (3)*Clark. Prerequisite: Introduction to International Law or permission of instructor.*

Following an introductory examination of some of the historical and philosophical bases of human rights, the course focuses on the efforts of the United Nations in this area. Topics include an analysis of the human rights provisions of the Charter, the Universal Declaration of Human Rights, and the International Covenants on Human Rights; efforts in the area of racial discrimination and attempts to protect civil and political rights in selected countries; and the attempts to institute appropriate machinery for the protection of human rights at the global level, with some comparisons to the more successful efforts at the regional level.

601:647. INTERVIEWING, COUNSELING, AND NEGOTIATION (3)*Katz, Spielberg*

Theory and skills of these lawyer/client and lawyer/lawyer roles. Includes simulations, some of which will be videotaped and individually critiqued. Topics include the nature of the lawyer/client interview, planning and structure of an interview, the lawyer's development and testing of factual and legal theories, psychological and ethical issues, techniques and ethics of assisting clients to make decisions, models for describing negotiation behavior, techniques of adversarial and other forms of bargaining, and problem solving. Simulations enable students to develop a beginning level of proficiency in these skills. Grades based on two major simulations and on a final exam.

601:649. INTRODUCTION TO FEDERAL INCOME TAXATION (4)

Davies, Livingston. This course is a graduation requirement for all students. It also is a prerequisite to all other tax courses.

Introductory course in federal income taxation. Concentrates on tax problems of individuals: gross income, deductions, adjusted gross income, exemptions, credits, basis, and capital gains and losses. Special emphasis on the use of the *Internal Revenue Code* and treasury regulations. Selected cases and revenue rulings also considered.

601:621. INTRODUCTION TO INTERNATIONAL LAW (3)*Clark*

Provides answers to the questions that one should ask initially about any legal system:

1. What are the sources of its norms (e.g., consensus, legislation, dictatorial fiat), and how can one identify them or, put differently, choose between competing claims about the law governing a particular transaction?
2. What are the principal values that the legal system expresses?
3. What are the principal institutions for making and applying the law?
4. What is the legal system's relationship with other legal systems (cf., the relationship between state and federal law in the United States)?
5. What kinds of activities by what kinds of people or entities are governed or affected by the system?
6. What are its most important substantive and procedural norms? Question 1 requires explication and comparison of treaty, custom, and universal legal principles as sources of international law. Question 2 leads to consideration of the idea of national sovereignty and to provisional appraisal of claims that values such as self-determination, racial equality, conflict minimization, and economic development color and shape the system's institutions and norms.

The main institutions for making and applying international law are examined, including the United Nations, regional organizations such as the OAS and EEC, the ICJ, the IMF, the World Bank Group, the GATT, IMCO, ICAO, and the national governments and courts. The influence of nongovernmental institutions, such as the multinational corporation and the NGOs at the United Nations, also are covered.

Questions 4, 5, and 6 are related closely, for in the process of describing the reach of the international legal system (e.g., protecting aliens, delimiting national jurisdiction over the marine environment, guaranteeing the integrity of national frontiers), one must coincidentally explore the relationship between the domestic and the international legal orders (e.g., the legitimacy of extending domestic jurisdiction to govern behavior—polluting, monopolizing, deceiving—occurring outside a nation's territory), and the substance of the rights and obligations and the privileges and immunities that comprise the body of international law. The survey of substantive and procedural norms includes such issues as the use of the sea and seabed, the use of force, and the protection of human rights.

601:580. ISSUES IN SEX DISCRIMINATION LAW AND PRACTICE (3)*Freedman*

Introduction to sex discrimination law and practice. Working with attorneys and staff of the Women's Law Project, a public interest law firm in Philadelphia, student teams do factual and legal research; write briefs, memoranda, testimony, or policy analyses; and participate in tactical and strategic planning on problems drawn from the project's current case load of sex discrimination matters. Projects may involve trial or appellate litigation; legislative, administrative, and institutional reform efforts; and other public policy initiatives. The classroom component is designed to provide both an introduction to diverse aspects of sex discrimination law and doctrinal and interdisciplinary perspectives relevant to the work of student teams. Students also share their experiences on various projects and write journals and a short reflection paper. Possible areas for student work include sex discrimination in athletics and in public education at various levels, sexual orientation discrimination, sex harassment, reproductive rights, pregnancy discrimination, rape, and domestic violence, either in Pennsylvania or New Jersey or nationally.

601:672. JEWISH LAW (3)*Friedell. Assigned readings are in English. Prior knowledge of Judaism is not required.*

Selected readings of articles and translations of original sources on a range of controversial topics. Topics include abortion, euthanasia, medical experimentation, surrogate motherhood, homosexuality, privacy, legal ethics, self-incrimination, patents of new life forms, gambling, women's participation in religious services, and tort reform. The course looks at these materials to gain an understanding of the values underlying Jewish law and the ways in which law changes. Also looks at how American courts have resolved questions involving Jewish law.

601:773, 776. JOURNAL OF LAW AND RELIGION (N1,P2)*Dane. Students must complete both terms to be awarded 1 credit for each of the two terms of participation.*

Students develop enhanced research, writing, and technological skills through participation in the *Rutgers Journal of Law and Religion*. Students compete for editorial positions during the summer between their first and second years. Students not selected may participate in an additional writing competition in the spring term of their second year.

601:611. JURISDICTION (3)*Dane*

Examines fundamental questions about the idea of jurisdiction in our legal culture. The course asks how questions of judicial jurisdiction differ from other sorts of legal questions, and what the consequences of those differences might be. Specific topics include the direct and collateral authority of judicial decisions rendered in the absence of jurisdiction, the threshold character (or not) of jurisdictional issues, the possibility of "jurisdiction to determine jurisdiction," waiver of jurisdictional bars, attitudes to the interpretation of jurisdictional statutes, the special problems posed when jurisdictional questions overlap with questions of merits, distinctions between courts of inferior and superior jurisdiction and between courts of general and limited jurisdiction, notions of "inherent" and "hypothetical" jurisdiction, judicial immunity, jurisdictional facts and the preclusive effect of factual determinations made in dismissals for lack of jurisdiction, habeas corpus as a jurisdictional doctrine or not, the use of jurisdictional concepts in administrative law, and the doctrine of "jurisdictional time limits." The main focus of the course is on American cases and legal doctrines. It also will, however, pay some attention to political history, comparative law, and legal theory.

601:616. JURISPRUDENCE (3)*Hull. Students may take both this course and Contemporary Jurisprudence (601:619).*

Survey of the foundations of modern American jurisprudence, with emphasis on American legal theorists since the turn of the century, including Benjamin Nathan Cardozo, John Dewey, Leon Fuller, Oliver Wendell Holmes, Jr., Karl Llewellyn, and Roscoe Pound. European and classical legal philosophers whose ideas have influenced American jurisprudential scholars also are discussed.

601:659. LABOR LAW (3)*Harvey, Rosoff*

A study of the common law's response to employees' efforts to organize and take concerted action to improve their wages, hours, and other employment conditions. The course traces the evolution of a national labor policy in this country through the New Deal and later federal legislation. Focus on the protections afforded by federal law to union organizational activities; the procedures established by federal law for the selection of representatives for the purposes of collective bargaining; federal regulation of concerted economic activity by unions, such as strikes, boycotts, and picketing, and of countervailing employer action; and the extent of federal preemption of state regulation in the labor area.

601:581. LABOR LAW PRACTICE (2)*DiName, Fritton. Prerequisite: Labor Law.*

Builds upon the basic labor law course by developing skills needed in a labor law practice. Focus is on the negotiation of a collective bargaining agreement and arbitration of issues arising under the agreement. Substantial writing required, such as drafting and redrafting selected provisions of a collective negotiating agreement and writing and revising an arbitration brief.

601:626. LANDLORD AND TENANT (2 OR 3)*Chase. Usually offered for 3 credits. Two-credit option uses same course materials but time constraints compel a selection of topics and a greater reliance on outside readings.*

Focuses on issues involving the nature and requirements for the creation of a lease, the rights and duties of landlord and tenant, and some special problems of the commercial tenant; important drafting issues in commercial leases often are highlighted. Analysis of issues proceeds through the study of cases, outside readings, and the problem method. A continuing theme is the importance and the possible limits of the use of contractual analysis in resolving landlord-tenant disputes.

601:609. LAW AND BIOMEDICAL ETHICS (3)*Frankford*

Explores the legal, moral, and ethical problems associated with advances in biomedical technology and other life sciences, such as epidemiology. Examples of specific topics include DNA research and genetic engineering, human experimentation, access to and regulation of new drugs and treatments, termination of life-prolonging treatment, refusal of treatment by patients, decision making on behalf of incompetent patients, allocation of scarce resources such as artificial hearts, definition of death, advances in reproduction (e.g., artificial insemination, *in vitro* fertilization), the role of medical knowledge in regulating hazardous substances, and legal and ethical principles relevant to these areas.

601:657. LAW AND ECONOMICS (3)*Harvey. Special note: If enrollment is fourteen students or fewer, course may be offered at the professor's discretion as a 3-credit writing course in which a paper is required in lieu of a final examination.*

Introduction to law and economics. Disputes concerning the methodology and normative implications of law and economics scholarship are discussed; major theoretical constructs used in the field are explained (including the definition of economic efficiency, pareto optimality, the Kaldor-Hicks criterion, the Coase theorem, and the Arrow theorem); and examples of the application of economic analysis to legal issues are studied in selected areas of both common and public law.

601:758,759. LAW JOURNAL (N1,P2)

Students must complete both terms to be awarded 1 credit for each of the two terms of participation.

The law school considers the *Rutgers Law Journal* one of its most significant activities. Participation in its work affords opportunity for intellectual and professional growth. Students are invited to compete for positions on the basis of a writing competition and their academic achievement in the first year of law school. Students may participate in an open writing competition for open seats during the spring of their second year.

601:601. LAW, JUSTICE, AND SOCIETY (3)

Rosenblatt

Introduction to four major debates prominent in thinking about and practicing law:

1. The nature of law: Rules vs. principles, required decisions vs. discretion; the meaning of interpretation; the relevance of perspective; the possible role of narrative; the possible role of knowledge and values assertedly related to law, e.g., economics and critical theory from various perspectives.
2. The nature of justice: Does justice require relatively unregulated bargaining in contracts and other contexts (e.g., the work of Robert Nozick), or does it require legal (and political) protection for relatively weaker participants (e.g., the work of John Rawls)? Does justice require (or permit) retribution in punishment (e.g., the death penalty), or would a just society abolish the death penalty?
3. The nature of democracy: Is democracy properly conceived as relatively unregulated political competition (perhaps excluding force and fraud), or does democracy require constraints on unregulated political competition, and if so, for what ends?
4. The nature of legal work: Is legal work properly conceived solely as zealous advocacy on behalf of a client, or should lawyers have other professional commitments, and if so, which ones?

Topics explored by students through judicial opinions, legal scholarship, philosophy, political theory, sociology, economics, journalism about contemporary developments, films, essays, and journals.

601:635. LAW OF INTERNATIONAL ORGANIZATIONS (3)

Clark

An examination of the law of the United Nations and major organizations.

601:687. LAWYERS AND LOBBYING (2)

Yoho

Focuses on the role of lawyers in the lobbying process and the law regulating lobbying. Among the topics addressed are lobbying registration and disclosure status, ethical problems particular to lawyer-lobbyists, the role of lobbying in the legislative process, and the legal implications of community activism.

601:561. LEGAL DRAFTING (2)

Durako. Prerequisites: Legal Research and Writing and Moot Court I.

Students learn a valuable, transferable set of skills as they engage in practical, transactional drafting experiences that will form a major part of their work as lawyers. Course prepares students to undertake with confidence and efficiency the drafting tasks demanded of lawyers as planners, problem solvers, and advocates. Focuses on analytical skills needed to read legal documents, integrating structure and content, gathering facts, writing for multiple audiences, using forms, anticipating future consequences, and considering tactical and ethical concerns. Major assignments include drafting or revising documents, such as a simple will, a retainer agreement, an employment contract, proposed regulations or legislation, and client letters. At least one assignment is an in-class simulation similar to the multistate performance test portion of the bar exam. Class structure is interactive with extensive review and editing of sample and draft documents developed by the professor and by fellow students using peer editing, "red-lining," and redrafting from adversary counsel's perspective. A research workshop is taught by a member of the library faculty. Students develop a portfolio of documents demonstrating their drafting skills, which serves as the basis of the course grade.

601:661. LOCAL GOVERNMENT (2)*Buchsbaum, Pane*

Coercive and noncoercive legislative control over municipal corporations, sources and limits of municipal powers, municipal financing, debt limitations, function of special districts and authorities, historical and modern techniques of boundary adjustments, regional planning, governmental cooperation, and federal assistance for municipal programs.

601:701. MOOT COURT BOARD—FIRST YEAR (1)

The Moot Court Board, composed of third-year students who previously served as teaching assistants of the first-year Research and Writing Program, is responsible for the organization and administration of the Moot Court Program for the first-year class.

601:587. MUTUAL FUND AND INVESTMENT COMPANY REGULATION (2)*Corsell. Prerequisite: Business Organizations.*

Provides an overview of the federal securities laws as they apply to mutual funds. Focuses on the role and responsibilities of mutual fund directors, the policies underlying the Investment Company Act of 1940, and their impact on this important sector of the capital raising markets. Significant attention is given to the role of the Securities and Exchange Commission in registering and overseeing the investment company industry.

601:755. NATIONAL LATINO LAW STUDENTS ASSOCIATION MOOT COURT TEAM (P2)*Recommended: A strong background in Legal Research and Writing/Moot Court.*

Each year, a team of three or four law students is selected by the Latino Moot Court adviser to participate in this competition. The problems for this moot court competition involve legal issues affecting the Latino community. Participants need not be of Latin descent.

601:704. NATIONAL MOOT COURT TEAM (P2)

The National Moot Court Team is composed of two or three students selected by the faculty adviser, with the advice of the Hunter Advanced Moot Court Board, to participate in the National Moot Court Competition. Competitors must have participated in the Hunter Advanced Moot Court Program.

601:594. NEW JERSEY PRACTICE (2)*Foley, Fuoco, King*

A survey of civil and criminal practice in both the New Jersey courts and the administrative agencies. The course is designed to prepare the student to practice effectively and confidently before the trial and appellate courts and the administrative agencies in New Jersey. Class attendance, preparation, and participation stressed and mandatory.

601:570. NEW JERSEY STATE CONSTITUTIONAL LAW (2)*Sabatino, Williams*

Study of the history, text, and interpretation of the New Jersey Constitution, with particular emphasis on the 1947 version of the Constitution. The readings mainly consist of major cases of the New Jersey Supreme Court, which has been nationally recognized for its progressive role in articulating and enforcing individual rights under state constitutional precepts. Subjects include, *inter alia*, separation of powers, educational funding, affordable housing, death penalty, electoral redistricting, privacy rights, and free speech. Guest presentations made by attorneys who argued some of the key cases before the Supreme Court. There is an in-class final examination. Additionally, students may write a paper on a designated topic to count toward the law school's writing requirements.

601:525. PARTNERSHIP TAXATION (3)*Davies. Prerequisite: Introduction to Federal Income Tax. Students who have taken Taxation of Business Entities (601:523) may not take this course.*

Covers the federal income taxation of partnerships and their partners, limited liability companies (LLCs) that are taxed as partnerships, and S corporations that are taxed in a similar manner. Topics include the formation and structuring of partnerships, partnership operations and distributions, retiring partners, and the sale and the liquidation of partnerships. Designed for both "tax" and "non-tax" students.

601:696. PATENT LAW I (2)*Licata*

Designed for those intending to be patent lawyers and for others seeking a general knowledge of the subject. Covers the substantive areas of interface among patents, trade secrets, unfair competition, trademarks, and copyrights; the origin of the patent statute; what is a patentable invention and a valid patent; foreign patent rights; patent property and contract rights; federal tax aspects of patents; patent litigation, including procedures, remedies, and defenses; and antitrust and misuse considerations in litigation and licensing. Considers practical dealings with the individual inventor and corporate patent owner; how to exploit patents and trade secrets; whether and how to patent an invention; handling new product joint ventures; drafting and negotiating license agreements; and if, when, and how to sue.

601:522. PATENT LAW II (2)*Licata. Prerequisite: Patent Law I.*

Builds on and utilizes the basics of patent law covered in the first term (legal requirements for patentability, written description, enablement, novelty, nonobviousness, utility and statutory subject matter, and patent prosecution procedures and strategy). Students are introduced to transactional (licensing and strategic alliances), litigation, and opinion aspects of IP practice. Three writing projects include a patent license agreement, a legal research memorandum and argument section of a brief for a patent infringement case, and an opinion letter regarding patentability or validity. Writing projects are reviewed, discussed, and revised to final form for grading in lieu of an examination and to provide realistic IP writing samples and model documents.

601:520. PAYMENT SYSTEMS (2 OR 3)

Hyland. Prerequisite: Commercial Paper.

This capstone course for the commercial law curriculum examines bank collection of checks, electronic funds transfers, legal issues arising when payment is made by credit card, and the documentary transaction. Discussion focuses on integrating common law thinking—as found in the law of contract, tort, restitution, equity, and agency—with recent revisions to the Uniform Commercial Code, as well as recent federal legislation and regulations, to understand how complex transactional disputes are resolved.

601:597. PRETRIAL ADVOCACY (2)

Staff

Problem-oriented. Reviews the law and skills essential to pretrial advocacy through drafting exercises, simulations, and reading assignments. Topics include client interviewing; drafting of pleadings, motions, briefs, and discovery; depositions; pretrial conferences; summary judgment; and settlement negotiations and agreements.

601:628. PROBLEMS IN CIVIL LIBERTIES LAW (2)

Corrado

A study of First Amendment law and related constitutional doctrine utilizing recent trial and appellate decisions as moot court-type problem cases. Covers clear and present danger doctrine, commercial speech, public forum law, defamation, obscenity, prior restraints, and governmental speech. Students write a brief and present an oral argument.

601:607. PRODUCTS LIABILITY (2 OR 3)

Galpern, Sabatino

A study of the theories and scope of liability arising from the distribution of defective products. Focuses on theories of manufacturer's liability, the concept of defectiveness, and defenses based on plaintiff's conduct. Also may include study of causation and problems of proof remedies.

601:667. PROFESSIONAL RESPONSIBILITY (2 OR 3)

Donto, Dubin, Goldfarb, Joseph, Loughry, Sabatino, Stein, Tarver. This course is a graduation requirement for all students.

Explores the legal constraints and ethical considerations confronting the legal profession. Analyzes the role(s) of the lawyer and the sometimes competing obligations of the lawyer to the client, society, the court, and self. Specific problems examined include lawyer regulation, advertising and solicitation, confidentiality, conflicts of interest, and the adversary system of justice.

601:681. THE PUBLIC CORPORATION (3)

Ryan. Prerequisite: Business Organizations.

Builds upon financial and legal concepts introduced in Business Organizations, applying them primarily to public corporations (those companies whose shares are held by sufficient numbers of shareholders to permit public trading in the secondary markets such as the New York Stock Exchange and the over-the-counter NASDAQ system). Particular attention is paid to mergers and acquisitions, debtholders' rights, and valuation concepts used by managers, lawyers, and judges. No previous experience with corporate finance is necessary.

601:556. PUBLIC INTEREST LAWYERING (3)

Wharton. Priority given to students who previously have taken Gender Equity in Sports and Education. Recommended for students interested in public interest law and as preparation for Civil Practice Clinic, Advanced Civil Practice Clinic, and the Externship Program.

Provides second- and third-year students a hands-on introduction to the theory and practice of public interest lawyering through in-class instruction and either clinical projects or research papers. During two-hour class sessions each week, students study issues common to public interest law practice, including the special ethical problems of public interest representation, the multiple roles of the public interest lawyer, factors to consider in making institutional choices, and the strategies of *amicus curiae* representation. Students explore and evaluate the full range of advocacy techniques available for achieving client goals, including developing stories for the media, seeking administrative enforcement of laws, filing and litigating lawsuits, legislative lobbying, and monitoring settlement agreement and consent decrees. Guest lecturers who practice various aspects of public interest supplement classroom discussions. Students who have completed the Gender Equity in Sports and Education course, offered in fall 2000, continue with clinical projects relating to gender equity in education.

601:590. RACE AND AMERICAN LAW (3)

Foster

Examines the role that law has played both in the systematic subordination of racial minorities and in the formal elimination of racial badges of servitude. Materials are designed to provoke class discussion at both a scholarly level and the more pragmatic level that students should find useful as they attempt to fashion legal remedies for future clients who, having won the eradication of overt racial barriers, seek the substance of equal opportunity. Topics to be examined include voting rights, educational equality, contemporary miscegenation problems, employment discrimination, affirmative action, race and freedom of expression, race and intersectionality (with other differences such as class and gender), and race and reproductive rights. All of these subjects are studied in an historical context, designed to aid understanding of current racial developments and its identification of continuing problems of race.

601:568. REAL ESTATE LAWYERING (2)

No prerequisites. Recommended: Regulation of Land Use and/or Real Estate Transactions and Conveyancing.

An integrated study of a simulated real estate deal—from the sales agreement to obtaining state environmental and local planning approvals and financing the transaction, to the closing and the aftermath, including construction, leasing, and refinancing—students address legal issues and business considerations in a real-world setting. Students role-play as counsel for seller, buyer, builder, lender, lessor, lessee, resident, and government agency. Course goals include improving communication and negotiation skills, learning to draft documents, and understanding the practical considerations in a real estate transaction.

601:668. REAL ESTATE TRANSACTIONS AND CONVEYANCING (4)

Washburn

Basic course in conveyancing and transactional analysis of interests in real estate. Topics include real estate brokers and the sales transaction; land titles and description; defects in title; options, contracts, and deeds; mortgages and other liens on real estate; mortgage default and foreclosure; the operation of the recording system, including title assurance and title insurance; warranties involved in the land sale transaction; and the real estate settlement procedure. Review of equity jurisdiction; damages; specific performance; and other remedies of the buyer, seller, and mortgagee. Emphasis on a model real estate closing.

601:636. REGULATION OF LAND USE (3)

Washburn

An analysis of both public (governmental) and private controls on the use of land. Examination of the limits of the police power to effect regulation of private property rights; various public controls, including planning and the master plan; the official map; enabling authority to zone; substantive standards of the zoning ordinance; flexibility in zoning (amendment, variance, special exception); nonconforming uses; exclusionary zoning and growth controls; contract zoning; cluster zoning and planned unit developments; consent ordinances; substantive standards of the subdivision and site plan ordinances; requirements for subdivision improvements, dedication of land, and payments in lieu of dedication. Study of private land use techniques, such as covenants, deed restrictions, declarations, and easements. A brief review of transfer of development rights; open area and flood plain regulation; coastal zoning; new towns; and regional, state, and national planning.

601:684. RELIGION AND THE LAW (3)

Dane

An inquiry into the interplay of religion and government. Course focuses on the Free Exercise and Establishment Clauses of the First Amendment to the Constitution. Among other topics on the agenda are nonconstitutional aspects of the law's treatment of religion (including questions of taxation, zoning, and corporate identity) and a "mirror image" look at how various religious traditions define the role of secular authority.

601:612. REMEDIES (2 OR 3)

Chase, Hyland, Taylor

Course deals primarily with restitution, both as an independent source of substantive obligations (on a par with contract and tort) and as an alternative remedy for tort, breach of contract, and statutory violations. Restitutory remedies at law and in equity are considered, allowing for comparisons to be made between restitution and damages and restitution and specific performance. Students interested in remedies also are recommended to take Equity.

601:632. SALES (3)

Hyland, Korabkin. Prerequisite: Commercial Law: An Introduction to the Universal Commercial Code or permission of instructor.

Course builds on the study of sales law in Contracts and Commercial Law: An Introduction to the Universal Commercial Code (UCC); provides an in-depth look at Article 2 of the UCC (Sales), including formation, warranties, risk of loss, breach, and remedies. Examines fundamental aspects of the documentary transaction—the means by which merchants buy and sell goods around the world. May also cover the Convention on the International Sale of Goods (CISG), the law increasingly governing international sales transactions. Students are given practical training in methods of statutory interpretation—how to read statutory language, and how to use statutes in planning and litigation contexts.

601:690. SECURED TRANSACTIONS (3)

Hyland, Korabkin, Patterson, Taylor. Prerequisite: Commercial Law: An Introduction to the Universal Commercial Code or permission of instructor.

Explores Article 9 of the Uniform Commercial Code and its impact on personal property financing in the United States. Also considers relevant parts of Articles 3, 7, and 8, as well as parts of the Bankruptcy Act. Emphasizes the role of the lawyer in the planning and drafting of transactions and the reading of statutes.

601:617. SECURITIES REGULATION (2 OR 3)

Cole, Dennis. Pre- or corequisite: Business Organizations or permission of instructor.

Surveys regulation of initial distribution of securities by issuers and secondary distribution under the Securities Act of 1933 and the State Blue Sky Laws. Examines securities fraud actions under the 1933 Act; broker-dealer and market regulation under the Securities Exchange Act of 1934; and the Investment Advisors Act of 1940.

601:707,708. SENIOR RESEARCH (1 OR 2)

Individual research under the guidance of a faculty member on a topic approved by the Faculty Committee on Petitions. Students are encouraged to develop specific interests in detail through senior research. Students register for Senior Research for the upcoming term at the same time that they register for other courses and seminars, but they must submit to the committee a written description of the topic for advance approval before the registration process begins.

601:624. SEX DISCRIMINATION AND THE LAW (3)

Freedman

Examines the law as a cause of and as a remedy for sex discrimination. Considers problems of sex discrimination in historical, economic, sociological, and political contexts. Topics include constitutional law, reproduction and sexuality, employment, family and property law, and criminal law. Considers litigation and legislation as tools for the elimination of sex discrimination, with emphasis on lawyering skills and strategic concerns.

601:608. SMALL BUSINESS COUNSELING (3)

Kothare. Prerequisite: Business Organizations. Note: Contrary to prior published policy, students may take this course and Business Planning. This course meets in a two-hour block once a week. Students in the course also must be available at times other than the scheduled class hours to meet with clients, classmates, and the instructors. Many meetings typically are scheduled in the late afternoon or early evening, but students need to be flexible to accommodate the schedules of their clients and the instructor. Students who do not have this flexibility in their schedules should not register for the course.

Focuses on representing the small business client, especially the new business. Has a clinical component and a simulation component. Under the supervision of the instructor, students advise clients of the Rutgers' School of Business Small Business Development Center. The advising includes an initial interview, research as necessary, drafting, and counseling. A team of two students interviews each client, consults with the instructor, counsels the client, and drafts appropriate documents. Students also engage in simulations typical of the attorney for the small business, such as evaluating and implementing the form of organization, participating in the development of a business plan, and drafting agreements. Both components provide opportunities for reflection on business lawyering, including issues of legal, business, and personal ethics; the social function of the business lawyer; and lawyer-client relations.

In addition to the clinical work, the course involves extensive simulation of activities typical in the representation of the small business client. Simulations guarantee a base of experience and support the clinical work by providing a laboratory for improving skills and for problem solving. Issues covered in the simulations include the selection of an organizational form, formalities necessary for the creation of the form selected, partnership and shareholder agreements, basic tax issues, commercial leases, director and officer liability, intellectual property issues, insurance, status of employees, attorney conflicts of interest, and formalizing the attorney-client relationship. Other issues—such as franchise agreements, commercial financing, and government contracting—may be addressed, depending on the scope of the clinical experience. Skills covered include interviewing, fact gathering, use of experts, counseling on legal and business issues, problem solving, planning, and drafting.

Both the clinical work and the simulations provide starting points for discussions of broader lawyering issues. At the beginning of the term, a set of such issues is defined for the class, and discussion returns to them at appropriate points. As the course description indicates, issues include legal, business, and personal ethics; the social function of the business lawyer; and lawyer-client relations. The instructor provides readings as background material for the discussions. Attorneys and experts from other fields (e.g., business school faculty, insurance agents, accountants) participate in the class at appropriate points.

601:549. SOCIAL SECURITY LAW (3)

Martin

Covers issues of entitlement and benefit calculation arising out of the set of programs popularly referred to as Social Security. Presented online by Professor Peter Martin of Cornell Law School as a distance-learning offering. All instruction, including course discussions, takes place via the Internet and all course materials are on the web. Background and introductory material, points about the readings, problems, and the opening portion of class discussion are presented using web-linked streaming audio. Web-based tutorials and exercises provide a regular means for each student to gauge the level of his or her understanding of each topic in preparation for class discussion. Several short writing assignments and problem-solving assignments are submitted via the Internet for teacher evaluation and feedback, followed by class discussion. The final exam is in take-home format. Students enrolled in the course at Rutgers-Camden should expect to attend one or more live meetings on campus to be briefed on the logistics of the course and to deal with any technical or administrative issues.

601:698. SPORTS AND THE LAW (2)

Colton. Recommended: Labor Law and Professional Responsibility. Limited enrollment.

An overview of the sports world and its multifaceted, intricate relationship with the law. Students examine many of the varied legal issues governing the NCAA and major professional sports leagues and analyze the collective bargaining agreements that control team sports. Additionally, the role of the sports attorney/agent and representation of the athlete are examined in depth. A realistic overview of the intellectual, ethical, and practical issues confronting sports attorneys, and of the workings of the sports world.

601:589. STATE AND LOCAL TAXATION (2)

Examines the essential structures of state and local taxation (such as business taxes, *ad valorem* property taxes, personal income taxes, and categories of exemption), with a particular emphasis on the impact of the due process and commerce clauses of the U.S. Constitution upon the states' attempts to expand the array and the jurisdictional reach of their taxes. New Jersey's tax system is used as a model for study, introducing issues from other states when appropriate.

601:600. STATE CONSTITUTIONAL LAW (3)

Williams

Interpretations of state constitutions, as well as their relationship to the federal constitution, with emphasis on the increased importance of state bills of rights as providing guarantees in addition to, and different from, federal guarantees of individual rights. Separation of power issues, and the exclusive powers of each branch. Survey of areas of state constitutional law, such as state and local tax and exemptions, local government, public education, debt limits and limits on expenditure of public funds, and eminent domain. The process and techniques of amending and revising state constitutions.

601:637. THE STATEMENT OF FACTS (3)

Hyland. If taken as a seminar, 2 credits.

Provides opportunity for students to learn to enjoy legal writing so their readers may enjoy it as well. In one hour each week, focus is on fine descriptive prose in contemporary American letters and the law. Goal is to develop vocabulary for critical evaluation of writing. Remaining class time is devoted to a discussion of students' own weekly writing experiments. By the end of the term, students will have begun to develop their own voice in the law. Because this course involves both a significant time commitment and classroom discussion of each student's writing, it is particularly recommended for those students dedicated to legal writing as a profession.

601:623. STATUTORY INTERPRETATION AND LEGISLATION (2 OR 3)

Maltz, Williams

Study of legislation as a policymaking instrument in the American legal system, with emphasis on working with the statutes as well as examining the process of policy development leading to legislation. Consideration given to state and federal legislative organization and procedure; legislative investigations; the structure and form of statutes; limitations of, and requirements for, the exercise of legislative power; the process of codification; and the various means of making laws effective. Statutory interpretation considered at some length.

601:797. SUMMER EXTERNSHIP PROGRAM (P6)

Katz. Prerequisites: Professional Responsibility; Evidence (for any student who will be appearing in court on behalf of a client); and Criminal Procedure: The Adjudication Process or Criminal Procedure: The Investigatory Process (for any student as a prosecutor or public defender).

Qualified students who have completed their second year of law school and who are approved by supervising agencies will earn 6 credits for work in selected civil and criminal agencies during the summer. (No judicial chambers will be available in the summer program.) Students will complete 336 hours of work at the agency on a schedule suitable to their needs. Students also participate in class meetings approximately once every two weeks and submit reports and journals relating to their experience to the director.

601:523. TAXATION OF BUSINESS ENTITIES (3)

Davies. Prerequisite: Introduction to Federal Income Tax. Students who have taken Taxation of Business Organizations (601:638) may not take this course.

Provides an alternative to the more technical study of Corporate Taxation and Partnership Taxation. Designed for students who do foresee a general, family-oriented practice that may involve planning for family or other closely held businesses. Primary focus is on making the basic choices among the available legal entities: regular taxable corporations, S corporations, general partnerships, limited partnerships, limited liability companies, and limited liability partnerships.

601:638. TAXATION OF BUSINESS ORGANIZATIONS (4)

Davies

Covers the fundamentals of the federal income taxation of business organizations: taxable corporations, S corporations, partnerships, and limited liability companies. The focus particularly is on the comparative tax advantages and disadvantages of these entities that are important in selecting the most appropriate form for structuring various types of businesses.

601:670. TAX PROCEDURE AND TAX FRAUD (3)

Reece

Topics include the statute of limitations, burdens of proof, and tax penalties on the civil side and on the criminal side. Administrative procedures, including audits, appeals, request for rulings and technical advice, settlements, closing agreements, and compromises. Choice of forum in civil tax litigations, including the tax court, district court, and claims court. Tax court litigation, including some basic rules, the statutory deficiency notice, and tax court petition and other jurisdictional prerequisites. Tax refund claims and litigation. Criminal provisions of the Internal Revenue Code. Government powers and taxpayer rights with respect to criminal tax investigations, the indictment process, summonses, and document production. Privileges and protections, including the Fifth Amendment, attorney-client privilege, and the work product doctrine. Voluntary disclosure, permissible limits of tax avoidance and indirect methods of proof, including net worth, bank deposit, markup, and expenditures. The collection process, including assessment of tax, jeopardy assessment, levy and distraint, the tax lien and its priorities, restraining tax collection, the innocent spouse rules, and transferee and fiduciary liability.

601:751. TEACHING ASSISTANT (2)

Students earn 2 credits in the fall term as teaching assistants of the first-year Legal Research and Writing Program.

601:651. TRIAL ADVOCACY (2)

Staff. Open to second-term, second-year students, and all third-year students who have completed the prerequisite course in Evidence.

Instruction in trial advocacy skills using demonstrations by experienced lawyers and participation by members of the course in the trial of simulated cases, with emphasis on civil litigation. Topics include discovery, pretrial conference technique, and examination and cross-examination of witnesses at trial.

601:792. VIS INTERNATIONAL COMMERCIAL ARBITRATION**MOOT TEAM (2)**

Latham. Prerequisite: International Sales, taken in the fall term, and permission of team advisers.

Four students selected from International Sales in the fall enroll in the Vis International Commercial Arbitration Moot Team and represent Rutgers-Camden at the Willem Vis International Commercial Arbitration Moot Competition in Vienna, Austria. The team completes a brief for the competition, practices oral argument, and travels to Vienna to compete. Students from the fall class in International Sales who so desire may, at their own expense, join the oral advocacy team in Vienna, where, as nonarguing members of the team, they may assist with strategy and attend the team's arguments and all social events with students from around the world.

The Willem Vis International Commercial Arbitration Moot Competition is one of the most prestigious, rewarding, well-run, and interesting competitions available to law students. Approximately 80 law schools from 30 countries typically compete, and more than 200 scholar and practitioner experts in international commercial law serve as arbitrators. The competition takes place entirely in English.

601:744,745. WAGNER (LABOR LAW) MOOT COURT TEAM (N1,P2)

Recommended: A strong labor law background. Students must complete both terms to be awarded 1 credit for each of the two terms of participation.

Each year, three to five students are selected by the Wagner (Labor Law) Moot Court adviser to participate in the Wagner (Labor Law) Moot Court Competition. Team members write an appellate court brief and participate in oral argument rounds on a labor/employment law problem developed by the competition sponsors.

601:674. WORKERS' COMPENSATION (2)

Hickey

Considers the statutory, judicial, and administrative aspects of the system of compensation for physical and emotional injuries related to employment. The course focuses on the comparison of the workers' compensation principle with remedies apart from workers' compensation, the definition of employment relationship and injury for workers' compensation purposes, the benefits structure, the exclusivity of the remedy, and third-party suits.

SEMINARS

The law school offers a diverse range of subjects in a seminar format. Approximately thirty seminars are offered during each academic year. All seminars require the completion of a substantial writing assignment by the participants, in a form designated by the seminar instructor. All seminars are limited to fourteen students.

601:728. SEMINAR: ADVANCED CONSTITUTIONAL LAW (2)

Maltz

Focuses on the potential sources of constitutional doctrine. Considers the question of how one limits a seemingly clear, absolute constitutional command—for example, the First Amendment guarantees of freedom of speech. Pursues the problem of providing content to more vague constitutional provisions. Addresses the question of what nontextual rights should be deemed "fundamental" and what group of persons should be granted special judicial protection. If time permits, examination of problems under the "cruel and unusual punishment" clause. Emphasis on contemporary scholarly writings in the area. Each student prepares a paper on the views of one Supreme Court justice on one of the issues covered.

601:720. SEMINAR: ADVANCED LABOR LAW (2)

Pascarell. Prerequisite: Labor Law or permission of instructor.

Intensive study and analysis of the National Labor Relations Act, with additional emphasis on the Equal Employment Act of 1972 and the New Jersey Public Employment Relations Act.

601:753. SEMINAR: ADVANCED PROBLEMS IN CONTRACTS (2)

Feinman

Examines the lawyer's role in contract planning. Students complete exercises in contract planning, negotiating, and drafting, with the aim of providing experience in drafting contract terms, contracts (including form contracts), opinion letters, and other documents; seminar members and practicing attorneys critique student work. Experience in contract planning in simulated real-world situations should raise questions about the pedagogical utility and theoretical validity of the traditional doctrine-based course in contract law. Consideration of some of the principal current challenges to the structure of orthodox contract theory.

601:738. SEMINAR: AMERICAN LEGAL HISTORY (2)

Hull

An introduction to research and historiography in American legal history. Current issues in American legal history and historiography. Each student prepares a paper based on original research in legal history.

601:735. SEMINAR: CITIZENSHIP (2)

Bosniak

Addresses the subject of citizenship as legal status. Through readings in law and political theory, examines questions concerning the acquisition and loss of citizenship, and citizenship's significance more generally. Focuses on the institution of citizenship in the United States, but also considers certain citizenship questions that recently have arisen in Europe. Topics include the history of citizenship under the U.S. Constitution, the current birthright citizenship controversy, voting and citizenship, naturalization and loyalty oaths, welfare and immigration status, and the relationship of citizenship to the nation-state.

601:711. SEMINAR: CIVIL RIGHTS, CONTEMPORARY LEGAL THEORIES, AND SOCIAL JUSTICE (2)

Foster. No formal prerequisites, but students who have taken one or more upper-level courses in civil rights/civil liberties, social justice, employment discrimination, feminist legal studies, reproduction and sexuality, or race and American law will benefit most.

Explores the liberatory potential of civil rights doctrine and theory through case law, transdisciplinary readings, and critical commentaries. Begins by questioning the role of law in producing, replicating, and disrupting relationships of power and privilege—particularly those based on racial groupings, gender, social and economic class, sexual orientations, and disabilities. The primary goal of this part of the seminar is to enable students to read law critically with a special sensitivity to the way in which legal techniques and rhetorical strategies shape relationships of power and privilege in this society, as well as to construct categories of identity. To this end, the class materials are designed to reveal these strategies through close readings of the language and underlying assumptions in judicial opinions. Students compare their own impressions and/or critiques with insights garnered from the wide range of multidisciplinary scholarly readings.

The readings then turn to an analysis of alternative approaches to civil rights. For instance, alternative constructions of identity that have the potential to subvert the law's typical categories are looked at, toward examining more satisfying understandings of identity while recognizing our multiplicity and keeping open the possibilities of coalitions. Also examined are more positive legal strategies for change that are being proposed and utilized by contemporary civil rights lawyers. In light of the heavy emphasis on critical commentary in the earlier part of the seminar, the last part brings together forward-looking, positive models of legal and nonlegal strategies that can be employed toward the goal of social justice.

Seminar sessions, as described above, are led by the professor for the first half of the seminar. In the second half, sessions are held by students, who orally present their seminar theses.

601:731. SEMINAR: COMMERCIAL LAW: LLEWELLYN, AGREEMENT, AND THE THEORY OF COMMERCIAL PRACTICES (2)

Patterson. Prerequisite: Any one of Commercial Law: Introduction to the Universal Commercial Code, Commercial Paper, Payment Systems, Sales, or Secured Transactions.

Considers the central concept of Agreement in the light of recent scholarship; seminar format includes a presentation or summary of a scholarly article by participants, followed by discussion.

601:765. SEMINAR: CONTEMPORARY GERMAN/AMERICAN ANALYTIC LEGAL PHILOSOPHY (2)

Patterson. Prerequisite: Permission of instructor.

Seminar offered in connection with the Lehrstuhl of Professor Dr. Bernhard Schlink of Humboldt University in Berlin, Germany; based on an exchange of ten students each from Rutgers-Camden and Humboldt University (Law). Each group reads the same texts (available in English). Readings include works by Robert Alexy, Ronald Dworkin, Jürgen Habermas, Richard Rorty, and Ludwig Wittgenstein. No prior training in the German language or philosophy is required.

In addition to meeting regularly at their respective schools, the two groups meet together for one week each in Berlin and then Camden. Camden students will travel to Berlin during the term break; students are expected to bear the cost of airfare, meals, and incidental travel expenses.

601:778. SEMINAR: CONTROL OF ORGANIZED CRIME (2)

Coombs

Considers law as a tool for control of organized crime. Specific topics addressed include structures and methods of criminal organizations; legal limits on electronic surveillance, physical searches, and grand jury investigations (including witness immunity, contempt of court, and perjury prosecutions); aspects of substantive criminal law and of the law of criminal procedure, evidence, and sentencing that present special problems in organized crime cases; and a brief introduction to statutes particularly aimed at organized crime, such as the federal Racketeer Influenced and Corrupt Organizations (RICO) act.

601:775. SEMINAR: CURRENT ISSUES IN CONSTITUTIONAL LAW (2)

Maltz

Students enrolling in this seminar are required to brief and argue selected cases from the current docket of the U.S. Supreme Court.

601:747. SEMINAR: CYBERLAW I: SPEECH AND PRIVACY (2)

Dixon

Examines the individual's right of privacy when participating in an apparently public forum like cyberspace, where social, economic, and political transactions are conducted through the interconnection of computing and communications technologies and where a great deal of detailed and sometimes personal information is shared with strangers. During the second half of the seminar, students will review the legal setting developed thus far concerning speech rights in cyberspace and will evaluate the emerging legal framework with respect to the intersection of speech and privacy in areas such as the use of cryptography in electronic communications and the relationship between copyright and free speech. Participants extensively use cyberspace as a basis for class discussion, study, and research; a discussion list and most reading assignments are available on the Internet. A presentation and a research paper will be required on an issue discussed in either half of the course.

601:736. SEMINAR: CYBERLAW II: E-COMMERCE AND CYBERSPACE (2)

Dixon

Examines the use of cyberspace as a tool of commerce, including the legal questions that arise when commerce is conducted electronically, where physical presence is neither required nor possible. Topics discussed include the use of click wrap electronic contract formation, copyright protection of software and digital music transmissions, government versus private sector management of electronic commerce, software sales and open source code licensing, and cyberspace workplace issues. Participants extensively use cyberspace as a basis for class discussion, study, and research; some class readings are available on the Internet.

601:756. SEMINAR: DEFINING SEX CRIMES IN AMERICAN LAW AND HISTORY (2)

Hillman

This seminar seeks answers in law, history, theory, and public policy to the question, What makes sex a crime? Examines how sex has been made criminal in the American past and present by studying the meanings of "crime," "sex," and "sex crime" in a variety of historical and legal contexts. In addition to assessing the types of acts that have been criminalized and decriminalized, the seminar considers how the identities of participants (or perpetrators/victims) and social contexts have influenced the definition and prosecution of crime. By viewing sex crimes through a long historical lens and across a spectrum of legal regulation, the seminar also explores the interaction of law and society, investigating how the very public notion of criminal sanction applies to the often intensely private world of intimate association.

601:714. SEMINAR: ENVIRONMENTAL JUSTICE (2)

Foster

There is a remarkable consensus emerging that low-income communities of color bear a disproportionate share of environmental exposures and health risks. Various national studies and interdisciplinary works reflect the synergy of efforts by traditional civil rights and mainstream environmental organizations to address issues of "environmental racism." Indeed, the current "environmental justice" movement reflects the overlapping concerns of these traditionally separate movements. Civil rights advocates and mainstream environmentalists have placed issues traditionally addressed exclusively by the other group on each other's agenda. Environmental issues have been placed squarely on the modern civil rights agenda, and social justice issues are being placed on the modern environmental agenda.

This seminar explores issues at the forefront of the environmental justice movement. Such issues include determining what activities or outcomes can be classified as environmental racism, the intersection of race and class in creating disparate environmental impacts, and the ability of legal strategies to achieve environmental justice. These issues are explored through a close examination of the grassroots movement for environmental justice, the empirical research defining the problem, theoretical perspectives on the phenomenon of environmental racism, and various legal strategies that have been employed in response to this phenomenon. Through narratives of community activism and the growing body of interdisciplinary research on the subject, the seminar seeks to give students a thorough understanding of this burgeoning social justice crusade. The seminar also situates the struggle for environmental justice within the historical struggles for civil rights and environmental preservation.

601:762. SEMINAR: FEDERAL PRACTICE AND PROCEDURE (2)

Andrews

This seminar builds on the students' understanding of the Rules of Civil Procedure and provides a practical introduction to the conduct of federal litigation. Topics include strategic considerations for choice of venue, practical problems with jurisdiction, discovery rules and practice, and intensive concentration on the drafting of federal pleadings, including federal complaints, answers, summary judgment motions, and taking depositions. Emphasis on the District of New Jersey and Eastern District of Pennsylvania local federal court practice. Guest speakers include prominent members of the federal judiciary.

601:771. SEMINAR: FIDUCIARY RESPONSIBILITIES (2)

Reece

Addresses the principles of fiduciary duties that command the field of business and employment relationships and the remedies available to enforce these obligations.

601:774. SEMINAR: THE FOUNDATIONS OF COMMERCIAL LAW (2)

Patterson

Students read a variety of articles from Karl Llewellyn and others to understand better the intellectual justifications for the rules and principles of the Uniform Commercial Code.

601:719. SEMINAR: GENDER EQUITY IN SPORTS AND EDUCATION (2)

Wharton

Explores legal responses to gender discrimination in educational institutions. Emphasis is given to the application of Title IX of the Education Amendments of 1972 to discrimination in school athletic programs. Remedies under federal and state constitutional and statutory laws also explored. Topics include sex segregation in athletics, equal opportunity in athletics, and sexual harassment in schools. Students required to write a paper (approximately twenty-five pages) based on a topic selected with the concurrence of the instructor. Papers focus on strategic analysis of current issues of discrimination in education and athletics. Students also make a class presentation based on their paper.

601:726. SEMINAR: INCOME TAX PLANNING (2)

Davies

Topics covered include how and when to use the basic income tax savings techniques, primarily in the investor and employer-employee settings. Focus is on tax shelters, the time value of money, investments in securities, and employee fringe benefits, including qualified pensions after the 1986 Act.

601:717. SEMINAR: INTERNATIONAL HUMAN RIGHTS LITIGATION (2)

Stephens

Examines theoretical and practical issues raised by attempts to enforce international human rights norms in U.S. courts. Theoretical topics include international and domestic jurisdictional principles; sources of international human rights law; emerging norms; bars to enforcement, such as the political question of doctrine, act-of-state, immunity, and venue; and the relationship of domestic civil litigation to criminal prosecution and international enforcement mechanisms. Also considers practical problems faced in such litigation, including framing legal and factual issues, working with survivors of gross human rights abuses, foreign discovery, the role of expert testimony, and enforcement of judgments.

601:709. SEMINAR: INTERNATIONAL INVESTMENT IN DEVELOPING COUNTRIES (2)

Kludze

Colonial experience of the emergent nations and the impact of political independence on the economic and legal environments in which investments are made. Considers the role of foreign investment, the financing of international business transactions, investment agreements, the settlement of investment disputes, and international litigation and arbitration. Attention to domestic legislation of the receiving countries to control and protect foreign investment.

601:754. SEMINAR: INTERNATIONAL SALES (2)

Hyland, Latham. Prerequisites: Commercial Law: Introduction to the Universal Commercial Code or Sales. If Commercial Law: Introduction to the Universal Commercial Code previously has been taken, Sales can be taken at the same time as International Sales is being taken, although this is not required. May be offered in some years as a 3-credit course.

Compares the Vienna Convention on Contracts for the International Sale of Goods (CISG) with Article 2 of the Uniform Commercial Code. Examines current issues of international commercial arbitration and provides an introduction to the study of comparative law, particularly of the sales laws of civil law countries. Designed to prepare students to participate in the Willem Vis International Commercial Arbitration Moot held every spring in Vienna, Austria. The class project, due in the month of December, is to draft the Applicant's Brief for that Moot. Those chosen to represent the school at the competition enroll for 2 credits in the spring in the Vis International Commercial Arbitration Moot Team, draft the respondent's brief, and prepare for and participate in oral arguments as the Rutgers team in Vienna.

601:739. SEMINAR: INTERNATIONAL TRADE REGULATION (2)

Afilalo

Surveys the principal issues raised by the economic, political, and legal integration of sovereign states, with particular emphasis on the tension between free trade and domestic policies (such as labor, environmental, and consumer protection policies). Covers the institutional and legal aspects of the World Trade Organization and the North American Free Trade Agreement, and draws comparatively from European Union law to illustrate the various levels of (and roads to) integration. Provides students with the theoretical and practical knowledge necessary to read any other free trade area treaty (e.g., MERCOSUR), and understand its working and the policy choices made by its drafters. Topics include free trade theory; tariffs and customs law; nontariff barriers to trade; trade and the environment; trade and intellectual property; antidumping law, subsidies, and countervailing measures; government procurement; and institutional and constitutional dimensions of free trade areas.

601:706. SEMINAR: INTERNET AND COMMUNICATIONS REGULATION (2)

Explores the legal issues, laws, and regulations that have evolved from the rapid development of communications systems as a result of the Internet, fiber optics, digital technology, and the emphasis on competition. Examines legislative and case law developments. Students will choose a topic in which new technology poses legal problems, write a substantial paper, and present the topic in a seminar session. The first half of the term is devoted to exploring a variety of issues through class materials. Students are given substantial latitude in selecting relevant topics of interest.

601:746. SEMINAR: INTERSTATE CHILD CUSTODY (2)

Coombs

Addresses "child snatching" and other legal problems that often arise when a dispute between parents or parent surrogates over custody or visitation of a child involves more than one state. Such cases may present various issues of constitutional, family, criminal, conflicts, procedural, and remedial laws. Issues include jurisdiction to determine custody, enforcement and modification of custody orders of sister states, obstacles to civil and criminal enforcement of custody rights in interstate cases, and international "child snatching."

601:727. SEMINAR: JUDICIAL ADMINISTRATION (2)

Haines

Court management from an inside perspective explores court structure, control techniques, personnel, and budget and organization problems, with special emphasis on the New Jersey system. "Hands-on" problems presented for resolution. Impact of management policy on the practice of law and the unexplored role of lawyers and bar associations in the administration of the courts.

601:752. SEMINAR: LAW AND ECONOMICS (2)

Harvey. Prior course work in economics helpful but not required.

An exploration of the use of economic analysis in legal discourse. Both conservative and liberal examples studied.

601:772. SEMINAR: LAW AND LITERATURE (2)

Korabkin

Critically examines what it means for a person to think (and write) "like a lawyer." What are the lawyer's peculiar ways of thinking and writing, and how does expressing oneself in these ways limit and shape the life of a person's mind? Readings include both legal and literary texts. Students are required to write weekly papers (three to six pages each).

601:733. SEMINAR: LAW AND URBAN PROBLEMS (2)

Washburn

Focuses on the role of government and law in solving housing, development, poverty, and other urban problems. Individual study of topics that are important and relevant to urban life and government, such as municipal financing, housing, mass transportation, homelessness, racial issues, group homes, historic preservation, urban environmental issues, and urban economic development.

601:783. SEMINAR: LAW OF FUTURE TECHNOLOGY (2)

Zander. Prerequisite: Intellectual Property or permission of instructor.

Builds on the student's prior knowledge of intellectual property law, traditional notions of title, tort law, civil procedure, criminal law, and other basic legal doctrines. Presents methods and models of analogizing, analyzing, and adapting them to new and, in some instances, rarely-heard-of, technologies. Reviews the building blocks of future technology law (Intellectual Property, The Net and Its Future, Ubiquitous Computing, The Nature of Information, Communications/Privacy/Publicity Issues, and Smart Documents) and then examines key precedents and current issues, such as the Napster/MP3 dispute, frozen embryo laws, slander/libel/politics and the New Media, viruses on the Net, and worldwide jurisdiction. Also examines such future problems as "Net-persons," avatars, cerebroctomy, nanotechnology, the New Slavery, and the development of silicon sentience and the AI rights movement.

Students are divided into core groups with either a transactional or litigation problem and draft an opinion as well as prepare a presentation regarding one of the hypothetical problems involving a new technology.

601:700. SEMINAR: LAW OF MISTAKE IN CONTRACT LAW (2)

Patterson

The purpose of this seminar is to develop a new vocabulary for discussing mistake. There has been no significant intellectual development in this area of the law for at least one hundred years. In addition to reading classic mistake cases, seminar participants are asked to read articles and portions of treatises.

601:740. SEMINAR: LEGAL ISSUES OF POLICE UNDERCOVER OPERATIONS (2)

Pamorski

Examines in depth the legally permissible limits of police undercover operations. Such investigatory methods have been used with great frequency during the last twenty years or so, especially in connection with the "war on drugs," investigations of various organized crime groups, and official corruption. Some of the undercover operations (such as ABSCAM) became very controversial, and the question of their propriety strongly divided public opinion at large as well as within the legal community. The seminar focuses on legal issues arising from the undercover operations under both federal and state laws. The subjects of entrapment and related defenses, as well as issues arising under the Fourth, Fifth, Sixth, and Fourteenth Amendments to the U.S. Constitution as well as their state counterparts and under statutory law are examined.

601:710. SEMINAR: LEGALISM (2)

Dane

Commentators, politicians, and ordinary citizens have severely criticized President Clinton's testimony about his relationship with Monica Lewinsky for being "legalistic" or resorting to "legal hairsplitting." These attacks, and their vehemence, should trouble us as lawyers and law students. For if the President really was being "legalistic," then our profession has some explaining or soul searching to do. And even if the President's testimony was not really "legalistic," but only insolent adolescent weaseling, we need to try to understand, and communicate, the difference.

When critics assailed the President for being "legalistic," they meant that he was hiding behind overly technical distinctions that defied common sense. But the relationship between legal thinking and "common sense" necessarily is complex. On the one hand, we have learned from the first day of law school that the law is a special place, with its own language, logic, and concerns. Legal meanings, legal rules, and legal results often violate everyday intuition, and that's sometimes a good thing. Arguably, legalism, in at least some form, is a necessary aspect of the rule of law itself. On the other hand, when law diverges too sharply from ordinary thinking, it risks its moral and intellectual legitimacy.

This seminar asks what "legalism" is, and whether there are "good" and "bad" forms of it. It also tries to make moral and legal sense of "legalistic" thinking, in a variety of settings. Of most immediate interest, the seminar tries to unravel the law's relationship to testimonial truth. How does the law treat evasive, misleading,

and half-true statements? What does it take to commit perjury? Does the law enforce different standards of truth-telling for different legal purposes? If so, why? Is "legalistic" evasion ever *morally* justified? As part of this discussion, President Clinton's testimony, and its context, are examined in some detail.

This seminar also looks at "legalism" in other contexts, including, for example, the interpretation of statutes, wills, and other legal instruments. When does the law follow the "ordinary" reading of language, and when does it go its own way? Does "legalism" always mean "hairsplitting"? Might there be instances in which outlandish lawyerly interpretations make *more* sense than ordinary reading?

Finally, the seminar tries to provide a larger historical and theoretical perspective on the problem of "legalism." Is criticism of "legalism" bound up with criticism of law itself? If so, is there anything we can or should do about it?

601:718. SEMINAR: LEGISLATIVE DRAFTING (2)

Williams. Pre- or corequisite: Legislation or permission of instructor.

Emphasizes the importance of background research and isolation of issues to be resolved by policymakers prior to the actual drafting of statutes. Focus is on one major problem area for the term, with other smaller assignments as well. Begins with readings on legislative research and drafting; later sessions cover the policy issues and drafting solutions on the major topic. A substantial memorandum of law and draft statute is required.

601:750. SEMINAR: LEGISLATIVE PROCESS (2)

The process of political influence and compromise in the legislature differs substantially from the process by which courts make law, but given the predominance of statutes in today's legal environment as well as the continual changes in the law that are, and could be, made by legislatures, students need to understand legislatures as well as courts. This seminar examines how law is made by the legislature.

Students write papers following the development of an enacted statute by the New Jersey Legislature. They are asked to explain the problem giving rise to the law; give the original proposal and explain how it would deal with the problem; and then follow the bill through the process, tracking the different interests involved in the development of the bill and explaining the changes that were made to obtain final passage. Finally, to the extent possible, they evaluate how the statute actually worked after enactment. In choosing topics, an attempt is made to choose recently enacted statutes to enable students to find materials and interview participants in the legislative process. Students may have to travel to Trenton to gather information.

For the first half of the term, seminar meetings are devoted to an examination of the legislative process with primary attention to the New Jersey Legislature, although some consideration is given to legislatures in other states and the U.S. Congress. Students also may be asked to engage in some role-playing exercises, such as making presentations at mock legislative hearings and preparing strategies to achieve legislative goals. During the second half of the term, students are expected to make presentations summarizing the projects on which they are preparing seminar papers.

601:793. SEMINAR: PATENT PROSECUTIONS (1)

Licata. Prerequisite: Patent Law I. May be taken concurrently with Patent Law II.

Designed for students who are interested in the mechanics of patent application drafting and prosecution. Students learn patent application writing techniques and strategy. Drafting responses to Patent Office actions and patent claim drafting and amendment strategy and writing skills also are addressed. Students apply the statutory knowledge acquired in Patent Law I to the real-world writing skills and techniques required by a patent practitioner. This course is helpful to students who plan to take the Patent Bar exam while in law school as these writing skills are evaluated on the Patent Bar exam administered by the U.S. Patent and Trademark Office. Students are required to complete a series of writing projects which demonstrate a mastery of basic patent drafting skills.

601:757. SEMINAR: PRIVACY (2)

Considers the historical foundation and current status of privacy rights in America through their development in the areas of tort and constitutional law. In the tort context, the class covers such topics as intrusion into seclusion, the publication of private facts, the relationship between commercial appropriation of one's name and likeness (including the new tort "right of publicity"), and the relationship of false light privacy and defamation. In the constitutional context, the class considers the privacy interest in personal autonomy in decisions concerning procreation, abortion, choice in medical treatment, dying, and sexual behavior. The class also considers the constitutional right to informational privacy and explores such issues as the protection of computer data, information concerning one's health, and the Internet.

601:732. SEMINAR: PRIVATE LAW (2)

Fetnman

Explores current issues in private law (contracts, property, torts, and occasionally restitution). The focus is less on doctrine and more on issues of theory, ideology, and politics in private law. Requirements include a class presentation and a research paper.

601:791. SEMINAR: PROBLEMS IN CRIMINAL LAW (2)

Singer

This seminar concentrates on two to four issues of current concern in the criminal justice systems. Some possible topics considered are: 1) jury nullification after the Simpson trial, 2) Megan's Law and treatment of sex offenders, 3) biological causes of crime, 4) sentencing, including "Three Strikes and You're Out," 5) legalizing drugs, and 6) discovery in criminal cases.

601:748. SEMINAR: RACE, RACISM, AND AMERICAN LAW (2)

Romero

Examines the role that law has played both in the systematic subordination of racial minorities and in the formal eliminate of racial badges of servitude. Materials are designed to provoke class discussion at both a scholarly level and the more pragmatic level that students should find useful as they attempt to fashion legal remedies for future clients who, having won the eradication of overt racial barriers, seek the substance of equal opportunity. Topics to be examined include voting rights, educational equality, contemporary miscegenation problems, employment discrimination, affirmative action, race and freedom of expression, race and intersectionality (with other differences such as class and gender), and race and reproductive rights. All of these subjects are studied in an historical context, designed to aid understanding of current racial developments and its identification of continuing problems of race.

601:779. SEMINAR: RACKETEER INFLUENCED AND CORRUPT ORGANIZATIONS (RICO) (2)

Coombs

Examines criminal and civil investigation and litigation under the federal and state statutes on Racketeer Influenced and Corrupt Organizations (RICO). Specific topics addressed include the conceptual bases of so-called enterprise liability, including relational rather than individual definitions of misconduct; the relationships among enterprise liability and related doctrines, such as conspiracy, complicity, and vicarious liability; procedural implications of enterprise liability, such as broad joinder of claims and parties, expanded admissibility of evidence, and complication of pretrial and trial proceedings; the extraordinary civil and criminal remedies provided for RICO violations; and the impact of wide use of these statutes.

601:767. SEMINAR: REFUGEE LAW (2)

Bosniak. Prerequisites: Immigration and Nationality Law or permission of instructor.

Covers topics in the area of international and domestic refugee and asylum law, including the ethical, moral, and policy bases for state obligations toward refugees; the history and structure of the current international regime for the protection of refugees; current demographic challenges to that regime; the scope of the current international refugee definition and its continued viability; the international nonrefoulement obligation; the current structure of the American asylum adjudication process; and various topics in U.S. political asylum jurisprudence.

601:721. SEMINAR: RELIGION AND THE STATE IN CROSS-NATIONAL PERSPECTIVE (2)

Dane

Certain fundamental ideas about religious liberty and the separation of church and state are so deeply entrenched in the American constitutional imagination that we take them for granted. But, in fact, other countries, including many Western democracies, often have quite different notions about how to understand the relation of religion to the state. This seminar compares religious liberty and church-state law in a variety of countries, including the United States, Canada, Great Britain, France, Germany, Poland, India, and Saudi Arabia. Searching for common threads and differences, as well as making sense of some of the ironies and paradoxes that emerge from the inquiry, are the goals of the seminar. Course requirements include active class participation, completion of either one major paper or several shorter ones, and an in-class oral presentation.

601:705. SEMINAR: SOCIAL WELFARE LAW AND POLICY (2)

Harvey

An exploration of the legal and policy issues that commonly arise in connection with the administration of American welfare-state institutions, primarily on means-tested (e.g., Temporary Assistance for Needy Families) and non-means-tested (e.g., Social Security) income transfer programs. Attention also given to government-financed insurance programs (e.g., Medicare and Medicaid), employer mandates (e.g., the Family and Medical Leave Act), and the direct provision of services by governments (e.g., public education). Some comparative study of Canadian and European institutions included.

601:785. SEMINAR: THE STATEMENT OF FACTS (2)

Hyland

Provides an opportunity for students to learn to enjoy legal writing so that the readers of the writing may enjoy it as well. Discussion focuses on fine descriptive prose in contemporary American letters and the law. Readings are drawn from James Agee (*Let Us Now Praise Famous Men*), the short stories of Jamaica Kincaid, R. Pirsig (*Zen and the Art of Motorcycle Maintenance*), and others. Students' own weekly writing experiments are discussed. By the end of the term, students have begun to develop their own voice in the law. Because this seminar involves both a significant time commitment and the public discussion of each student's writing, it is recommended only for those students who already have had some training and success in writing and who are passionately dedicated to legal writing as a profession.

601:730. SEMINAR: STATUTORY INTERPRETATION (2)

Patterson

Explores theories of statutory interpretation with weekly readings in Eskridge, Frickey, Hart and Sacks, Holmes, Macoy, Posner, and others. Student participation is emphasized.

601:712. SEMINAR: TAXATION AND PUBLIC POLICY (2)

Livingston

Considers historic and current issues in taxation and public policy. The first six weeks of the course consist of readings on traditional tax policy issues, including horizontal and vertical equity; economic efficiency; and the concept of tax expenditures. The remainder of the course is devoted to student-led presentations, with each student preparing a thirty-page, original research paper on a topic of his or her own choosing. Students who so desire may prepare a paper on a non-tax issue (e.g., Social Security, health, or welfare policy) that raises similar problems of fairness and economic efficiency.

601:777. SEMINAR: TECHNOLOGY AND THE FIRST AMENDMENT (2)

Irenas

The government's effort to regulate the technology explosion — which permits a vast amount of information to be transmitted almost instantaneously to large numbers of people — raises First Amendment issues not dreamed of by the drafters of the First Amendment who lived "in a world lit only by fire." Students must write a high-quality paper on a subject related to this theme.

601:723. SEMINAR: WORK, FAMILY, AND THE LAW (2)

Kessler. Prior course work in employment discrimination, social welfare law, sex discrimination, or family law helpful, but not required.

How have the laws governing work and family responded to the natural tension between family and market work experienced by parents? What role, if any, should the state play in responding to the "crisis of care" in America? This seminar explores those aspects of employment, family, and social welfare law that address these questions, as well as the theoretical frameworks that might inform their resolution. Topics include the role of Title VII, the Family and Medical Leave Act, and constitutional equal protection litigation in advancing women's opportunities to enter and advance in the workplace; the way in which state and federal social welfare laws, including those that relate to public welfare and unemployment insurance benefits, reflect and reinforce women's changing family roles; and the manner in which legislatures and courts have regarded working women and stay-at-home fathers in divorce and custody disputes. Readings include court opinions, statutes, legislative histories, and law review articles. Seminar participants write a thirty-page, original research paper; prepare an anonymous written critique of a randomly assigned fellow classmate's paper; and present their research to the class.

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

In addition to this catalog, entering law students receive under separate cover the *School of Law–Camden Student Handbook*, which contains expanded information about the administration and governance of the law school. This handbook also sets forth the academic rules and regulations that affect each student's status as a candidate for the Juris Doctor degree. Revised annually by the Office of the Assistant Dean for Student Affairs, the student handbook is available to students at the beginning of each academic year. Students are responsible for keeping themselves informed of the policies, procedures, rules, and regulations contained in the handbook and for heeding official notices posted on bulletin boards, as well as information distributed to students through the law school's internal mail system and posted on the law school web site.

Besides the academic rules and regulations, copies of the university student disciplinary hearing procedure, the law school disciplinary regulations, the university administrative procedures for responding to disruptions, and law school procedures for implementing provisions of the Family Educational Rights and Privacy Act of 1974 (commonly known as the "Buckley Amendment") are included in the *School of Law–Camden Student Handbook* and also are held on reserve in the law school library.

Set forth below are brief, general descriptions of major academic policies and procedures in effect at the law school.

REGISTRATION AND COURSE INFORMATION

Formal admission to the School of Law–Camden and payment of tuition and fees are prerequisites to registration. All students, by virtue of registering, agree to comply with the regulations of the university and of the law school.

The registration process consists of two essential steps:

1. The selection of courses. Enrolled students select courses during announced advance registration periods by using the web site or the telephone-based registration systems. First-term, first-year students are assigned administratively to courses and sections by the Office of the Associate Dean for Administration. This office also directly enters into the university's computers the course assignment data for first-term students. Thereafter, students must register individually for courses.
2. The payment of tuition and fees for the approved program to the bursar's office by established deadlines.

It is important to note that the registration process is completed only after full tuition and fees are paid in accordance with the billing instructions.

It is the responsibility of the student to acquire, complete, and return registration and term bill information, including payment of tuition and fees, on time. When information is mailed, the student's last address of record in the registrar's office is used; however, the university cannot and does not assume responsibility if the student fails to receive this information. Students who do not receive term bill payment instructions by August 1 for the fall term and December 1 for the spring term should notify the campus bursar promptly. Students who fail to preregister for the next term during the specified period and do so at a later date are subject to a late registration fee of \$50. For further information, see the Tuition and Fees chapter.

Advance Registration

All eligible, registered students expecting to continue their programs in the next succeeding fall or spring term are expected to take part in advance registration. Participation in this exercise is not binding on the student who, for any reason, does not return in the next term. However, an eligible student who does return without having advance registration is charged a late registration fee of \$50.

Advance registration at the law school normally takes place in April and October, for the fall and spring terms, respectively. Opportunity is available to make program changes during the period allowed for registration changes.

Late Registration

Students who do not complete registration during the period prescribed in the registration instructions may do so during the late registration period. A late registration fee of \$50 is charged. Permission to register late does not affect any financial or academic policies. *Any student whose term bill is not paid by the close of the fourth week of classes in any term is permitted thereafter to register late, only at the discretion of the Office of the Dean.*

Withdrawals

To withdraw from an individual course, students must complete the appropriate form available at the law school.

A student withdrawing from the law school must give written notice either to the assistant dean for student affairs or to the campus registrar. The date of receipt of the notice is considered the official date of withdrawal. The amount of any refund of tuition is determined by the date that formal notice of withdrawal is received by the registrar. Withdrawal is not permitted during the last two weeks of classes.

Unexcused nonattendance at classes and examinations following an unapproved withdrawal is treated as an unexcused absence for all purposes and results in a grade of *F* being assigned in all classes for which the student is officially registered.

COURSE LOADS

Full-Time Students

No student is admitted or allowed to continue as a full-time student who does not devote substantially his or her full working time to law school studies. No full-time student may be employed for more than fifteen hours a week.

The minimum and maximum numbers of credits carried by full-time students are:

1. never more than a total of 17 course (course, seminar, and senior research) and noncourse (clinic, law journal, moot court, teaching assistantship) credits combined,
2. never more than 16 hours of course credits,
3. never fewer than 12 course and noncourse credits combined.

When a course or other credit program extends over two terms, half of the credit is allocated to each term for the purpose of compliance with these rules.

A course load of 6 credits is considered equivalent to full-time status during the summer session. No student who is registered for 6 credits or more in the summer session may be employed in excess of fifteen hours each week.

Any student who simultaneously registers as a full-time student and who is employed in excess of fifteen hours each week may have residence credit for that term reduced to three-fourths of a residence credit and may be dropped without consent from a course or courses representing a sufficient number of credits to bring his or her schedule to below 12 credit hours.

Reduced Course Load

The dean may, upon good cause shown, permit a first-year student in his or her second term to take one course less than the prescribed load, providing that such student does not register for less than 12 credits.

Part-Time Students

The allowable credit load for part-time students is:

1. never more than a total of 11 course and noncourse credits combined,
2. never fewer than 8 course and noncourse credits combined.

GRADES AND RECORDS

The following grades are used in the law school:

Grade	Definition	Numerical Equivalent
A+		4.33
A	Outstanding	4.0
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Satisfactory	2.0
D+		1.33
D	Poor	1.0
F	Failing	0.0

Conditional Grades and Other Symbols

IN (Incomplete). Examination not taken or required seminar research paper not submitted. Used whenever a student is absent from a final examination with permission of the dean or assistant dean for student affairs and will take the deferred examination when the examination in the course next is offered. Also used when students receive faculty permission to extend the deadline for submitting a seminar research paper.

P/NC (Pass/No Credit). Indicates that degree credit either has or has not been granted for the course, but that the student's cumulative grade-point average is unaffected.

N (Not Taken for Credit). This symbol indicates that the work was not taken for credit and that any grade received is not to be counted in computing the cumulative grade-point average.

S/U (Satisfactory/Unsatisfactory). Used to indicate satisfactory or unsatisfactory participation in a course taken on an audit basis.

W (Withdrawn without Evaluation). This symbol is used when a student has withdrawn with permission of the proper authority. It appears on the transcript whenever a course is dropped following the first two weeks of classes.

Regulation of Course Credit

Work performed for credit in one course or activity cannot be used to earn credit in another course or activity.

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.

ATTENDANCE

Each student is required by the scholastic rules of the faculty to attend, regularly and punctually, the classes for which he or she is registered. Students may not register for a course scheduled in such a way that attendance each day is impossible because class meetings conflict with another course for which the student is registered, whether the conflict is complete or partial. Failure to attend classes may result in the loss of residence and course credit in accordance with the provisions of the law school's regulations.

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 are not 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 or examinations 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 daytime classes. On those infrequent occasions, appropriate announcements are made over local radio stations. Arrangements for makeup work are announced by individual instructors.

SCHOLASTIC STANDING

The rules of the law school governing scholastic standing—including policy statements on academic probation, dismissal, and readmission—are available on the law school web site and in the Office of the Assistant Dean for Student Affairs. They also are held on reserve in the law school library.

CODE OF STUDENT CONDUCT

A principal objective of Rutgers' School of Law–Camden is to train individuals for a learned and honorable profession whose members must be deserving of the utmost faith and confidence. The law school expects its students to develop respect for their professional obligations, both present and future. In addition, law students are governed by specific standards of conduct set forth in the law school and university disciplinary regulations. Any departure from these responsibilities is an affront to fellow students and the profession in which the student intends to become a worthy practitioner, and shall not be tolerated by any member of the law school community.

GRADUATION

Degrees are conferred by the university on the recommendation of the faculty of the law school. Degrees are conferred and diplomas issued at the annual commencement each May or June.

Early Release of Diplomas

Students who are certified by the law school as having completed graduation requirements for October or January degrees may secure their diploma from the Office of the Registrar before the annual commencement. Requests to receive diplomas in advance of the annual commencement must be submitted either in person or by mail. Phone requests are not honored.

Students who secure their diplomas in person are required to sign a "Diploma Request Form" that is placed in the diploma jacket used at the commencement exercise, if the student plans to attend commencement. Students who submit written requests by mail for early diploma release receive their degrees by "return receipt requested" mail. If the student plans to attend commencement, a copy of the letter accompanying the diploma is placed in a diploma jacket for the graduation exercise.

Graduating *in Absentia*

Any candidate who does not wish to attend commencement is asked to write to the campus registrar requesting that the degree be conferred *in absentia* at the annual commencement exercises. Since arrangements for commencement are complex and well advanced by April 1, such requests

ideally should be placed before that date, although they will be accepted any time before commencement. Candidates whose attendance is prevented by some last-minute emergency are asked to communicate with the campus registrar or the law school's assistant dean for student affairs within twenty-four hours of commencement. In all cases, the candidate should indicate the address to which the diploma may be sent when it is mailed during the month of June or July.

Diplomas are withheld from all students whose financial or library accounts are not clear.

POLICY ON ACADEMIC INTEGRITY SUMMARY

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

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

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

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

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

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

Level One Violations

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

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

Level Two Violations

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

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

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

Level Three Violations

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

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

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

Level Four Violations

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

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

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

Faculty who believe that violations have occurred should immediately contact the Office of the Dean. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course. Questions on reporting procedures may be directed to the Office of the Dean.

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

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

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting

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

*Preamble
University Code of Student Conduct*

Overview

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

Process

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

Filing a Complaint

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

Preliminary Review

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

Separable Offenses

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

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force

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

Campus Advisers

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

Attorneys

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

University Hearings

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

Appeals

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

Authority for Student Discipline

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

UNIVERSITY SAFETY AND SECURITY

Providing a safe and secure environment for all members of the university community is the highest priority of the university's public safety staff. The staff is comprised of commissioned police officers with full investigative and arrest authority, trained emergency medical technicians, fire inspectors, security officers, dispatchers, and students employed as community services and student safety officers. Members of the public safety staff patrol each campus and respond to emergencies and requests for assistance 24 hours a day, 365 days a year.

Rutgers' public safety employees are part of the university-wide crime prevention team that includes all members of the university community. It is everyone's duty to maintain actively a safe environment and to be careful while complying with all local, state, and university regulations.

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

Information regarding public safety at Rutgers is available from the campus police departments. *Safety Matters*, a brochure outlining public safety statistics, services, and programs on each of Rutgers' regional campuses, is published annually and distributed free of charge. To receive

a copy of *Safety Matters*, please call the appropriate Rutgers Police Department office at one of the following numbers:

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

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

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

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

1. The president of the university and the vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick, the senior vice president and treasurer will have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.
4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the 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 in New Brunswick and the provosts on the Camden and Newark campuses have the same authority.
5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members

have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

POLICY PROHIBITING HARASSMENT

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

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

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

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or need more information, you are encouraged to contact the Office of University Harassment Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190, by telephone at 732/932-3122, or by email at uhr@rci.rutgers.edu. You may obtain copies of the *Policy Prohibiting Harassment* and the *Harassment Complaint Process* on our web page (<http://www.rci.rutgers.edu/~uhc>).

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

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

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

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

Prohibited Conduct

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

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

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

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

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

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

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

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

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

NONDISCRIMINATION POLICY

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

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

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

For more information or to schedule an appointment or program, call 732/932-1181, visit the department web page at http://www.rutgers.edu/Sexual_Assault/, or email the staff at sasva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick, NJ.

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

In compliance with the Equity in Athletics Disclosure Act, Rutgers provides information on men's and women's athletic programs (<http://athletics.rutgers.edu/>), including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically related student aid, and revenues. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library), and at the intercollegiate athletics offices.

STUDENT RECORDS AND PRIVACY RIGHTS

Rutgers, The State University of New Jersey, complies with the Family Educational Rights and Privacy Act 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. FERPA permits the university to provide directory information without the student's consent unless the student requests that such information be kept confidential. Rutgers defines directory information as name, campus mailing address and telephone number, campus email address, RUCS user name, 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, date(s) of degree(s), weight and height of intercollegiate athletes, and most recent previous school attended.

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

- through the verifications division of the Office of the Registrar or similar offices that have access to student records. (The office is called upon to verify that a student is enrolled at the university by potential employers and credit agencies, among others.)
- through the Rutgers online directory, a database of Rutgers students, faculty, and staff that is available through the Rutgers homepage (<http://www.rutgers.edu>) and accessible worldwide via the Internet.

Students control the information that appears in the Rutgers online directory and may display or hide any of the information listed by visiting the directory homepage and following the posted instructions. Students also may request that all directory information be kept confidential by obtaining a form for this purpose from their dean's office or from the registrar's office. Students should be aware that requesting confidentiality of directory information makes this information unavailable to all, including prospective

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

The university uses a student's Social Security number as a student identification number. While this number is not released as directory information and its confidentiality is protected in the same manner as are other educational records as defined by FERPA, the university offers students the opportunity to acquire a substitute student number. Students wishing to have a substitute number assigned should fill out the appropriate forms in the registrar's office.

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 (732/932-7312). All official notices regarding FERPA are archived at <http://www.rci.rutgers.edu/~polcomp>.

STUDENT RESIDENCY FOR TUITION PURPOSES

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

Procedure

The Initial Determination

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

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

After the Initial Determination

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

Request for a Change of Status

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

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

Appeals

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

Students' Responsibilities

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

Penalties

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

RESEARCH POLICY AND RESEARCH CENTERS

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

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

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

PATENT POLICY

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

Honors

DEAN'S LIST/DEAN'S SCHOLARS

Each fall term, the law school publishes a dean's list. Students whose grade-point average for all course work taken during the previous term places them in the top 25 percent of the student body for that term are included on the dean's list. Students whose work for the previous term places them in the top 5 percent of the student body for that term are designated as Dean's Scholars. Parallel honors are calculated for members of the first-year class.

CLASS RANK

In 1972, the law school faculty voted to abolish its practice of computing class rank. The faculty did so under the conviction that a too-heavy reliance had been placed on a system that seemed to imply substantial differences among students' academic accomplishments, yet was based on very insignificant actual differences among cumulative grade-point averages. In short, the ranking system was believed to have obscured, rather than to have reflected accurately, the relative merits of graduates in many cases.

GRADUATION HONORS

Students whose cumulative grade-point averages place them within the top 15 percent of their class, who have completed three years in residence at this school, and who have consistently met the professional standards of this law faculty and the legal profession shall be recommended for honors. In exceptional cases, recommendations may be made for high honors or highest honors.

Students who have completed at least one term of their academic work at another law school and whose cumulative grade-point averages place them within the top 15 percent of their class at this law school may be considered for honors or, in exceptional cases, high or highest honors, at the discretion of the faculty.

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Divisions of the University

ACADEMIC DIVISIONS

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

Camden

Camden offers programs at three undergraduate colleges and at five graduate schools. With an enrollment of 5,000 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 10,000 students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Steven J. Diner, *Ph.D., Dean*

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

Newark College of Arts and Sciences

Steven J. Diner, *Ph.D., Dean*

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

College of Nursing

Hurdis Margaret Ann Griffith, *Ph.D., Dean*

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

University College–Newark

Steven J. Diner, *Ph.D., Dean*

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

Faculty of Management

Howard Tuckman, *Ph.D., Dean*

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

Graduate School–Newark

Norman Samuels, *Ph.D., Dean*

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

School of Criminal Justice

Leslie W. Kennedy, *Ph.D., Dean*

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

School of Law–Newark

Stuart L. Deutsch, *J.D., Dean*

The university's graduate programs in law originated in other institutions. The New Jersey School of Law, founded in 1908, and the Mercer Beasley School of Law, founded in 1926, merged in 1936 to become the University of Newark School of Law, which became part of Rutgers in 1946.

Summer Session–Newark

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

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses with 16 academic units, 1,800 faculty, and 33,000 students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Richard S. Falk, *Ph.D., Acting Dean*

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

Douglass College

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

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

College of Pharmacy

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

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

Mason Gross School of the Arts

George B. Stauffer, *Ph.D., Dean*

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

School of Business–New Brunswick

Howard Tuckman, *Ph.D., Dean*

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

School of Communication, Information and Library Studies

Gustav Friedrich, *Ph.D., Dean*

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

School of Engineering

Michael T. Klein, *Sc.D., Dean*

Instruction in engineering began at Rutgers in 1864, when New Jersey designated Rutgers College to be the State College for the Benefit of Agriculture and Mechanic Arts. The College of Engineering became a separate unit in 1914 and was renamed the School of Engineering in 1999. The school is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in seven disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, *Ph.D., Dean*

Founded in 1992, the Edward J. Bloustein School of Planning and Public Policy provides focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. The school offers undergraduate programs in urban studies and public health, each leading to the baccalaureate degree. On the graduate level, the school confers Master of City and Regional Planning, Master of City and Regional Studies, Master of Public Affairs and Politics, Master of Public Policy, Master of Public Health, and Doctor of Public Health degrees; the latter two degrees are offered jointly with the University of Medicine and Dentistry of New Jersey–School of Public Health. A dual-degree program in public health and applied psychology leading to the Master of Public Health and Doctor of Psychology degrees is offered with the Graduate School of Applied and Professional Psychology. A program also is offered that leads to the Doctor of Philosophy degree in urban planning and policy development; this degree is conferred by the Graduate School–New Brunswick. In addition, the school offers joint-degree programs with Rutgers' two law schools, with the Graduate School of Management, and with the Graduate School–New Brunswick.

School of Management and Labor Relations

Barbara A. Lee, *Ph.D., J.D., Dean*

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

Graduate School–New Brunswick

Richard S. Falk, *Ph.D., Acting Dean*

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than sixty disciplines and is responsible for all Doctor of Philosophy degrees at Rutgers–New Brunswick. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

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

Graduate School of Education

Louise C. Wilkinson, *Ed.D., Dean*

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

School of Social Work

Mary E. Davidson, *Ph.D., Dean*

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

Summer Session–New Brunswick

Thomas A. Kujawski, *Ed.M.*

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

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

Advanced Food Technology, Center for. Nabisco Institute for Advanced Food Technology, Cook Campus

Advanced Information Processing Center for. CoRE Building, Busch Campus

Agricultural Experiment Station, New Jersey. Martin Hall, Cook Campus

Alcohol Studies, Center of. Smithers Hall, Busch Campus

American Woman and Politics, Center for the. Wood Lawn, Douglass Campus

Art Museum, Jane Voorhees Zimmerli. College Avenue Campus

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

Biostatistics, Institute for. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment. Cook Campus

Ceramic Research, Malcolm G. McLaren Center for. 607 Taylor Road, Busch Campus

Coastal and Environmental Studies, Center for. Doolittle Hall, Busch Campus

Computer Science Research, Laboratory for. Hill Center, Busch Campus

Controlled Drug-Delivery Research Center. Pharmacy Building, Busch Campus

Crime Prevention Studies, Center for. S.I. Newhouse Center for Law and Justice, Newark Campus

Criminological Research, Institute for. Lucy Stone Hall, Livingston Campus

Critical Analysis of Contemporary Culture, Center for the. 8 Bishop Place, College Avenue Campus

Discrete Mathematics and Theoretical Computer Science, Center for. CoRE Building, Busch Campus

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

Economic Research, Bureau of. New Jersey Hall, College Avenue Campus

Edison Papers, Thomas A. 16 Seminary Place, College Avenue Campus

Engineered Materials, Institute for. Engineering Building, Busch Campus

Engineering Research, Bureau of. Engineering Building, Busch Campus

Fiber Optic Materials Research Program. 607 Taylor Road, Busch Campus

Fisheries and Aquaculture Technology Extension Center. Martin Hall, Cook Campus

Government Services, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Health, Health Care Policy, and Aging Research, Institute for. 30 College Avenue, College Avenue Campus

Historical Analysis, Rutgers Center for. 88 College Avenue, College Avenue Campus

Human Evolutionary Studies, Center for. 131 George Street, College Avenue Campus

International Business Education, Center for. Janice H. Levin Building, Livingston Campus

International Conflict Resolution and Peace Studies, Center for. Hickman Hall, Douglass Campus

International Faculty and Student Services, Center for. 180 College Avenue, College Avenue Campus

Jazz Studies, Institute of. Dana Library, Newark Campus

Jewish Life, Center for the Study of. 12 College Avenue, College Avenue Campus

Journalism Resources Institute. 185 College Avenue, College Avenue Campus

Marine and Coastal Sciences, Institute of. 71 Dudley Road, Cook Campus

Materials Synthesis, Center for. Engineering Building, Busch Campus

Mathematical Sciences Research, Center for. Hill Center, Busch Campus

Mathematics, Science, and Computer Education, Center for. Science and Engineering Resource Center, Busch Campus

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

Molecular and Behavioral Neuroscience, Center for. Aidekman Center, Newark Campus

Negotiation and Conflict Resolution, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Neighborhood and Brownfields Redevelopment, National Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Operations Research, Center for. Hill Center, Busch Campus

Packaging Science and Engineering, Center for. Engineering Building, Busch Campus

Physics Research, Bureau of. Serin Physics Laboratories, Busch Campus

Rutgers Cooperative Extension. Martin Hall, Cook Campus

Surface Modification, Laboratory for. Serin Physics Laboratories, Busch Campus

Transportation Center, Alan M. Voorhees. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Urban Policy Research, Center for. 33 Livingston Avenue, College Avenue Campus

Waksman Institute of Microbiology. 190 Frelinghuysen Road, Busch Campus

Walt Whitman Center for the Culture and Politics of Democracy. Hickman Hall, Douglass Campus

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

Women, Institute for Research on. 160 Ryders Lane, Douglass Campus

Women's Leadership, Institute for. 162 Ryders Lane, Douglass Campus

Workforce Development, John J. Heldrich Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Centers Operated Jointly

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

UNIVERSITY LIBRARY SYSTEM

Alcohol Studies Library. Smithers Hall, Busch Campus

Annex. Annex Building, Busch Campus

Archibald Stevens Alexander Library. 169 College Avenue, College Avenue Campus

Art Library. Hamilton Street, College Avenue Campus

Bailey B. Pepper Entomology Library. John B. Smith Hall, Georges Road and Jones Street, Cook Campus

Blanche and Irving Laurie Music Library. Douglass Library, Chapel Drive and George Street, Douglass Campus

Chemistry Library. Wright Chemistry Laboratory Building, Busch Campus

Chrysler Herbarium Library. Nelson Biology Laboratories, Busch Campus

Criminal Justice Library. S.I. Newhouse Center, 15 Washington Street, Newark Campus

East Asian Library. Alexander Library, College Avenue Campus

Institute of Jazz Studies Library. Bradley Hall, Newark Campus

John Cotton Dana Library. 185 University Avenue, Newark Campus

Kilmer Area Library. Avenue E, Livingston Campus

Library of Science and Medicine. Bevier Road, Busch Campus

Mabel Smith Douglass Library. Chapel Drive and George Street, Douglass Campus

Mathematical Sciences Library. Hill Center, Busch Campus

Media Services. Kilmer Area Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street, Camden Campus

Physics Library. Serin Physics Laboratories, Busch Campus

School of Law-Camden Library. Fifth and Penn Streets, Camden Campus

School of Law-Newark Library. S.I. Newhouse Center, Washington Street, Newark Campus

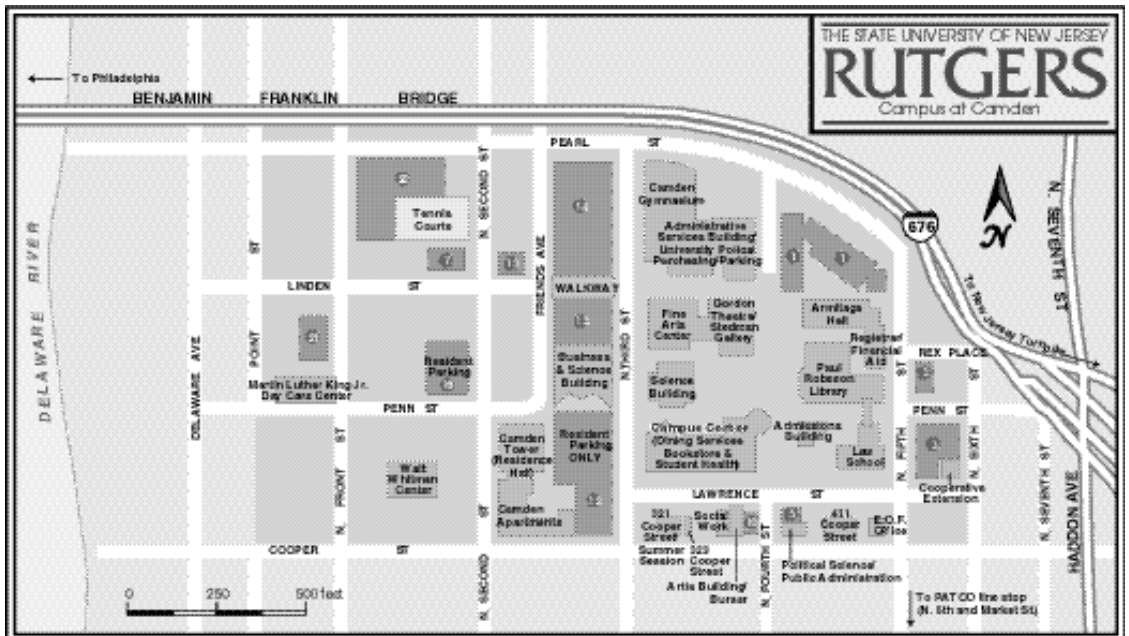
School of Management and Labor Relations Library. Ryders Lane, Cook Campus

SERC Reading Room. Science and Engineering Resource Center, Frelinghuysen Road, Busch Campus

Special Collections and University Archives. Alexander Library, College Avenue Campus

Stephen and Lucy Chang Science Library. Foran Hall, Cook Campus

CAMDEN CAMPUS



TRAVEL DIRECTIONS TO RUTGERS–CAMDEN

From the North: New Jersey Turnpike to Exit 4; proceed on Route 73 North for approximately one mile to Route 38 West; or Route 295 South to Route 38 West exit at Moorestown. Route 38 West will merge with Route 30 West. Proceed on Route 30 West for approximately one mile to where the road forks. Take the right fork marked "Camden Business District–Rutgers University. Last Exit Before Toll." Continue straight ahead to Seventh Street, or the fifth traffic light. See below.*

From the South: Route 295 North to the North–South Freeway (Route 42). Follow signs to Camden, exiting at Route 676. Proceed on Route 676 to Exit 5B marked "Camden Business District–Rutgers University. Last Exit Before Toll." At the first traffic light, turn left onto Linden Street; continue one block to Seventh Street, or the next traffic light. See below.*

From the Atlantic City Expressway: Pick up the North–South Freeway (Route 42). Follow signs to Camden, exiting at Route 676. Proceed on Route 676 to Exit 5B marked "Camden Business District–Rutgers University. Last Exit Before Toll." At the first traffic light, turn left onto Linden Street; continue one block to Seventh Street, or the next traffic light. See below.*

From Admiral Wilson Boulevard (Route 30 West): Proceed for approximately one mile from the Airport Circle where the road forks. Take the right fork marked "Camden Business District–Rutgers University. Last Exit Before Toll." Continue straight ahead to Seventh Street, or the fifth traffic light. See below.*

From the Benjamin Franklin Bridge: Stay in right lane and pass through the far right toll booth lane. Make a sharp right turn onto Penn Street. Proceed one block to stop sign. Campus is straight ahead with the law school to your left.

From the Walt Whitman Bridge: Take the Camden/Gloucester City exit. Proceed in left lane about 1,000 feet to Camden exit; turn left and continue on Route 676 to Exit 5B marked "Camden Business District–Rutgers University. Last Exit Before Toll." At the first traffic light, turn left onto Linden Street; continue one block to Seventh Street, or the next traffic light. See below.*

From the PATCO High-Speed Line: Exit at Camden City Hall. Walk north on Fifth Street for two blocks to the Camden campus. **Please note:** the Camden City Hall stop is not open on Saturdays. Get off at the Transportation Center (Broadway stop). Once above ground, proceed north on Broadway (toward Benjamin Franklin Bridge) to Cooper Street; make a left on Cooper to Fifth Street, right on Fifth Street to campus. The law school is on your left.

* Make a left at light and proceed over the Seventh Street Bridge to Cooper Street. Make a right turn onto Cooper and go to Fifth Street. Make a right onto Fifth Street; the campus, with the law school, is on the left. Metered parking is available and there is a public lot on the right on Fifth Street. On weekends, all university lots are available.

School of Law–Camden Academic Calendars

Fall Term 2001

August

- 22 Wednesday Fall term begins.
- 29 Wednesday Deadline for adding courses.

September

- 3 Monday Classes not in session.
- 5 Wednesday Observe Monday class session.
- 5 Wednesday Deadline for dropping courses without \$5 change of course fee. (Courses dropped hereafter require approval of assistant dean for student affairs and appear on transcript with *W* notation.)

November

- 14 Wednesday Deadline for dropping courses with approval of assistant dean for student affairs. No withdrawals after this date.
- 22 Thursday Thanksgiving recess begins.
- 25 Sunday Thanksgiving recess ends.

December

- 3 Monday Last day of classes.
- 5 Wednesday Reading period begins.
- 9 Sunday Reading period ends.
- 10 Monday Final exams begin.
- 21 Friday Final exams end.
- 22 Saturday Winter recess begins.

Spring Term 2002

January

- 9 Wednesday Spring term begins.
- 16 Wednesday Deadline for adding courses.
- 21 Monday Classes not in session.
- 23 Wednesday Observe Monday class session.
- 23 Wednesday Deadline for dropping courses without \$5 change of course fee. (Courses dropped hereafter require approval of the assistant dean for student affairs and appear on transcript with *W* notation.)

March

- 16 Saturday Spring recess begins.
- 24 Sunday Spring recess ends.

April

- 10 Wednesday Deadline for dropping courses with approval of assistant dean for student affairs. No withdrawals after this date.
- 24 Wednesday Last day of classes.
- 25 Thursday Reading period begins.
- 28 Sunday Reading period ends.
- 29 Monday Final exams begin.

May

- 11 Saturday Final exams end.
- 23 Thursday 2002 Senior Awards Reception and Class Day.
- 24 Friday Commencement.

Fall Term 2002

August

- 26 Monday Fall term begins.
- 30 Friday Deadline for adding courses.

September

- 2 Monday Classes not in session.
- 4 Wednesday Observe Monday class session.
- 6 Friday Deadline for dropping courses without \$5 change of course fee. (Courses dropped hereafter require approval of assistant dean for student affairs and appear on transcript with *W* notation.)

November

- 18 Monday Deadline for dropping courses *with* approval of assistant dean for student affairs. No withdrawals after this date.
- 28 Thursday Thanksgiving recess begins.

December

- 1 Sunday Thanksgiving recess ends.
- 4 Wednesday Last day of classes.
- 5 Thursday Reading period begins.
- 8 Sunday Reading period ends.
- 9 Monday Final exams begin.
- 21 Saturday Final exams end.
- 22 Sunday Winter recess begins.

Spring Term 2003

January

- 8 Wednesday Spring term begins.
- 15 Wednesday Deadline for adding courses.
- 20 Monday Classes not in session.
- 22 Wednesday Observe Monday class session.
- 22 Wednesday Deadline for dropping courses without \$5 change of course fee. (Courses dropped hereafter require approval of the assistant dean for student affairs and appear on transcript with *W* notation.)

March

- 15 Saturday Spring recess begins.
- 23 Sunday Spring recess ends.

April

- 9 Wednesday Deadline for dropping courses *with* approval of assistant dean for student affairs. No withdrawals after this date.
- 23 Wednesday Last day of classes.
- 24 Thursday Reading period begins.
- 27 Sunday Reading period ends.
- 28 Monday Final exams begin.

May

- 10 Saturday Final exams end.
- 22 Thursday 2003 Senior Awards Reception and Class Day.
- 23 Friday Commencement.

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