Information on the following subjects may be found in the General Information section at the back of this catalog: Student Life and Services, Admission, Tuition and Fees, Financial Aid, and University Policies and Procedures.

Web Site: http://policy.rutgers.edu
**General Information**

**HISTORY AND PURPOSE OF THE SCHOOL**

The Edward J. Bloustein School of Planning and Public Policy was established in 1992 to provide a focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. Since its inception, the Bloustein School has emerged as one of the nation's key centers for the theory and practice of planning and public policy scholarship and analysis. Edward J. Bloustein—Rutgers' former president, constitutional scholar, active citizen, philosopher, and teacher—lived a life of civic engagement that the school seeks to perpetuate through the contributions of its faculty, staff, and students.

The Bloustein School educates a highly select pool of students, preparing them for both public and private sector careers, teaching and research professions, and service at all levels of government. Students are trained and ultimately employed in the areas of land use, political processes, public health, employment and social policy, human services, transportation policy and planning, housing and real estate, urban redevelopment, regional development, and planning. The Bloustein School is one of the few strong policy schools with the capacity to address local, state, regional, national, and international policy and planning issues with expertise and credibility. The school is a leader in such areas as smart growth, transportation planning, workforce development, and environmental health, and builds on its association with research centers in related areas. The school is also distinctive in its simultaneous focus on graduate and undergraduate education.

**ADMISSION**

Students seeking the planning and public policy or the public health major must apply for admission to the Edward J. Bloustein School of Planning and Public Policy. Minors do not require Bloustein School admission. Students already enrolled at one of the liberal arts colleges should obtain information about Bloustein School admission and an application from the undergraduate programs office of the school, from the school's web site, http://policy.rutgers.edu/undergrad, or from the office of academic affairs or student services at their liberal arts college. Incoming transfer students should make an appointment with the Director of Undergraduate Programs at the Bloustein School before the start of classes in order to have their transcripts evaluated and to be placed into major courses during their first term at Rutgers University.

Students who successfully meet all of the eligibility requirements (see each major listing that follows), who have completed their college area distribution requirements for English and mathematics, who hold at least a 2.5 cumulative grade-point average, and who have achieved grades of C or better in each of the prerequisite courses for the respective majors are encouraged to apply. Applicants are required to write a personal statement and to submit their credentials for review by the admissions committee. Acceptance of applications and decisions about admission are made on a rolling basis.

Students applying to the planning and public policy major who are interested in applied research and who hold a cumulative grade-point average of 3.4 or better are encouraged to apply to the Bloustein Research Fellows (Honors) Program.
Academic Policies and Procedures

Note: See also the University Policies and Procedures section for regulations that pertain to all the undergraduate colleges at Rutgers–New Brunswick/Piscataway. In addition, Bloustein School students are subject to the academic policies and procedures of both the Edward J. Bloustein School of Planning and Public Policy and the liberal arts college in which they are enrolled.

STUDENT RESPONSIBILITY TO KEEP INFORMED

In addition to the material in this catalog, important information about the Bloustein School is printed in the Undergraduate Schedule of Classes and the Official Notices appearing every Tuesday in the Daily Targum. Bloustein School students are responsible for keeping themselves informed of all policies and procedures announced in these publications, distributed by the school, posted on the undergraduate programs web site (http://policy.rutgers.edu/undergrad), and contained in official notices posted on bulletin boards in the school as well as in notices distributed to students through the campus mail system.

ACADEMIC CREDIT FOR TRANSFER COURSES

A student who has transferred from another institution may receive degree credit toward Bloustein School majors only for those courses that are equivalent in content and credit to courses in the Rutgers curriculum. Courses must have been passed with a grade of C or better in order to transfer credit.

Transfer credit from another institution is not included in the student’s cumulative grade-point average at Rutgers. Transfer credit is not given for correspondence courses of any kind.

ACADEMIC ADVISING

Students should consult an academic adviser when they plan their academic program. See the undergraduate programs web site at http://policy.rutgers.edu/undergrad for advisory responsibilities of faculty members. The student must assume full responsibility for satisfying the academic requirements of the school.

Programs of Study

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

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

PLANNING AND PUBLIC POLICY (Formerly “Urban Studies”)

The planning and public policy major prepares students for entry-level jobs in the public and private sectors, especially those in housing, transportation, and community development, and graduate education in urban planning and policy development. To pursue the major, students must apply and be admitted to the Edward J. Bloustein School of Planning and Public Policy (see guidelines under Admission). Completion of the planning and public policy major leads to a bachelor of arts degree. Students seeking the minor may declare it with their colleges and are not required to apply for admission to the school.

Prerequisites for the Major in Planning and Public Policy (9–10 credits)

- 01:220:102 Introduction to Microeconomics (3)
- 01:220:103 Introduction to Macroeconomics (3) or 01:790:201 American Government (3)
- 10:762:205 Basic Statistical Methods for Policy, Planning, and Health (3) or a 200-level or higher basic statistics course (3–4)

Major Requirements (34 credits)

Core Courses (16 credits)

- 10:762:101 Introduction to Policy, Planning, and Health (3)
- 10:762:395 Research Methods (4) *
- 10:762:499 Internship with Seminar (6) *

At least one of the following:

- 01:355:302 Scientific and Technical Writing (3) or 01:355:303 Writing for Business and the Professions (3) or 01:355:315 Writing Grant Proposals (3) or a preapproved professional writing course (3)

Elective Courses (18 credits)

Students must complete 18 credits of electives, of which 12 credits must be at the 300 level or higher. Students com-

* Course open to students in the major only.
planning a minor or second major may count only one course from that minor or major as an elective for the planning and public policy major or minor.

Any 762 course counts as an elective as do the following preapproved elective courses:

11:372:231 Fundamentals of Environmental Planning (3)
11:372:232 Fundamentals of Environmental Geomatics (3)
11:372:409 New Jersey Planning Practice (3)
11:372:411 Environmental Planning and the Development Process (3)
11:374:279 Politics of Environmental Issues (3)
11:374:331 Culture and Environment (3)
11:375:333 Environmental Law I (3)
11:375:334 Environmental Law II (3)
01:450:321 Geographic Information Systems (3)

Minor Requirements (24–25 credits)

10:762:101 Introduction to Policy, Planning, and Health (3)
a 200-level or higher basic statistics course (3–4)
a basic economics course (3)

Five additional 762 courses of at least 3 credits each (15 credits) excluding 10:762:395, 463,464, 490,491, and 499, which are restricted to majors only.

Planning and Public Policy Careers

Exceptional, well-prepared students from any Rutgers–New Brunswick/Piscataway school or college who wish to study urban planning are encouraged to seek advising about the 3-1-1 master of city and regional planning (M.C.R.P.) program. Those who wish to study public policy are encouraged to seek advising about the 3-1-1 master of public policy (M.P.P.) program.

Certificate Program

Environmental Geomatics Certificate
Cook College offers a certificate in environmental geomatics that is appropriate for students interested in the further study of spatial analysis and geographic information systems. See the Cook College section of this catalog for more information.

PUBLIC HEALTH †

The public health major prepares students for graduate education in public health and for entry-level positions in a broad spectrum of private and public health organizations. Students receive a conceptual understanding of interrelated health, environmental, economic, educational, and social welfare issues. To pursue the major, students must apply to and be admitted to the Edward J. Bloustein School of Planning and Public Policy (see guidelines under Admission). Completion of the public health major leads to a bachelor of science degree. Students seeking the minor may declare it with their colleges and are not required to apply for admission to the school.

Prerequisites for the Major in Public Health (20–21 credits)

01:119:101-102 General Biology (4,4) or equivalent
01:160:161-162 General Chemistry (4,4) or equivalent
01:160:171 Introduction to Experimentation (1)
10:762:205 Basic Statistical Methods for Policy, Planning, and Health (3) or a 200-level or higher basic statistics course (3–4)

Major Requirements (34 credits)

Core Courses (16 credits)

10:762:395 Research Methods (4) †
10:762:499 Internship with Seminar (6) †
10:832:101 Introduction to Policy, Planning, and Health (3)

At least one of the following:

01:355:302 Scientific and Technical Writing (3) or 01:355:303 Writing for Business and the Professions (3) or 01:355:315 Writing Grant Proposals (3) or a preapproved professional writing course (3)

Elective Courses (18 credits)
Students must complete 18 credits of electives, of which 12 credits must be at the 300 level or higher. Students completing a minor or second major may count only one course from that minor or major as an elective for the public health major or minor.

Any 832 course counts as an elective as do the following preapproved courses:

01:119:307 Medical Anthropology (3) §
01:119:150 Biology, Society, and Biomedical Issues (3)
01:220:316 Health Economics (3) §
11:374:341 Social and Ecological Aspects of Health and Disease (3)
11:374:430 Topics: Risk, Health, and Safety (3)
11:374:431 Topics: New and Reemerging Diseases (3)
11:375:301 The Environment and Health (3)
11:375:302 Elements of Water and Wastewater Treatment (3) *
11:375:336 Occupational and Community Noise Control (3)
11:375:403 Environmental and Public Health Epidemiological Aspects (3) *
11:375:406 Public Health Practice and Administration (3)
11:375:421 Air Pollution (3)
01:377:304 Exercise and Aging (3)
01:450:321 Geographic Information Systems (3)
11:709:255 Nutrition and Health (3)
01:730:105 or 106 Current Moral and Social Issues (3 or 4)
01:730:249 Medical Ethics (3)
01:830:331 Infant and Child Development (3) §
01:830:333 Adolescent Development (3) §

* See prerequisites in the Cook College section of this catalog.
† Cook College students should also see the Cook College section of this catalog for additional requirements.
‡ Course open to students in the major only.
§ See prerequisites in the Programs of Study for Liberal Arts Students section of this catalog.
Preparing for Careers in Public Health

Students seeking a career in health education should plan on taking a psychology or sociology minor and seek advising about becoming a Certified Health Education Specialist (CHES).

Students seeking a career in health administration should complete Calculus I, microeconomics, and health economics, and plan on graduate study.

Students seeking careers in health and safety, environmental and occupational health, or sanitary inspection should take 10:832:438 Environmental and Public Health Practice (6 credits, offered summer only) and seek advising about becoming a Registered Environmental Health Specialist (REHS).

Students seeking a career in long-term care should plan to complete the Nursing Home Administration Certificate (see below).

Certificate Program

Nursing Home Administration Certificate (24 credits) †

To become a Licensed Nursing Home Administrator (LNHA) in the state of New Jersey, an individual must be a college graduate, complete 1,700 hours of postgraduate fieldwork, and pass the state LNHA examination. The Nursing Home Administration (NHA) Certificate reduces the number of postgraduate hours required and covers much of the material necessary for students to prepare for the state licensing examination.

Students seeking the NHA Certificate must be public health majors. Some of the required courses for the NHA certificate are offered during Summer Session only.

Core Courses (21–22 credits)
10:832:332 Public Health Economics (4) or 01:220:316 Health Economics (3) †
10:832:333 Financial Aspects of Public Health (3)
10:832:334 Principles of Health Administration (3) or 11:375:406 Public Health Practice and Administration (3)
10:832:356 Public Health Law and Ethics (3) or 01:730:249 Medical Ethics (3)
10:832:499 Internship with Seminar (NHA placement only) (6)
01:920:303 Social Gerontology (3) †
01:920:310 Sociology of Medicine and Health Care (3)
01:920:330 Social Gerontology (3) *
01:920:377 Health Psychology (3) *
01:920:380 Sociology of Mental Illness (3) *
01:920:385 Sociology of the Professions (3)
01:920:395, 400, 490, 491, 499, which are restricted to majors only.

Minor Requirements (24–26 credits)
10:832:101 Introduction to Policy, Planning, and Health (3)
a 200-level or higher basic statistics course (3–4)
a basic human biology course (3–4)

Five additional 832 courses of at least 3 credits each (15 credits) excluding 10:832:395, 400, 490, 491, and 499, which are restricted to majors only.

Elective Courses (3 credits)
01:830:335 Adult Development and Aging (3) †
01:830:377 Medical Anthropology (3) †
11:709:255 Nutrition and Health (3)
01:830:335 Adult Development and Aging (3) †
10:832:414 Culture and Health (3)

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

Bloustein Research Fellows (Honors Program)
The Bloustein Research Fellows program offers an opportunity for a select group of students to align with the applied research done by the faculty, centers, and institutes at the Edward J. Bloustein School of Planning and Public Policy. Students may explore applications of planning and public policy related to community development; energy, health, or transportation policy; urban planning; or workforce development. Students may apply for the Research Fellows Program if they have completed the prerequisite courses to Bloustein School admission for the planning and public policy (762) major and hold at least a 3.4 cumulative grade-point average. Applications are available in the liberal arts college academic affairs or student services office, at the Bloustein School dean’s office, and online at http://policy.rutgers.edu. Completion of the Bloustein Research Fellows program leads to a bachelor of arts degree.

Major Requirements (34 credits)

Core Courses (16 credits)
10:762:101 Introduction to Policy, Planning, and Health (3)
10:762:395 Research Methods (4) †
10:762:463, 464 Bloustein Research (3,3) †

The Protection of Human Subjects course offered by Rutgers University Office of Research and Sponsored Programs (no credit).

At least one of the following:
01:355:302 Scientific and Technical Writing (3) or 01:355:303 Writing for Business and the Professions (3) or 01:355:315 Writing Grant Proposals (3) or a preapproved professional writing course (3)

Elective Courses (18 credits)

Students must complete 18 credits of 762 or 832 electives, of which 12 credits must be at the 300 level or higher. Students completing a minor or second major may count only one course from that minor or major as an elective for the public health major or minor.

† Course open to students in the major only.
‡ See prerequisites in the Programs of Study for Liberal Arts Students section of this catalog.
* NHA certificates are available only to 832 majors. Certificates are awarded only with or subsequent to earning a bachelor’s degree.
Course Listing

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

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

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

762 Planning and Public Policy
832 Public Health

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

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

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

PLANNING AND PUBLIC POLICY 762
10:762:101. INTRODUCTION TO POLICY, PLANNING, AND HEALTH (3)
Credit not given for both this course and 10:832:101. Course not open to seniors.
Overview of public health, public policy, and urban planning with an emphasis on how these fields intersect in a U.S. context.

10:762:205. BASIC STATISTICAL METHODS FOR POLICY, PLANNING,
AND HEALTH (3)
Descriptive and inferential statistics, data presentation and analysis: sampling methods, probability, estimation, hypothesis testing, and chi-square.

10:762:233. THE URBAN WORLD (3)
Interdisciplinary perspectives on the study of cities, historical and contemporary; urban processes and problems.

10:762:298,299. INDEPENDENT STUDY (BA,BA)
Prerequisite: A contract with a faculty sponsor and permission of the program director.

10:762:303. POVERTY IN DEVELOPING NATIONS (3)
Causes and governmental responses to urban poverty in developing nations: economic, historical, and cultural factors.

10:762:304. POVERTY IN THE UNITED STATES (3)
Causes and consequences of poverty in the United States: economic, historical, and cultural factors, plus governmental solutions.

10:762:305. PRINCIPLES OF PUBLIC POLICY (3)
Implementation of public policy including federal, state and intergovernmental decision making. Policy areas examined include environment, health care, development, labor, and other areas.

10:762:306. PRINCIPLES OF URBAN PLANNING (3)
The purpose of plans and planning and an introduction to planning techniques. Overview of planning domains such as housing, land use, and transportation with an emphasis on solutions to local problems.

10:762:310. U.S. HOUSING POLICY (3)
Major issues in housing: historical, economic, and social factors. Political and regulatory dimensions of housing decision making: housing codes and the landlord-tenant relationship.

10:762:316. PHYSICAL DESIGN AND SITE PLANNING (3)
The impact of physical design on quality of life with a focus on analytic processes for understanding basic elements of human environments. Fieldwork.

10:762:317. URBAN AND MUNICIPAL MANAGEMENT (3)
Management issues for service delivery (e.g., police and fire, health, housing, transportation, and welfare). Focus on internal organizational structure and leadership.

10:762:324. SOCIAL MOVEMENTS (3)
How social movements translate changing social values into political forces. Issues include democracy, environment, health, human rights, labor, peace, and women.

10:762:330. LOCAL FISCAL POLICY (3)
Public sector finance and its political context. Economic principles of budgeting, taxation, service delivery, and management.

10:762:331. U.S. SOCIAL POLICY (3)
The historical emergence of social policy in the United States with a focus on housing, welfare, race relations, education, intergovernmental and environmental issues.

10:762:350. DRUGS, CULTURE, AND SOCIETY (3)
Credit not given for both this course and 10:832:350.
The history, physical and psychological effects, current trends, and legal/social consequences of substance abuse. Compare prevention, intervention, and treatment approaches.

10:762:352. CYBERCITIES (3)
Social and economic implications of new communications technologies for urban life. Includes consideration of e-commerce, online education, egovernment, and infrastructure needs.

10:762:395. RESEARCH METHODS (4)
Open to school 10 only.
Research concepts and skills applied to public health, public policy, and planning. Includes development of original and online data sources, coding, appropriate selection of statistical methods for analysis, and professional presentation of results.

10:762:413. URBAN REVITALIZATION (3)
Causes of urban decline and subsequent renewal efforts. Emphasis on contemporary programs to stimulate revitalization such as neighborhood renovation, gentrification, historic preservation, and economic development.
Credit not given for both this course and 10:832:417.

10:762:420. **GIS for Health and Planning (3)**
Credit not given for both this course and 10:832:420.
Computing concepts and methods applicable to planning and health, including database management, introduction to GIS and graphics.

10:762:421. **Community Development (3)**
Analysis of neighborhood-based community development efforts to address housing, economic, and social issues affecting low-income communities. Resources for community building.

10:762:440. **Principles of Real Estate (3)**
An overview of real estate in the marketplace, the organization and services of the real estate industry, and the tools of real estate practitioners.

10:762:444. **American Environmental History (3)**
Exploring the diverse connections between America’s national development and its land environment. This is essentially a course in ecological history.

Focus on the role of economics in the role of environmental policy formation. Emphasis on applications to air, water, land use, and natural environments.

10:762:460. **Local Economic Development (3)**
Analysis of efforts of citizens, business leaders, and governments to promote local economic development, focusing on economic development theory and the political economy.

10:762:462. **Human Rights and Health (3)**
Open to seniors only. Credit not given for this course and 10:832:462.
Covers human rights law, its uses in wartime, the theoretical reframing of women’s rights, and its application to health and health care.

10:762:463,464. **Bloustein Research (BA,BA)**
Open to students enrolled in school 10 only. Advanced undergraduates participate as research assistants in an ongoing research project at one of the institutes or centers at the Bloustein School. Students contract with and are supervised by the principal investigator of the project.

Explore global trends in demographic, political, security, economic, technological, social, and environmental areas. Discuss key public policy challenges that such trends pose to nation-states and global players.

10:762:473. **Transportation Policy (3)**
Major policy issues in urban transportation. Historical development and current characteristics of urban transportation systems. Problems and alternative solutions analyzed in the context of political and institutional constraints.

10:762:474. **Tourism Planning (3)**
Analysis of the largest global industry. Rise of mass tourism, marketing of tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.

10:762:476. **Immigration Policy and Health (3)**
Open to seniors only. Credit not given for this course and 10:832:476.
Facts and controversies surrounding immigration. Legislative history, urban and public health impacts, racial implications.

10:762:477. **Immigration Policy and Health (Case) (1)**
Open to seniors only. Corequisite 10:762:476. Credit not given for this course and 10:832:477.
A 40-hour community service component focused on immigration activities. Application of the principles learned in 10:762:476 to the community setting.

10:762:478. **History of Planning Thought (3)**
Major ideas in city and regional planning since the early 19th century. Origin, growth, and impact of these ideas on the evolution of planning in the context of intellectual, social, and technological change.

Credit not given for both this course and 10:832:483.
The policies and realities facing places trying to protect community health in the face of economic feasibility and political forces.

10:762:485. **Gender and Development Planning (3)**
Open to seniors only.
Competing theories of development and feminist critiques of current theory and practice: the sexual division of labor, ecofeminism, human rights of women, and population and women’s health.

10:762:490,491. **Independent Study (BA,BA)**
Open to 762 majors only. Prerequisites: A contract with a faculty sponsor and permission of the program director.

10:762:495,496. **Special Topics (3,3)**
Topics vary. These courses are designed to address current issues in planning and public policy.

10:762:499. **Internship with Seminar (6)**
Open to 762 majors only. Prerequisites: Completion of 100 credits toward graduation and all major core requirements. A 225-hour field experience in the public or private sector plus a weekly classroom experience. Students are required to complete a contracted project under the supervision of a field preceptor and a faculty supervisor. Projects are presented in a public forum.

**PUBLIC HEALTH 832**

10:832:101. **Introduction to Policy, Planning, and Health (3)**
Credit not given for both this course and 10:762:101. Course not open to seniors.
Overview of public health, public policy, and urban planning with an emphasis on how these fields intersect in a U.S. context.

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

10:832:252. **Health and Social Justice (3)**
Credit not given for both this course and 01:377:252. Course not open to seniors.
Selected health topics, intervention theories, skills, and strategies for influencing both personal and community health behavior.

10:832:253. **Health and Social Justice (Case) (3)**
A 40-hour community service component for health promotion activities. Application of the principles learned in 10:832:252 to the community setting.

10:832:298,299. **Independent Study (BA,BA)**
Prerequisites: Students must contract with a faculty sponsor and be granted permission by the program director.

10:832:301. **Sexual Health Advocacy I (3)**
Prerequisite: Permission of instructor. Course not open to seniors.
Opportunities for learning new information about sexual health and community development, strengthening critical thinking skills, and broadening empathy for others.
10:832:302. SEXUAL HEALTH ADVOCACY II (3)
Prequisites: 10:832:301, 303, and permission of instructor.
Further exploration into issues of sexual health for college students and the community with a focus on social justice, education, and advocacy.

10:832:303. SEXUAL HEALTH PROMOTION IN THE COMMUNITY (Case) (1)
Prerequisite: Permission of instructor. Corequisite: 10:832:301. Course not open to seniors.
A 40-hour community service component for sexual health promotion activities. Application of the principles learned in 10:832:301 to the community setting.

10:832:332. PUBLIC HEALTH ECONOMICS (4)
Credit not given for both this course and 01:220:102. Principles of microeconomics are used to examine the demand for health, medical care, and health insurance and the behaviors of medical care providers. Analysis of health care behavior.

10:832:333. FINANCIAL ASPECTS OF PUBLIC HEALTH (3)
Prerequisite: 01:220:102.
Financing management tools for various care delivery settings. Development of analytical skills to interpret financial information and understand the processes and tasks performed by the financial departments of an institution.

10:832:334. PRINCIPLES OF HEALTH ADMINISTRATION (3)
Credit not given for both this course and 11:375:406. Application of administrative theory to health delivery, policy, and planning. Structures and functions of management and their application in the field.

10:832:335. EPIDEMIOLOGY (3)
Credit not given for both this course and 11:375:403. Prerequisite: A basic statistics course. Principles and methods of epidemiology; the study of the distribution (patterns of occurrence) and determinants (causes) of disease and injury in human populations.

10:832:338. HEALTH AND PUBLIC POLICY (3)
Comparative and analytical study of health services in the United States and selected other countries. Theoretical framework for viewing organizational issues in the delivery of health services.

10:832:339. PUBLIC HEALTH LITERATURE (3)
Examines historic and current public health literature. Effective writing emphasized through intensive writing exercises.

10:832:345. HEALTH PROGRAM DEVELOPMENT (3)
Recommended: 01:830:101.
Planning for the promotion and improvement of the public’s health through individual, group, institution, and community level interventions.

10:832:346. HEALTH PROGRAM EVALUATION (3)
Ensuring that public health actions are effective requires evaluating programs after their implementation. Focus on the framework, key concepts, and standards of effective evaluation.

10:832:350. DRUGS, CULTURE, AND SOCIETY (3)
Credit not given for both this course and 10:762:350. The history, physical/psychological effects, current trends, and legal/social consequences of drugs. Discussion of prevention, intervention, and treatment approaches.

10:832:352. ADVANCED COMMUNITY HEALTH PROMOTION (3)
Prerequisite: Permission of instructor. Recommended: 01:830:101. Students work as a team on select topics. Topics include but are not limited to grant writing, needs assessment, and data collection.

10:832:356. PUBLIC HEALTH LAW AND ETHICS (3)
An introduction to public health law and ethics stressing community health and well-being versus the rights of the individual.

10:832:400. UMDNJ–SPH (BA)
Open to students admitted to the 5-year B.S./M.P.H. program by permission only.

10:832:411. CULTURE AND HEALTH (3)
Open to seniors only. Belief and value systems rooted in families are analyzed, along with perceptions and experiences of health/wellness and disease/illness. Focus on how selections are made between traditional health care practitioners and alternative healers.

10:832:415. WOMEN AND HEALTH (3)
Open to seniors only. Exploration of issues raised by women’s health care needs and by women’s participation in the health labor force, in the context of contemporary feminist thought.

10:832:416. MENTAL ILLNESS POLICY (3)
Open to juniors and seniors only. Historical and contemporary policies regarding mental health care in the United States. Deinstitutionalization, public versus private care facilities, patient and consumer empowerment. Field visits.

10:832:417. POPULATION TOOLS AND POLICY (3)
Credit not given for both this course and 10:762:417. Basic demographic concepts, methods, and their application. Population growth, mortality, fertility, migration, and marriage patterns. Special topics include AIDS, world population growth, teen pregnancy.

10:832:420. GIS HEALTH AND PLANNING (3)
Credit not given for this course and 10:762:420. Computing concepts and methods applicable to planning and health, including database management, introduction to GIS and graphics.

10:832:437. ISSUES IN ENVIRONMENTAL AND OCCUPATIONAL HEALTH (3)
Contemporary topics in environmental and occupational health, including workers compensation, ergonomics, hazardous waste, and air and water pollution.

10:832:438. ENVIRONMENTAL AND PUBLIC HEALTH PRACTICE (6)
Offered in the summer only. This 240-hour, seven-week intensive course prepares students to sit for the Registered Environmental Health Specialist (REHS) examination.

10:832:462. HUMAN RIGHTS AND HEALTH (3)
Open to seniors only. Credit not given for this course and 10:762:462. Covers human rights law, its uses in wartime, the theoretical reframing of women’s rights, and its application to health and health care.

10:832:476. IMMIGRATION POLICY AND HEALTH (3)
Open to seniors only. Credit not given for this course and 10:762:476. Facts and controversies surrounding immigration. Legislative history, urban and public health impacts, racial implications.

10:832:477. IMMIGRATION POLICY AND HEALTH (Case) (1)

10:832:483. PROTECTING PUBLIC HEALTH AND THE ENVIRONMENT (3)
Credit not given for this course and 10:762:483. The policies and realities facing places trying to protect community health in the face of economic feasibility and political forces.
10:832:490,491. Independent Study (BA, BA)
Open to 832 majors only. Prerequisite: Students must contract with a faculty sponsor and be granted permission by the program director.

10:832:495,496. Special Topics (3,3)
Topics vary. These courses are designed to address current issues in public health.

10:832:499. Internship with Seminar (6)
Open to 832 majors only. Prerequisites: Completion of 100 credits toward graduation and major core requirements.
A 225-hour field experience in the public or private sector plus a weekly classroom experience. Students are required to complete a contracted project under the supervision of a field preceptor and a faculty supervisor. Projects are presented in a public forum.

Administration, Centers, and Faculty

OFFICE OF THE DEAN
James W. Hughes, Dean of the School
Dorothea Berkhout, Associate Dean
Michael Greenberg, Associate Dean of the Faculty
Donald A. Krueckeberg, Associate Dean for Master’s and Professional Programs

PROGRAM AND CENTER DIRECTORS

Undergraduate Programs
Dona Schneider, Director

Public Policy Program
Nancy Wolff, Director

Urban Planning and Policy Development Program
Clinton J. Andrews, Director

Doctoral Program in Urban Planning and Policy Development
David Listokin, Director

Center for Energy, Economic, and Environmental Policy
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Center for Urban Policy Research
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David Listokin, Codirector

Community Development Institute
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John J. Heldrich Center for Workforce Development
Carl E. Van Horn, Director

National Center for Neighborhood and Brownfields Redevelopment
Michael Greenberg, Director

New Jersey Public Policy Research Institute
Roland V. Anglin, Director

New Jersey Sustainable State Institute
TBA, Executive Director

Alan M. Voorhees Transportation Center
Martin E. Robins, Director

National Transit Institute
Paul J. Larrousse, Director
FACULTY

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

Clinton J. Andrews, Associate Professor; B.S., Brown; Ph.D., Massachusetts Institute of Technology
Teaching and research interests include urban and regional planning, regulatory reform, and planning methods.

Glenn Beamer, Assistant Professor; B.S., William and Mary; M.A., Ph.D., Michigan
Teaching and research interests include institutional politics, political economy, methodology, AIDS politics and epidemiology, poverty politics, and welfare reform.

Richard K. Brail, Professor; B.A., Rutgers; M.C.R.P., Ph.D., North Carolina
Teaching and research interests focus on urban transportation planning and the use of computer and information technology, particularly geographic information systems, urban databases, and spatial models.

Robert W. Burchell, Professor; Codirector, Center for Urban Policy Research; B.S.M.E., U.S. Coast Guard Academy; M.C.R.P., Ph.D., Rutgers
Teaching and research interests include real estate analyses, fiscal impact analyses, housing, and land-use planning methods and theory.

Joel Cantor, Professor; Director, Center for State Health Policy; B.A., Wisconsin; Sc.D., Johns Hopkins
Teaching and research interests include health care financing and delivery, health care policy, and access to health services by low-income populations.

Henry A. Coleman, Professor; B.A., Morehouse College; Ph.D., Princeton
Research interests include the analysis of public policy issues, especially in the areas of state and local finances, income redistribution, and labor force utilization.

Jocelyn Elise Crowley, Assistant Professor; B.A., Cornell; M.P.P., Georgetown; Ph.D., Massachusetts Institute of Technology
Teaching and research interests include social policy, American politics, women and politics, and methods.

Sean DiGiovanna, Assistant Professor; B.A., Johns Hopkins; Ph.D., Toronto
Teaching and research interests include local economic development, technology policy, and theories of regional change.

Salah El-Shaks, Professor and Coordinator, Hubert H. Humphrey Fellowship Program; B.S., Cairo (Architecture); M.C.P., Ph.D., Harvard
Teaching and research interests include comparative urbanization, national and regional urban development strategies, spatial development and evolution of urban systems, new town, and land-uses planning. Area interests include Africa, Middle East, and Western Europe.

Norman J. Glickman, University Professor; B.A., M.A., Ph.D., Pennsylvania
Teaching and research interests include international and regional economic development, econometric modeling and urban impact analysis, and urban and industrial policy.

Michael Greenberg, Professor and Associate Dean of the Faculty; B.A., Hunter; M.A., Ph.D., Columbia (Geography)
Teaching and research interests include environmental planning, economic and environmental trade-offs, toxic substances, and the geography of disease.

Bravel Holcomb, Professor; B.Sc., Nottingham (UK); Dip.Ed., Oxford (UK); M.A., Ph.D., Colorado (Geography)
Teaching and research interests include urban revitalization; marketing and economic development; urban geography; the geography of inequality; and environmental perception and design for women, children, and the elderly.

James W. Hughes, Professor and Dean of the Edward J. Bloustein School of Planning and Public Policy; Director, Rutgers Regional Report; B.S., M.C.R.P., Ph.D., Rutgers
Teaching and research interests include demographics, housing and real estate markets, and analysis of regional and state economies.

Radha Jagannathan, Assistant Professor; B.A., School of Economics, Delhi (India); M.A., Rutgers; Ph.D., Princeton
Research and teaching interests include public welfare, child welfare, welfare-to-work programs, and statistics and methods.

Donald A. Krueckeberg, Professor and Associate Dean for Master’s and Professional Programs; B.S., Michigan State; M.C.P., Ph.D., Pennsylvania
Teaching and research interests include methods of planning analysis, planning theory, and history.

Robert W. Lake, Professor, Center for Urban Policy Research; Editor, CLIPR Press; B.A., Antioch; M.A., Ph.D., Chicago (Geography)
Teaching and research interests include urban and political geography, race and housing, environmental regulation, and locational conflict.

David Listokin, Research Professor; Codirector, Center for Urban Policy Research; B.A., CUNY (Brooklyn College); M.C.R.P., Ph.D., Rutgers
Teaching and research interests include fair-share housing, urban finance, fiscal impacts, housing policy, environmental impact analysis, education finance, housing finance.

Judith Grant Long, Assistant Professor; B.A., Huron College (Canada); B.A.A., Reuerson Polytechnic (Canada); M.D.S.S., Harvard Design; Ph.D., Harvard
Teaching and research interests include urban redevelopment, public-private partnerships, real estate development, and sports- and tourism-anchored development.

Jane Miller, Associate Professor; B.A., Williams College; M.A., Ph.D., Pennsylvania
Teaching and research interests include maternal and infant health, demography.
Anton E. Nelessen, Associate Professor; B.Architecture, Minnesota; M.S., Harvard (Architecture and Urban Design)
Teaching and research interests include design at all scales, urban design for new communities, neighborhood and C.B.D. rehabilitation, visual perception, communication of planning theory and practice, and three-dimensional, 360-degree environmental simulation.

Kathe Newman, Assistant Professor; B.A., Manhattan College; Ph.D., CUNY
Teaching and research interests include urban politics; urban revitalization; community development; inter-governmental relations; state and local politics; and the intersection of race, ethnicity, gender, and class.

Frank J. Popper, Professor; B.A., Haverford College; M.P.A., Ph.D., Harvard
Teaching and research interests include land-use planning, the American West, politics of land use, and regional and environmental policy.

John R. Pucher, Professor; B.A., North Carolina (Chapel Hill); Ph.D., Massachusetts Institute of Technology
Teaching and research interests include urban transportation, urban economics, and public sector economics.

William M. Rodgers III, Professor; B.A., Dartmouth College; M.A., California (Santa Barbara); M.A., Ph.D., Harvard
Teaching and research interests include the causes and consequences of economic and social inequality, skills gaps and skills shortages, the impact of macroeconomic policy on labor market outcomes, and the federal minimum wage and food security.

Alan Rosenthal, Professor; A.B., Harvard; M.P.A., M.A., Ph.D., Princeton
Research interests include state legislatures and state politics.

Julia Sass Rubin, Assistant Professor; A.B., Harvard (Radcliffe); M.B.A., A.M., Ph.D., Harvard
Teaching and research interests include organizational behavior, community and neighborhood development, not-for-profit organizations, and small business creation.

Dona Schneider, Professor; B.A., Trenton State College; M.A., Rutgers; M.P.H., Rutgers/University of Medicine and Dentistry of New Jersey; Ph.D., Rutgers
Teaching and research interests include morbidity and mortality patterns for children and high-risk groups.

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

Meredeth Turshen, Professor; B.A., Oberlin College; M.S., New York; Ph.D., Sussex (UK)
Teaching and research interests include gender and development, international health, nutrition, third-world social policy; occupational and environmental health in the United States and abroad; women's studies.

Carl E. Van Horn, Professor; Director, John J. Heldrich Center for Workforce Development; B.A., Pittsburgh; M.A., Ph.D., Ohio State (Political Science)
Teaching and research interests include employment policy, policy analysis and evaluation, public policy formation, state government and politics.

Lyna Wiggins, Associate Professor; B.S., California Polytechnic Institute (San Luis Obispo); M.S., Stanford; Ph.D., California (Berkeley)
Teaching and research interests include geographic information science, urban applications of GIS, and planning methods.

RESEARCH FACULTY

Frank A. Felder, Assistant Research Professor; B.A., Columbia College; B.S., Columbia; S.M., Ph.D., Massachusetts Institute of Technology
Teaching and research interests include energy policy and restructured electric power systems.

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

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

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

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

ASSOCIATED FACULTY

Carmen Twillie Ambar, Dean, Douglass College; B.S., Georgetown; M.A., Woodrow Wilson School, Princeton; J.D., Columbia School of Law
Teaching interests include public policy.
Raphael J. Caprio, Assistant Professor of Public Administration (Rutgers–Newark), Vice President for Continuation Education and Outreach; A.B., Rutgers; M.A., Ph.D., Rutgers
Teaching and research interests include alternative delivery models of public service including privatization, outsourcing, and interlocal agreements.

Caron Chess, Associate Professor, Department of Human Ecology; Director, Center for Environmental Communication, Cook College; B.A., New York; M.S., Michigan; Ph.D., New York
Teaching and research interests are public participation, deliberation, and communication concerning environmental issues.

Frank Fischer, Professor of Political Science and Public Administration (Rutgers–Newark); Ph.D., New York
Teaching and research interests include science, technology, and environmental policy.

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

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

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

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

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

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

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

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

**FACULTY FELLOWS**

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

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

Sandford Jaffe, Director, Center for Negotiation and Conflict Resolution; B.A., Rutgers; LL.B., Harvard
Teaching and research interests include negotiation, dispute resolution, legal education, and criminal justice.

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

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

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

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

Scott A. Weiner, Director, Center for Energy, Economic, and Environmental Policy; B.A., New York; J.D., New York Law School
Research and teaching interests include energy and environmental policy, commercialization of emerging technologies, sustainable development, and ethics.

**ADJUNCT FACULTY**

Peter Abatemarco, J.D.
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Glen Beinay, Ph.D.
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Hillsborough Township, New Jersey

Kevin Breen, M.P.H.
Health Administrator
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Andrew Davis, J.D.
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Paulus, Sokolowski, and Sartor, LLC

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Harry O’Neill, M.S.
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Roper ASW

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New Jersey State Bar Association

William Schluter, B.A.
Chair
New Jersey State Senate Joint Legislative Committee on Ethical Standards

Robert Sommer, M.A.
Executive Vice President
The MWW Group—Strategic Communications Counsel

Peter Tabbot, M.P.H.
Health Officer
Townships of West Caldwell and Fairfield, New Jersey

Lewis Thurston, M.A.
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