

# School of Law- Newark Catalog 1998-2000

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

# Academic Calendars

Dates are subject to change.

## 1998–1999

<b>August</b>		
20	Thursday	First-year student orientation.
21	Friday	First-year student orientation.
24	Monday	Fall classes begin.
<b>September</b>		
7	Monday	No classes—Labor Day.
<b>November</b>		
26	Thursday	Thanksgiving recess begins.
29	Sunday	Thanksgiving recess ends.
<b>December</b>		
2	Wednesday	Last day of classes.
3	Thursday	Reading period begins.
7	Monday	Reading period ends.
8	Tuesday	Final examinations begin.
22	Monday	Final examinations end.
<b>January</b>		
11	Monday	Spring classes begin.
18	Monday	No classes—Martin Luther King, Jr., holiday.
<b>March</b>		
14	Sunday	Spring recess begins.
21	Sunday	Spring recess ends.
<b>April</b>		
26	Monday	Last day of classes.
27	Tuesday	Reading period begins.
28	Wednesday	Reading period ends.
29	Thursday	Final examinations begin.
<b>May</b>		
11	Tuesday	Final examinations end.
12	Wednesday	Summer writing courses begin.
17	Monday	Summer session begins.
28	Friday	Commencement.
<b>July</b>		
13	Tuesday	Summer session ends.
15	Thursday	Summer session examinations begin.
22	Monday	Summer session examinations end.
30	Friday	Summer writing courses end.

## 1999–2000

<b>August</b>		
19	Thursday	First-year student orientation.
20	Friday	First-year student orientation.
23	Monday	Fall classes begin.
<b>September</b>		
6	Monday	No classes—Labor Day.
<b>November</b>		
25	Thursday	Thanksgiving recess begins.
28	Sunday	Thanksgiving recess ends.
<b>December</b>		
1	Wednesday	Last day of classes.
2	Thursday	Reading period begins.
6	Monday	Reading period ends.
7	Tuesday	Final examinations begin.
18	Saturday	Final examinations end.
<b>January</b>		
10	Monday	Spring classes begin.
17	Monday	No classes—Martin Luther King, Jr., holiday.
<b>March</b>		
5	Sunday	Spring recess begins.
12	Sunday	Spring recess ends.
<b>April</b>		
24	Monday	Last day of classes.
25	Tuesday	Reading period begins.
27	Thursday	Reading period ends.
28	Friday	Final examinations begin.
<b>May</b>		
8	Monday	Final examinations end.
10	Wednesday	Summer writing courses begin.
15	Monday	Summer session begins.
26	Friday	Commencement.
<b>July</b>		
14	Friday	Summer session ends.
17	Monday	Summer session examinations begin.
24	Monday	Summer session examinations end.
26	Wednesday	Summer writing courses end.

# SCHOOL OF LAW—NEWARK

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RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

**R**utgers is an institution dedicated to improving the quality of justice for all persons in society.

At Rutgers, students not only learn the law; they make the law, working on pending cases in nine law clinics. With a talented and diverse faculty and student body, Rutgers remains committed, as it has been for decades, to ensuring fairness, protecting civil rights, and fostering social change.

At the law school, you will have the opportunity to develop the analytical and practical skills that you will need in law practice and in related careers. Our faculty members, who are nationally recognized scholars and experts in their fields, will work with you to help you achieve your full potential.

Our new \$49 million state-of-the-art law center, scheduled to open in August 1999, will be the finest law teaching facility in the nation. With added curricular strengths in business, international, and transactional law, we prepare Rutgers graduates to work on Wall Street or on the main streets of cities and towns across the country.

Rutgers alumni, now numbering more than 8,800, hold positions of prominence in legal and political circles. Our graduates serve in many policy positions in federal, state, and local government. As leaders of the bench and the bar, Rutgers graduates

have established a national reputation for public service and for honoring the highest ethical and professional standards.

Rutgers School of Law—Newark is the premier public law school in the Northeast. We attract students who want to make a difference in society. Come and visit us. You will sense the energy, enthusiasm, and pride we feel in our institution—its past and its future. Be part of that future. Consider joining us to study law at Rutgers.

Cordially,

Eric Neisser  
Acting Dean

# The University

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: eleven undergraduate colleges, twelve 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 before the Revolution, the school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and revolutionary war veteran, Colonel Henry Rutgers.

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914, and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also 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, Graduate School-Newark, and Graduate School-Camden serve their respective campuses. In addition, several professional schools have been established in such fields as management, social work, criminal justice, applied and professional psychology, the fine and performing arts, and communication, information, and library science. 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.

# The School of Law-Newark

The School of Law-Newark has had many ancestors and locales. The oldest law school in the state, it began in 1908 in an imposing Victorian town house as a proprietary institution, the New Jersey Law School. Its business-oriented curriculum quickly attracted many students, and by the 1920s it had become the nation's second largest law school. In 1927, it moved to a former brewery at 40 Rector Street.

Falling on hard times in the Great Depression, the school sought survival by joining in 1936 with another private institution, the Mercer Beasley Law School, to become the University of Newark Law School. Continuing enrollment difficulties, exacerbated by the loss of students to the armed services during World War II, kept the school in precarious straits.

The turning point in the school's fortunes came in 1946, when the entire University of Newark was absorbed by Rutgers University; and the School of Law-Newark was officially born. The new affiliation brought great advantages through the university's substantial resources and prestige. Over the next several decades the school became an insti-

tution of national stature. Its library expanded to become the most comprehensive collection in northern New Jersey, and its faculty tripled in size. In the 1960s, the law school pioneered in developing clinical education and in providing the opportunity to study law to women and minority groups. After outgrowing several buildings in downtown Newark, it moved in 1978 to the skyscraper that has since become the S.I. Newhouse Center for Law and Justice. In August 1999, the School of Law–Newark will move to the new 225,000-square-foot Center for Law and Justice, located at the corner of Washington and New Streets, only four blocks south of its present location.

The School of Law–Newark is part of the Newark campus of Rutgers, The State University of New Jersey. The law school is located in the heart of Newark's cultural center, close to the Newark public library, the Newark Museum, and the New Jersey Performing Arts Center. The social, cultural, vocational, and educational opportunities of the Newark/New York City area combine to provide a fitting location for the study of law. Newark is the largest city in New Jersey, and the second largest in the New York metropolitan area, with a population of approximately 275,000. It is eight miles west of New York City and eighty miles north-east of Philadelphia.

Qualities that typify Rutgers School of Law–Newark include its informal atmosphere, its nationally recognized faculty, favorable tuition rates, and a very diverse student body. Of approximately 750 students in both day and evening programs, 45 percent are women and 31 percent are members of minority groups. The majority of students are New Jersey residents, but students hail from all parts of

the country, and have earned undergraduate degrees from more than 120 different colleges and universities. The professional interests, goals, and outlooks of students are more varied here than at most law schools. Similarly, there is diversity in the background, professional experience, extracurricular work, and scholarship of the faculty. Rutgers School of Law–Newark has the first New Jersey chapter of the Order of the Coif, the national honor society for law students.

On October 6, 1995, the Rutgers University Board of Governors approved the construction of a new facility in Newark to house the law school, the School of Criminal Justice, and the Newark campus provost's offices. Designed by the Princeton-based Hillier Group, construction for the \$49 million Center for Law and Justice began in summer 1997 and will be completed in summer 1999. Recognizing that the state's flagship law school deserves a state-of-the-art facility, the New Jersey legislature appropriated \$20 million and the university agreed to fund up to \$25 million toward the project. The balance to complete the building will be raised from private sources.

## ACCREDITATION

The New Jersey Law School was registered with the Board of Regents of New York on March 2, 1922. In 1941, the University of Newark Law School became a member of the Association of American Law Schools. This membership was transferred to Rutgers School of Law–Newark in December 1946. Also in 1941, the University of Newark

Law School was placed on the approved list of schools of the American Bar Association and registered by the Board of Regents of New York. This accreditation and registration continued after the incorporation of the school into the university.

## THE LAW LIBRARY

The Justice Henry Ackerson Library of Law and Criminal Justice, which serves as a depository library for both New Jersey and United States government documents, is the most comprehensive public law library in northern New Jersey.

Over the past five decades, the library's collection has grown to one of over 400,000 volumes, including 140,000 microform volume equivalents. The collection encompasses the current annotated statutory codes and the session laws of all fifty states, federal statutes, court reports, administrative regulations, and decisions. These holdings of United States primary legal materials are supplemented by a collection of the primary legal materials of the United Kingdom, Canada, and Australia.

The library maintains an extremely rich collection of legal periodicals, a strong collection of legal texts, digests, annotated reports, looseleaf services, encyclopedias, and citators for all United States jurisdictions.

The research value of the library is greatly enhanced by its access to a wide range of electronic information formats. This access includes the two major full-text legal databases, LEXIS and WESTLAW, as well as several extensive nonlegal databases and numerous CD-ROM products.

The library is open weekdays during the academic year between the hours of 8:00 A.M. and midnight; Saturdays, and some holidays, from 9:00 A.M. to midnight; and Sundays from noon to midnight.

## Student Computer Facilities

Students have access to two computer laboratories in the law library and additional laboratories are scattered across the Newark campus. Through these computers, the university provides access to word processing, spreadsheet, and data base programs from the Center for Computer Aided Legal Instruction, as well as selected legal data bases such as Lexis and Westlaw and selected CD-ROM programs. There also is a computer teaching classroom in the library and distance learning facilities on campus.

With an account on the university computer system, students can have access to the Internet, email, news services, and discussion groups. These resources also can be used from home with a modem-equipped computer. Students also can use the World Wide Web hypertext information environment to access class materials, to perform research, and to develop personal web pages.

# The Faculty of Law

Members of Rutgers School of Law–Newark faculty are committed to the law and to excellence in legal education. These shared commitments unite a group of independent individuals otherwise known for their diversity. They are graduates of law schools throughout the country who have brought a variety of backgrounds in private law practice, public interest law practice, and government service to the law school. These differences in legal training and experience enable the faculty to expose students to different teaching methods and approaches to law. The faculty's research and writing carry them to new and developing issues of law, such as feminist and race studies, alternate methods of dispute resolution, law and medicine, and new theories of the corporation. Their work takes them around the globe with issues such as constitutional rights in developing countries, international environmental law, and models of transnational organization in the post-Cold War world. Outside the law school, many faculty members serve on professional committees and participate in community activities. Despite their busy schedules, faculty members find the time to maintain informal relationships with students. They are eager to share their knowledge of the law, to give career advice, and to provide a supportive environment for the study of law.

Eric Neisser

Acting Dean and Professor of Law. (Constitutional Law; Criminal Procedure; Civil Liberties; Constitutional Litigation Clinic; European Human Rights Law.) He received his B.A. from the University of Chicago, Phi Beta Kappa, and his J.D. from Yale, where he was notes and comments editor of the Yale Law Journal. Before joining the Rutgers faculty, he was a lawyer at the Prisoners' Rights Project of the New York Legal Aid Society and assistant director of Prisoners' Legal Services of New York. He was also a former public defender at the Public Defender's Office in Boston, and is a frequent commentator on legal issues for Court TV and local public television. He has visited at Stanford and the University of San Diego law schools and at Trinity College, Dublin and Magdalen College, Oxford. He has been director of the Office of Staff Attorneys of the Ninth Circuit and legal director of the ACLU of New Jersey. His book, *Recapturing the Spirit: Essays on the Bill of Rights at 200*, was one of three law-related books selected for the 1992 Law Day presentations at the National Archives in Washington, D.C. In 1996, Neisser was awarded a Fulbright scholarship in constitutional law in Cyprus and was asked by the USIA to lecture at universities and other institutions in Egypt.



Associate Dean for Academic Affairs and Assistant Professor of Law. (Contracts; Federal Jurisdiction; Mass Media Law; Church-State Relations.) Dean Chen earned a J.D. degree from Rutgers, where he was editor-in-chief of the Rutgers Law Review and a Saul Tischler Scholar.

He earned an A.B. from Dartmouth. After graduation from law school, he clerked for Judge Leonard I. Garth, United States Court of Appeals for the Third Circuit. Before joining the Rutgers faculty in 1987, Dean Chen was associated with a large New York City law firm. He serves on the national board of the ACLU.

Roger I. Abrams

Professor of Law and Herbert J. Hannoch Scholar. (Sports Law.) Professor Abrams received his B.A. cum laude from Cornell in 1967 and his J.D. cum laude from Harvard Law School in 1970. He clerked for Judge Frank M. Coffin of the United States Court of Appeals for the First Circuit in Boston and, from 1971 to 1974, practiced law with the Boston firm of Foley Hoag & Eliot, specializing in labor law and civil rights litigation. In 1974, he was a corecipient of the NAACP General Counsel's Advocacy Award for his efforts on behalf of school desegregation, including his work as cocounsel for the plaintiffs in the Boston School Desegregation Case. Professor Abrams served on the faculty at Case Western Reserve Law School from 1974 until 1986, teaching courses in labor law, torts, sports law, administrative law, and collective bargaining and labor arbitration. From 1986 until 1993, he served as dean at Nova University Shepard Broad Law Center in Fort Lauderdale, FL. He joined the Rutgers faculty on July 1, 1993 as dean and served until June 30, 1998. Professor Abrams is an experienced arbitrator in labor-management disputes and was the youngest person ever inducted into the National Academy of Arbitrators. He has served as a salary arbitrator for major league baseball and as a permanent arbitrator for the television, communications, electronics, and coal industries, for the U.S. Customs Service, and Walt Disney World. He was elected a member of the American Law Institute and is a Fellow of the American Bar Foundation. He has published numerous law review articles, most of which focus on the labor arbitration process and sports law issues. His book, *Legal Bases: Baseball and the Law*, was published by Temple University Press in February 1998. Professor Abrams enjoys the ballet and theater, swimming and distance walking, and, most of all, spending time with his wife, Fran, and their sons, Jason and Seth.

Professor of Law and Robert Knowlton Scholar. (Constitutional Litigation Clinic; Civil Procedure; Election Law.) Professor Askin entered Rutgers School of Law-Newark in September 1963 as a student—after an earlier career as a journalist—and has been here ever since. He was appointed to the faculty upon his graduation with highest honors in 1966. Admitted to the law school without an undergraduate degree, he was awarded a B.A. from City College of New York at the same time he received his J.D. from Rutgers.

In 1970, he established the Constitutional Litigation Clinic as part of the law school's curriculum and has been associated with the clinic ever since. Under his guidance, the clinic litigated the first police surveillance cases in the nation; battled the FBI over the investigation and maintenance of files on two precocious New Jersey high schoolers who corresponded with "the wrong persons"; defended affirmative action programs up to the United States Supreme Court; challenged the New Jersey State Police for stopping and searching "long-haired travelers" on the state's highways; argued for the right of the homeless to vote and to have access to public library facilities; and protected the right of grass-roots advocacy groups to take their messages door-to-door and to privately owned shopping malls.

Professor Askin has been a member of the National Board of the American Civil Liberties Union since 1969 and is one of three attorneys appointed general council to the ACLU, a position he has held since 1976. In 1986, he was the (unsuccessful) Democratic candidate for Congress in New Jersey's 11th District, covering parts of Essex and Morris counties. His memoir, *A Life in Law and Politics*, was published in 1997 by Humanities Press.

Bernard W. Bell

Associate Professor of Law. (Torts; Legislation; Administrative Law; Mass Media and the Law.) Professor Bell received a B.A. cum laude from Harvard and a J.D. from Stanford, where he was notes editor of the Law Review and a member of the Order of the Coif. He clerked for Judge Amalya L. Kearse of the United States Court of Appeals for the Second Circuit and for United States Supreme Court Justice Byron R. White and then practiced with Sullivan and Cromwell in New York. Before coming to Rutgers in 1994, he served as senior litigation counsel and, earlier, as Assistant United States Attorney (Civil Division) in the United States Attorney's Office for the Southern District of New York.

Professor of Law. (Federal Income Taxation; Federal Income Tax—Corporations and Shareholders; International Tax; Federal Tax Clinic.) Professor Blum joined the School of Law–Newark faculty in the fall of 1982. She is a 1976 magna cum laude graduate of Harvard Law School, where she served as an editor of the Law Review. Prior to joining the Rutgers faculty, she practiced with Sidley & Austin in Chicago, and with Paul Weiss Rifkind Wharton & Garrison in New York. Her specialty is taxation.

#### Alfred W. Blumrosen

Thomas A. Cowan Distinguished Professor of Law. (Legislation; Administrative Process; Employment Discrimination.) Professor Blumrosen has B.A. and J.D. degrees from the University of Michigan. A labor arbitrator, he was chief of conciliation, United States Equal Employment Opportunity Commission, 1965–1967, and special attorney, Civil Rights Division, United States Department of Justice, 1968. He has been a consultant to the United States Department of Labor, United States Department of Housing and Urban Development, and many state and city civil rights agencies. He is the author of *Modern Law: The Law Transmission System and Equal Employment Opportunity* (1993), *Black Employment and the Law* (1971), and coauthor, with J. Blair, of *Enforcing Equality in Housing and Employment Through State Civil Rights Laws* (1972). Professor Blumrosen was acting dean of the School of Law–Newark, 1974–1975. From 1977 to 1979, he was consultant to the EEOC with regard to agency reorganization, selection, and affirmative action guidelines. From 1979 to 1982 he was counsel to the firm of Kaye Scholer Fierman Hays and Handler in New York City. He received the Ross Essay Award from the American Bar Association in 1983 for his article on employment discrimination law. In 1993, he was a Fulbright Scholar in South Africa, examining whether the U.S. experience with equal employment programs would be useful in the post-apartheid period. In 1995, he advised the U.S. Department of Labor with respect to the program requiring government contractors to take affirmative action to assure equal employment opportunities for minorities and women, and was a resident scholar at the Rockefeller Study and Conference Center in Bellagio, Italy.

Professor of Law and Governor Woodrow Wilson Scholar. (Business Associations; Contracts; Corporate Finance.) Professor Bratton received his B.A. and his J.D. from Columbia University. As a law student, he was a Kent Scholar and articles editor of the *Columbia Law Review*. After graduation, he clerked for Judge William H. Timbers, U.S. Court of Appeals for the Second Circuit. From 1977 to 1980, he practiced law with Debevoise & Plimpton, specializing in corporate and securities law. Professor Bratton served on the faculty of the Benjamin N. Cardozo School of Law of Yeshiva University from 1980 to 1989, when he joined Rutgers–Newark. He remained at Rutgers until 1993 when he returned to Cardozo as the Kaiser Professor of Law and director of the Samuel and Ronnie Heyman Center on Corporate Governance. He also has been a visiting professor at Stanford Law School and at the faculty of law of the University of Leiden in the Netherlands. Professor Bratton is the coauthor of *Cases and Materials on Corporate Finance* (fourth edition, 1993) with Victor Brudney, and has published articles covering a variety of corporate law topics, including governance, the theory of the firm, and the rights of senior security holders. He is coediting a collection of essays on regulatory competition to be published by Oxford University Press. Outside of school, he is an avid motorcyclist, Yankees fan, and opera enthusiast.

#### Norman L. Cantor

Professor of Law and Justice Nathan L. Jacobs Scholar. (Constitutional Law; Contracts; Legal Aspects of Death and Dying.) Professor Cantor earned an A.B. cum laude from Princeton and a J.D. magna cum laude from Columbia, where he was notes and comments editor of the Law Review. He clerked for Justice Schettino of the New Jersey Supreme Court in 1967–1968. In 1968–1969, he served in the New York University-VISTA project in urban and poverty law. He has been at Rutgers since 1970. His writing has focused on legal issues concerning the handling of dying medical patients. His first book, *Legal Frontiers of Death and Dying*, was published in 1987 by Indiana University Press. Another book, *Advance Directives and the Pursuit of Death with Dignity*, was published in 1993. In 1987, he briefed and argued before the United States Supreme Court in *Karcher v. May*, a successful challenge to New Jersey's "moment of silence" law. Professor Cantor has served as a visiting professor at Columbia University, Hebrew University of Jerusalem, and Tel Aviv University. As a result of considerable time spent in Israel, Professor Cantor is fluent in Hebrew and has published several articles on Israeli labor law and on comparative American-Israeli law. He once ranked eighth among senior tennis players in Israel.



Professor of Law and Judge Alexander P. Waugh, Sr., Scholar. (Civil Procedure; New Jersey Practice; Equity; Evidence; Federal Jurisdiction; Torts.) Professor Carter received his B.A. and LL.B. from Yale, where he was on the editorial board of the Yale Law Journal. He came to Rutgers in 1965 and has been a professor since 1973. He has been a member of the New Jersey Supreme Court Committee on Civil Practice (and the predecessor Rules Committee) since 1973. He has published principally in the area of New Jersey adjective law. He is the author of the Handbook of Civil Practice in the Courts of New Jersey, and is chairman of the board of editors of the *New Jersey Law Journal*.

## Robert Chu

Associate Professor of Law. (International Business Transactions; International Law and a Just World Order; International Trade Seminar.) A graduate of the Massachusetts Institute of Technology with an S.B. and an S.M. in electrical engineering, Professor Chu received his J.D. from Harvard Law School and was senior editor of the *Harvard Human Rights Journal*. His current research interests include the managerial turn in international economic regulation, legal transformations in East Asia, and the culture of private dealmaking. Before joining Rutgers, he was Senior Fellow at Harvard, where he coordinated the Research Workshop on the World Trading System.

## Sherry Colb

Associate Professor of Law. (Criminal Procedure; Evidence and Mental Health Law.) Professor Colb received her A.B. in psychology from Columbia College *summa cum laude*, where she was valedictorian, and her J.D. *magna cum laude* from Harvard Law School in 1991, where she was general editor of the *Harvard Women's Law Journal*. Prior to joining the Rutgers–Newark faculty in 1995, Professor Colb taught at Rutgers–Camden for two years, before which she clerked for U.S. Supreme Court Justice Harry A. Blackmun. Her primary scholarly interest lies in criminal constitutional law.

Professor of Law. (Feminist Jurisprudence.) Professor Cornell received her B.A. from Antioch College and her J.D. from the University of California at Los Angeles. She is a member of the Order of the Coif and has coordinated the Law and Humanism Speakers Series with the Jacob Burns Institute for Advanced Legal Studies and the Committee on Liberal Studies at the New School for Social Research. Professor Cornell was a member of the faculty at the Benjamin N. Cardozo School of Law at Yeshiva University from 1989 until joining the Rutgers–Newark faculty in 1995. While at Cardozo, she played a key role in organizing the school's 1989, 1990, and 1993 conferences on Deconstruction and Justice with Jacques Derrida, an internationally known philosopher of language. She was a visiting member and Mellon Fellow at the Institute for Advanced Study at Princeton University during the 1991–92 academic year.

Professor Cornell is the author of four books: *The Imaginary Domain: Abortion, Pornography and Sexual Harassment*; *Beyond Accommodation: Ethical Feminism, Deconstruction and the Law*; *The Philosophy of the Limit*; and *Transformations: Recollective Imagination and Sexual Difference*. She has a forthcoming book titled, *At the Heart of Freedom: Feminism, Sex and Equality*. Professor Cornell also coauthored *Feminist Contentions: A Philosophical Discussion*. She has coedited three books: *Feminism and Critique: On the Politics of Gender*; *Hegel and Legal Theory*; and *Deconstruction and the Possibility of Justice*. In addition to her three dozen published articles on critical theory, feminism, and postmodern theories of ethics, she has written two plays, *The Dream Cure* and *Background Interference*, which have been produced in New York and Los Angeles. She is an active member of the Dramatists Guild and her greatest joy is to spend time with her daughter, Sarita.

## Charles Davenport

Professor of Law and Arthur L. Dickson Scholar. (Federal Income Taxation; Federal Income Tax—Corporations and Shareholders; Estate and Gift Taxation; Estate Planning; Tax Policy.) Professor Davenport received his A.B. in 1954 from Chico State College and his LL.B. in 1957 from Harvard. He taught at the University of California at Davis for six years, and was assistant director for tax analysis in the Congressional Budget Office before joining the Rutgers faculty in 1979.

Professor of Law and Nicholas de B. Katzenbach Scholar of Law and Philosophy. Codirector, Animal Rights Law Clinic. (Torts; Criminal Law; Criminal Procedure; Jurisprudence; Seminar on Animal Rights and the Law.) Professor Francione holds a B.A. from the University of Rochester and M.A. and J.D. degrees from the University of Virginia. During 1981–1982, he clerked for Judge Albert Tate, Jr., United States Court of Appeals for the Fifth Circuit, and in 1982–1983, for Justice Sandra Day O'Connor of the United States Supreme Court. He practiced law in New York at Cravath Swaine and Moore. Prior to joining the Rutgers faculty, he was a member of the faculty at the University of Pennsylvania Law School. Professor Francione is the author of several books, including *Animals, Property, and the Law* (1995) and *Rain Without Thunder: The Ideology of the Animal Rights Movement* (1996). He also has authored and published numerous articles.

Helen A. Garten

Professor of Law. (Business Associations; Securities Regulation; Banking Regulation; Financial Institutions.) Professor Garten joined the Rutgers faculty in 1984. She received her A.B. from Princeton and her J.D. from Harvard. She served as law clerk to Judge Eugene H. Nickerson of the United States District Court for the Eastern District of New York. Prior to joining the Rutgers faculty, she was associated with a New York City law firm.

Carlos González

Associate Professor of Law. (Civil Procedure; Torts; Legislation; Statutory Interpretation.) Professor González received his B.A. in political science with high distinction from the University of Michigan, and his J.D. from Yale Law School, where he was a senior editor of the *Yale Law Journal*. After graduation from law school, he earned an M.A. in political science from Stanford University, and practiced litigation and employment law at Orrick, Harrington and Sutcliffe in San Francisco. His current research interests include statutory interpretation, direct democracy, popular sovereignty, and the institutional structure of government.

Professor of Law. (Clinic in Constitutional Litigation; Contracts; Negotiation, Mediation, and Alternate Dispute Resolution; Criminal Law; Federal Jurisdiction; Lawyering Process.) Professor Hyman obtained his A.B. from Harvard and his LL.B. from Yale. He was codirector of the legal clinic at Northwestern prior to coming to Rutgers in 1975. He has devoted much of his time at Rutgers to litigating civil rights and civil liberties cases with students in the Constitutional Litigation Clinic, including cases that provided for equal employment opportunities in police and fire departments. Although litigation is exciting and important, he has turned his attention to alternative methods for resolving disputes, as well. He has studied and written about settlement practices in New Jersey, has lectured on alternate dispute resolution at the National Judicial College, and is associate director of the Rutgers Certificate Program in Conflict Management. He has spent time away from Rutgers litigating at a large law firm and teaching at UCLA Law School and at the University of Essex, England.

Alan Hyde

Professor of Law and Sidney Reitman Scholar. (Labor Law; Employment Law; Contracts; Federal Jurisdiction.) Professor Hyde received his A.B. from Stanford and his J.D. from Yale. Before coming to Rutgers he was an instructor at New York University School of Law and represented the National Labor Relations Board in federal courts of appeals. He is the author of *Bodies of Law* (1997) and the coauthor of *Cases and Materials on Labor Law* (second edition, 1982) with C.W. Summers and H.H. Wellington, and has been a visiting professor at Yale, Columbia, Cardozo, and the University of Michigan law schools. His current research projects include the economics of democratic and participatory workplaces; new forms of worker representation in nonunion, high-technology firms; ownership of information by employees; and the construction of the body in legal discourse. He is active in the Conference on Critical Legal Studies and the Association for Union Democracy. Professor Hyde lives in Greenwich Village with his wife, Ellen Gesmer, an attorney, and two children. He enjoys reading, sailing, working out, and attending opera and dance performances, and plays the oboe badly.

Associate Professor of Law. (Criminal Law; Criminal Procedure; Civil Rights; Constitutional Law II; Race Law Theory.) Professor Jones earned his J.D. from the University of Illinois and his M.P.A. from Harvard as a graduate of the John F. Kennedy School of Government, prior to which he was at the NAACP Legal Defense Fund. He joined the Rutgers faculty in 1970. His area of research and writing have been in the field of free speech and hate crime.

Howard Latin

Professor of Law and Justice John J. Francis Scholar. (Environmental Law; International Environmental Law; Torts; Products Liability; Law and Economics.) Professor Latin joined the faculty in 1976. He earned a B.A. from Brandeis and a J.D. from the University of California at Berkeley, where he was lead articles editor of the *California Law Review* and a member of the Order of the Coif. Professor Latin has recently been writing in the fields of international environmental law and marine conservation. He was a Fulbright Scholar in Australia during 1992 and in South Africa during 1997, and he has travelled to more than thirty countries in the past decade while conducting research on nature conservation issues. Professor Latin has been a visiting professor at the Georgetown Law Center and UCLA Law School, and a visiting scholar at the University of California at Berkeley. He is a member of the American Law Institute, and has served as a consultant to a variety of environmental agencies and advocacy groups. His favorite recreational pastime is scuba diving with sharks.

Professor of Law and Judge Frederick B. Lacey Scholar. (Civil Procedure; Legal Profession; Evidence; Law and the Humanities; Transnational Civil Procedure.) Professor Leubsdorf received his B.A. in 1963 from Harvard, his M.A. in English in 1964 from Stanford, and his J.D. in 1967 from Harvard. Professor Leubsdorf was a member of the faculty at the Boston University School of Law prior to joining the Rutgers faculty in 1985 and has been visiting professor at Columbia, University of California (Berkeley), Cornell and Cardozo law schools, and a Fulbright Scholar in Paris. He has written articles on topics including civil procedure, the legal profession, remedies, and deconstruction, and he is currently Associate Reporter for the Restatement of Law Governing Lawyers.

Gregory A. Mark

Associate Professor of Law. (Business Associations; Corporate Finance; American Legal History.) Professor Mark earned his B.A. from Butler University, an M.A. in history from Harvard University, and a J.D. from the University of Chicago Law School, where he was articles editor for *The University of Chicago Law Review*. Before joining the faculty at Rutgers–Newark in 1996, he was a teaching Fellow in the history department at Harvard from 1981 to 1985, and a law clerk to Judge Bruce M. Seyla, U.S. Court of Appeals for the First Circuit (1988–89). He also served as associate counsel for the Office of Independent Counsel in the Iran/Contra matter, where he helped develop *U.S. v. Clarridge* (which was terminated by a presidential pardon), led a project on foreign intelligence and national security concerns in the prosecution of government officials, and acted as liaison to the White House Counsel's Office, the U.S. Senate, the NSA, and the CIA (1989–93). More recently, he was an assistant professor at Cleveland-Marshall College of Law, teaching Business Associations II (Corporations), Corporate Finance, American Legal History, and a seminar on the History and Theory of the Firm (1992–96). In 1994, Professor Mark was a visiting faculty member at Chicago-Kent College of Law.

Professor Mark's publications focus on the areas of corporate finance, corporate governance, and American legal history. Professor Mark enjoys conversation about virtually anything over a good cup of coffee or a nice glass of wine.

Professor of Law and Dag Hammarskjöld Professor of Peace and World Order Studies. (International Law; United Nations; World Order.) Professor Mendlovitz obtained his B.A. from Syracuse University, and his M.A. and J.D. from the University of Chicago. He is the director of the World Order Models Project, a member of the Board of Directors of the Arms Control Association, and coeditor of the journal *Alternatives*. Professor Mendlovitz also is the author and editor of many books, including *Legal and Political Problems of World Order* (1962), *Strategy of World Order* (1966), *Regional Politics and World Order* (1973), *On the Creation of a Just World Order* (1975), *Toward a Just World Order* (1982), *International Law in a Contemporary Perspective* (1985), *Toward a Just World Peace: Perspectives from Social Movements* (1987), *Contending Sovereignty: Redefining Political Community* (1990), and *The United Nations and a Just World Order* (1991). In addition to serving as visiting professor at the University of Chicago Law School in 1989 and 1991, Professor Mendlovitz held the Ira D. Wallach Chair of World Order Studies at Columbia University from 1979 to 1987. He has been a professor at Rutgers since 1961 and has held his present chair since 1990.

John M. Payne

Professor of Law and Justice Fred Hall Scholar. (Land Use; Municipal Corporations; State and Local Taxation; Constitutional Law.) Professor Payne's B.A. is from Yale, his J.D. from Harvard. He has been on the Rutgers faculty since 1971, and served as associate dean from 1976 to 1981, and from 1986 to 1991.

Twila L. Perry

Professor of Law. (Torts; Family Law; Seminar on Children and the Law; Seminar on Race, Gender, and Tort Law.) Professor Perry received her B.A. from Mount Holyoke College, her M.S.W. from the Columbia University School of Social Work, and her J.D. from New York University Law School, where she was an editor of the Law Review. She served as a law clerk to Judge Mary Johnson Lowe of the United States District Court for the Southern District of New York and was associated with the law firm of Winthrop Stimson Putnam and Roberts. Prior to joining the Rutgers faculty in 1984, Professor Perry was an assistant United States attorney in the Southern District of New York.

Professor of Law. (Constitutional Law; Labor Law; Property; Constitutional Theory.) Professor Pope received his A.B. in 1974 and J.D. in 1983 from Harvard. He served as law clerk to Chief Justice Rose E. Bird of the California Supreme Court. Prior to joining the Rutgers faculty in 1986, Professor Pope was associated with a Boston law firm, where he represented labor unions and employees. Before his legal education, he worked as a machinist and shipwelder.

Louis Raveson

Professor of Law. (Urban Legal Clinic; Evidence; Constitutional Litigation Clinic; AIDS and the Law; Fact Investigation.) Professor Raveson is a 1976 graduate of the School of Law-Newark, where he was a member of the Law Review. After graduation, he clerked for Judge Phillip Forman of the United States Court of Appeals for the Third Circuit, and then practiced with Essex-Newark Legal Services. He also was a staff attorney in the Urban Legal Clinic prior to his appointment to the faculty in 1981. Professor Raveson was on leave during the period 1985-1987 to serve as the assistant commissioner of the New Jersey Department of the Public Advocate.

Carol A. Roehrenbeck

Associate Dean for Library and Information Services and Professor of Law. (Advanced Legal Research.) Dean Roehrenbeck earned her B.A. from the University of Delaware, her M.L.S. from Rutgers University (New Brunswick), and her J.D. from Rutgers School of Law-Newark. She served as head of public services and a legal research instructor at Rutgers-Newark from 1976 to 1979. Before returning to Rutgers, she served as the director of the Nova Southeastern School of Law in Ft. Lauderdale, FL. In addition to her experience in academic libraries, she worked for the Federal Reserve Board, the New York Public Library, the Massachusetts Continuing Legal Education Association, and Pennie & Edmonds in New York City. She has served as a library consultant and as a site inspector for the American Bar Association and the Association of American Law Schools. She has been a member of numerous professional committees and associations, including AALL, COSELL, SEFLIN, SFALL, NJLLA, and the Cosmopolitan Group, serving as chair of many. She also has written and published numerous articles and books on topics ranging from legal research to legislative history, to blood alcohol evidence. Her most recent book is titled, *Complying with the ADA: Law Library Services and Facilities*.

## Diana Sclar

Associate Professor of Law. (Conflict of Laws; Federal Courts; Property.) Professor Sclar received her A.B., with distinction, from Stanford University and her J.D. from the University of California (Berkeley), where she was notes and comments editor of the Law Review and a member of the Order of the Coif. Before joining the Rutgers faculty, she practiced law with a firm in San Francisco and with a federal government agency in Washington, D.C. When not reading, teaching, or writing about the law, Professor Sclar can often be found in her kitchen experimenting with yet another recipe and wondering how to squeeze in more shelves to hold the latest additions to her collection of close to 400 cookbooks.

## Philip Shuchman

Justice Joseph Weintraub Professor of Law. (Civil Procedure; Bankruptcy; Jurisprudence.) Professor Shuchman joined the Rutgers faculty after fourteen years on the faculty of the University of Connecticut Law School. A 1953 graduate of the University of Pennsylvania Law School, he is an authority on the use of empirical research in legal studies. He is the author of numerous articles and books in the fields of commercial law, civil procedure, and jurisprudence, including casebooks in the latter two subjects.

## Peter Simmons

Professor of Law and University Professor. (Property; Land-Use Planning; Housing.) Professor Simmons received his A.B. and LL.B. from the University of California (Berkeley), where he was associate editor of the California Law Review. Following graduation, he was an Alvord Law Fellow at the University of Wisconsin. He joined the Rutgers faculty as dean in 1975 and served in that capacity until 1993. Professor Simmons has taught at Ohio State, the State University of New York at Buffalo, University of Illinois, Case Western Reserve, and the University of California. He has been a member of the New Jersey Law Revision Commission, the New Jersey Supreme Court's Advisory Committee on the Bar Examination, a trustee of the New Jersey Institute for Continuing Legal Education, a member of the New Jersey State Bar Association's Committee on Legal Education, a member of the New Jersey Supreme Court's Task Force on Minority Concerns, and a Justice of the Peace. Currently, he teaches in the urban planning program in New Brunswick as well as at the law school.

## Alfred Slocum

Professor of Law. (Property; Real Estate Transactions; Future Interests.) Professor Slocum is a graduate of the School of Law-Newark, having first obtained his B.S. at Newark College of Engineering and later receiving an LL.M. from Yale. He served as chairman of the National Office of the Council for Legal Educational Opportunities in Washington in 1977-1979. He returned to the law school in 1990 following an extended leave as the commissioner of the New Jersey Department of the Public Advocate.

## Nadine Taub

Professor of Law and S.I. Newhouse Scholar. (Civil Liberties; Constitutional Law; Social Welfare Legislation; Women and the Law; Women's Rights Litigation Clinic.) Professor Taub received her B.A. from Swarthmore College and her LL.B. from Yale. She has a diploma in Graduate Legal Studies from Stockholm University. Professor Taub has served on the Rutgers faculty since 1974. She is coauthor of *The Law of Sex Discrimination* and writes widely on issues of equality theory, reproductive freedom, and women and work. Her litigation victories include one of the first cases to establish the right to sue for sexual harassment and the case that required the State of New Jersey to pay for abortions as part of its Medicaid program.



Professor of Law. (Criminal Law; Criminal Procedure; Law and Humanities; Trusts and Estates.) Professor Thomas received his B.S. from the University of Tennessee, his M.F.A. and J.D. from the University of Iowa, and his LL.M. and S.J.D. from Washington University (St. Louis). Prior to joining the Rutgers faculty in 1986, he was a member of the faculty at the University of Tennessee. His research interests include double jeopardy, legal history, the empirical effect of law, and the jurisprudence of coercion. He is the author of three books and more than twenty articles. He enjoys gardening, jogging, reading fiction, and working on a novel that he may never finish.

Paul L. Tractenberg

Professor of Law and Alfred C. Clapp Public Service Professor. (Education Law; Contracts; Negotiations; Client Interviewing and Counseling; Alternate Dispute Resolution.) Professor Tractenberg received his B.A. from Wesleyan and his J.D. from the University of Michigan, where he was associate editor of the Law Review. He joined the faculty in 1970, after being associated with two major New York City law firms, the Peace Corps, and the Governor's Committee to Study New York Human Rights Laws. He is the author of numerous articles and papers on education law, a frequent lecturer, and consultant and adviser to many national, regional, and state organizations and agencies. In 1973, he established the Education Law Center, a public interest law project, and served as its director for three years. He is involved in a number of landmark constitutional cases about public education. Since 1984, Professor Tractenberg has built upon long-standing interests in the lawyering process and in dispute resolution by teaching three seminars, by serving as faculty adviser to the law school's regional and national championship negotiations and client counseling teams, and by writing and consulting in the field. He is the author of a lawyer's deskbook on alternate and complementary dispute resolution. In his spare time, Professor Tractenberg is an avid long distance bicyclist.

Associate Professor of Law. (Torts; Business Torts; Seminar on Inner City Economic Development.) Professor Troutt earned his B.A. with distinction from Stanford University and his J.D. *cum laude* from Harvard Law School, where he served as an editor of the Harvard Civil Rights–Civil Liberties Law Review. His areas of interest lie in poverty and economic development, intellectual property, and critical legal theory. Prior to his arrival at Rutgers–Newark in 1995, he was associated with the California-based law firm of Morrison and Foerster in their San Francisco and New York offices, representing clients in a range of commercial cases and transactions, with an emphasis on intellectual property, business fraud, and land use (1992–1995). From 1991 to 1992, he directed low-income consumer advocacy projects for Consumers Union, a national consumer rights organization. When he is not in the classroom, Professor Troutt enjoys playing drums and percussion, rollerblading in traffic, and aquarium fish.

## CLINICAL FACULTY

Esther Canty-Barnes

Staff Attorney, Special Education Law Clinic. Ms. Canty-Barnes received her B.A. from Bennett College in Greensboro, N.C. and her J.D. from Rutgers University School of Law in Newark. She has had extensive trial experience as a former municipal public defender for Jersey City, assistant deputy public defender for Essex County, partner with the firm of Beckles and Canty, and unit director for Camden Regional Legal Services. She is a former president of the Association of Black Women Lawyers of New Jersey; cochair of the Bench and Bar Committee of the Essex County Bar Association (1993–95); and barrister of the William Heckle Criminal Litigation Inn of Court. She has participated in numerous mock trials through the Essex County Prosecutor's Office, N.J. State Bar Association, and Seton Hall University Law School. She currently sits as a part-time municipal court judge for the Township of Irvington.

## Anna Charlton

Staff Attorney, Animal Rights Law Clinic. Ms. Charlton received her B.A. from the University of Virginia and her J.D. from the University of Pennsylvania Law School, where she served as executive editor of the Law Review. She clerked for Judge Leonard I. Garth of the United States Court of Appeals for the Third Circuit, and was an associate with the New York law firm of Simpson, Thacher and Bartlett.

## Cynthia Dennis

Staff Attorney and Director, Women and AIDS Clinic. Ms. Dennis received a B.A. in economics and political science from Rutgers College (New Brunswick) and a J.D. from Villanova University School of Law. She is a recipient of the Center for Forensic Economic Studies Award for Excellence in Litigation. Prior to joining Rutgers, she was a staff attorney with New Jersey Protection and Advocacy, Inc. Ms. Dennis recently appeared as a guest on "Legal Line" to discuss legal issues affecting people with HIV/AIDS. She serves as cochair of a steering committee to establish a friends group for the New Jersey State Library.

## Jack Feinstein

Staff Attorney, Urban Legal Clinic. Mr. Feinstein earned a B.A. from Rutgers College and a J.D. from Rutgers School of Law-Newark. He is a former staff attorney at Somerset-Sussex Legal Services and Essex-Newark Legal Services, and in-house counsel for the East Orange Tenants Association. Mr. Feinstein specializes in landlord/tenant law and is affiliated with various New Jersey tenant groups.

## Sandy Freund

Codirector and Staff Attorney, Federal Taxation Clinic. Ms. Freund earned a B.A. from SUNY at Stony Brook, a J.D. from Hofstra Law School, and an LL.M. from New York University School of Law.

## Mary F. Hartnett

Codirector and Staff Attorney, Special Education Clinic. Ms. Hartnett earned a B.A. from Rutgers College and a J.D. from Seton Hall University. Prior to joining Rutgers-Newark, Ms. Hartnett practiced with the Red Bank, New Jersey-based Kenny Gross McDonough & Stevens, where she represented local boards of education in special education matters, including disputes over evaluation, classification, and placement of students pursuant to both the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973.

## Robert C. Holmes

Director and Staff Attorney, Community Law Program. Mr. Holmes earned an A.B. in government from Cornell University in 1967 and a J.D. from Harvard Law School in 1971. Prior to joining the law school staff in 1997, Holmes served as executive director of the Newark Housing Development and Rehabilitation Corporation, assistant commissioner of the New Jersey Department of Community Affairs and later as acting commissioner by appointment of the governor, and chief executive of the Newark Watershed Conservation and Development Corp., where he supervised the management and planning of the 35,000-acre Newark Pequannock Watershed. In 1987, he became a partner with Wilentz Goldman & Spitzer, PC, where he practiced corporate transactions, real estate and development, sports and entertainment law, and municipal government. In 1995, he became counsel to Medwin & Elberg in Newark. His many community activities include serving as a board member/treasurer of the NJ Public Policy Research Institute, board member and secretary of Legal Services of New Jersey, and executive board member of Minority Athletes Networking.

## Therese Langer

Staff Scientist, Environmental Law Clinic. Ms. Langer earned a B.A. from Harvard and a Ph.D. in mathematics from the University of California at Berkeley. Her current work focuses on air quality and transportation issues.

## Marcia Levy

Staff Attorney, Urban Legal Clinic. Ms. Levy earned a B.S. from SUNY at Albany and a J.D. from Lewis and Clark College, Northwestern School of Law. Ms. Levy is former assistant federal defender in the Eastern District of New York, former staff attorney for the Legal Aid Society's Prisoners Rights Project, and former public defender at the Metropolitan Public Defender's Office in Portland, Oregon. She frequently comments on legal issues on CNN, CNBC, and Court TV.

## Edward Lloyd

Director and Staff Attorney, Environmental Law Clinic. Mr. Lloyd earned an A.B. in chemistry from Princeton and a J.D. from the University of Wisconsin. Since joining the Rutgers faculty in 1985, Mr. Lloyd has served on the New Jersey Supreme Court Committee on Environmental Litigation, as a member of the Litigation Review Committee of the Environmental Defense Fund (EDF), as general counsel to the New Jersey Public Interest Research Group (NJPIRG), and as chairman of the pollution control subcommittee of the New Jersey Department of Environmental Protection's "Green and Gold" Task Force. He has taught and lectured college and graduate students, members of the bar, and judges on various aspects of environmental law. He has won major court victories under the Federal Clean Air and Clean Water Acts as well as precedent-setting decisions under the state's land use statutes.

## Lisa Hendricks Richardson

Staff Attorney, Environmental Law Clinic. Ms. Richardson earned a B.A. in political science and a J.D. from Rutgers-Newark. She has held various administrative positions at the Newark and New Brunswick campuses. She has maintained a law office in Newark since 1989. Ms. Richardson joined the clinic in 1993 to direct its Environmental Justice Project, which has sought to identify and address environmental injustices against peoples and communities of color and low income. Her recent work focuses on childhood lead poisoning, the successful passage of a local ordinance that facilitates the training and hiring of low-income Newark residents for lead abatement jobs; and the analysis of mass tort theories and lead poisoning litigation.

## Harriet W. Rothfeld

Staff Attorney, Special Education Law Clinic. Ms. Rothfeld received her B.A. from Wheaton College and her J.D. from Benjamin N. Cardozo Law School. An advocate for developmentally disabled persons and their families, she is an active community volunteer, having recently served as chairperson of ECLC of N.J. schools for the learning disabled in Chatham and Ho-Ho-Kus. Ms. Rothfeld was a founding member and former chairperson of the Jewish Community Federation (MetroWest) Commission for Persons with Developmental Disabilities. She is a member of the Essex County Bar Association Committee for Rights of Persons with Disabilities, the Essex County Women Lawyers Association, and the New Jersey State Bar Association.

## Penny Venetis

Staff Attorney, Constitutional Litigation Clinic. Ms. Venetis received a B.A. in art history from Barnard College, Columbia University, in 1983, an M.A. in art history from Columbia University in 1986, and a J.D. *cum laude* from Boston College Law School in 1989. Prior to joining Rutgers-Newark in 1994, she clerked for Judge Dickinson R. Debevoise, U.S. District Court, District of New Jersey, and practiced with the firm of O'Melveny & Myers (1990-94) in New York City. During her years of practice, she took a seven-month leave of absence to work on international human rights issues, including the United Nations Bosnia War Crimes investigation and the investigation of due process violations in Peru's criminal justice system, in relation to individuals accused of terrorism and treason.

## SCHOOL OF LAW FACULTY FROM OTHER DISCIPLINES

Douglas Husak

Faculty of Arts and  
Sciences–New Brunswick (Philosophy); B.A., Denison;  
M.A., J.D., Ph.D., Ohio State

L. Thorne McCarty

Faculty of Arts and Sciences–New Brunswick (Computer  
Science); B.A., Yale;  
J.D., Harvard

## EMERITUS FACULTY

Cameron Allen, Professor Emeritus of Law; B.A., Otterbein; M.A., Wisconsin;  
M.S.L.S., Illinois; J.D., Duke

Allan Axelrod, William J. Brennan, Jr., Professor Emeritus of Law; B.A.,  
Michigan; LL.B., Yale

Alexander D. Brooks, Justice Joseph Weintraub Professor Emeritus of Law;  
A.B., Oberlin College; J.D., Yale

Julius Cohen, Professor Emeritus of Law; A.B., M.A., J.D., West Virginia;  
LL.M., Harvard

David Haber, Professor Emeritus of Law; B.A., City College of New York;  
LL.B., Yale

Arthur Kinoy, Professor Emeritus of Law; B.A., Harvard; LL.B., Columbia

James C.N. Paul, William J. Brennan, Jr., Professor Emeritus of Law;  
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Sidney Posel, Professor Emeritus of Law; A.B., LL.B., Pennsylvania;  
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Annamay Sheppard, Professor Emeritus of Law; B.S., M.S., Cornell;  
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J. Allen Smith, Professor Emeritus of Law; B.A., Erskine College; LL.B.,  
Florida; S.J.D., Yale

## LEGAL RESEARCH & WRITING FACULTY

Donna C. Chin

Ms. Chin earned a B.A. from Cornell University, College of Arts and Sciences, and a J.D. from New York University School of Law. Prior to joining Rutgers–Newark, she was on the writing faculty of Seton Hall University School of Law and was associated with private firms specializing in commercial and civil litigation. A criminal defense attorney for the Legal Aid Society in New York, Ms. Chin also served as a deputy attorney general in New Jersey.

Marcia Crnoevich

Ms. Crnoevich earned her B.A. with distinction in Spanish and French, and an M.B.A. from Indiana University. Her J.D. is from Rutgers School of Law–Newark. Prior to her legal career, she was a high school language teacher and then a financial manager for the Prudential Insurance Company. She practiced corporate law at Wolff & Samson in Roseland, NJ, prior to joining Rutgers.

Barbara Hoffman

Ms. Hoffman earned an A.B. from Princeton University and a J.D. from Villanova University. Prior to joining Rutgers–Newark, Ms. Hoffman was codirector of the Appellate Advocacy Program at Seton Hall University School of Law, where she also taught Disability Law and Legal Research and Writing. She is the author of numerous book chapters and articles on the employment rights of people with disabilities.

Ms. Rice received her bachelor's degree from Douglass College (Rutgers), and received her J.D. from Rutgers School of Law-Newark, where she was an editor of the Rutgers Law Review. She served as law clerk to Judge Arnold M. Stein, J.S.C. (retired) and served as an assistant prosecutor for two years with the Morris County Prosecutor's Office. As a private practitioner, Ms. Rice worked in the areas of tort law and health law. Before her appointment at Rutgers-Newark, she was the director of the Writing Specialists Program at Seton Hall University School of Law, where she also taught Legal Research and Writing and Appellate Advocacy.

## ADJUNCT FACULTY

Paul W. Armstrong, B.A., Ohio; J.D., Notre Dame  
 Marilyn Askin, B.A., City College of New York; J.D., Rutgers (Newark)  
 Philip Auerbach, B.S., Ohio State; LL.B., Pennsylvania  
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## ADMINISTRATION

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## LIBRARY STAFF

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 Helen Leskovac, Documents Librarian; B.A., M.A., University of Southern California; LL.M., Yale; J.D., University of California (Davis)  
 Kathleen Rehn, Director of Computer Information and Technology; B.A., New York; M.A., Princeton  
 Bernadette Carter, Senior Computer Analyst; A.A., St. John's University  
 Ernest Nardone, Information Specialist; B.A., J.D., M.L.S., Rutgers  
 Marjorie Crawford, Head of Technical Services; B.A., Rutgers  
 Daniel Sanders, Evening Supervisor  
 Kenneth Dowzycki, Copy Cataloger; B.A., Rutgers  
 Nina Ford, Documents Associate  
 Peggy Kenyon, Serials/Bindery Associate



# The Law Program

## REQUIREMENTS FOR THE DEGREE OF JURIS DOCTOR

Rutgers School of Law–Newark awards the Juris Doctor degree. Joint degrees are awarded in Business Administration (Juris Doctor–Master of Business Administration), Urban Planning (Juris Doctor–Master of City and Regional Planning), Criminal Justice (Juris Doctor–Master of Arts in Criminal Justice), and Jurisprudence (Juris Doctor–Doctor of Philosophy in Philosophy).

### Academic Credits

Students must successfully complete the prescribed courses and electives totaling a minimum of 84 academic credits of work. This must be done in accordance with the scholastic regulations of the school.

### Residence Credits

1. A student must earn at least 6.00 residency points to receive the J.D. degree.
2. A student must earn at least 1.00 residency point for any fall or spring term in which the student is enrolled in and successfully completes 10 credits and certifies that he or she has not worked more than 20 hours during any calendar week in which classes or examinations were conducted.
3. A student is awarded 0.75 residency points during any term in which the student is enrolled in and successfully completes 8 or more credits, or in which he or she is enrolled in and successfully completes 10 or more credits but does not certify that he or she is working 20 hours or less during any calendar week in which classes or examinations were conducted.
4. A student who enrolls in and successfully completes less than 8 credits during the fall or spring term is awarded no (0.00) residency points. A student may not enroll in less than 8 credits during a fall or spring term unless he or she has already completed the residency requirement.
5. For residency purposes, a student who withdraws from a course (with a W grade) is counted as not having enrolled in the course at all. A full-time student who fails a course and thereby falls below 10 credits but still successfully completes 8 credits, receives 0.75 residency points. A student who fails a course and thereby falls below 8 credits receives no (0.00) residency points, but the Scholastic Standing Committee, by special petition, may award pro rata residency points (number of credits successfully completed/10 = maximum pro rata residency points allowable).

6. A student is awarded residency points for the summer session or winter term according to the following schedule:

2 credits	0.2 residency points
3 credits	0.3 residency points
4 credits	0.4 residency points
5 or more credits	0.5 residency points

A student may not earn more than 0.50 residency points for a summer session or winter term, regardless of the number of credits earned.

### Employment Restrictions

The law school's accreditation agency, the American Bar Association, prohibits full-time students from working more than 20 hours per week. Long hours of study and class preparations are necessary for first-year students and, generally, the school tries to avoid scheduling first-year classes consecutively. Therefore, full-time students are advised to make whatever personal arrangements may be necessary to be available for class on a daily basis, Monday

through Friday. Full-time students found to be in violation of this rule may be required to drop credits and become part-time students.

## PART-TIME (EVENING) PROGRAM

In order to provide opportunities for legal education for those who are unable to attend day school because of family or business circumstances, the law school offers a part-time evening program that permits students to earn a Juris Doctor degree in the evening over a period of four or four and one-half years.

Meeting usually four nights a week during the first two years, the students in the evening program take essentially the same required core curriculum as the daytime program. This required portion of the evening program has been modified slightly to carefully balance the need for a solid legal foundation with the student's daytime activity and attempts to permit adequate time for class preparation to enhance the educational result for each individual student.

The curriculum for the third and fourth years of the evening program is composed of elective courses and seminars including both those traditional fundamental law courses useful for bar examinations and specialty offerings that enrich the student's legal education. Full-time students are permitted to enroll in evening electives if space permits; part-time students must take the required curriculum in the evening during the first four terms. Beginning with term four, part-time students may also take electives during the day if their schedule permits. One or more elective Saturday courses are offered each year.

Full-time members of the faculty teach most required evening courses and many of the electives. Evening summer classes are available and are necessary for those students who wish to complete their program in four years. Summer courses also are open to full-time students and some students from other accredited law schools. In order to assist part-time students in planning their elective program, a tentative schedule of core curriculum courses to be offered over the succeeding two-year period is published with registration materials.

Criteria for admission to the evening program are the same as for applicants to the daytime program.

## SUMMER SESSION

Rutgers School of Law–Newark offers a seven-week session each summer. Course offerings are primarily advanced electives; the only required first-year course is Legal Research and Writing II for part-time students. Courses are taught by full-time Rutgers–Newark law faculty and adjunct faculty. Summer session is open to all law students matriculated at an accredited law school, although Rutgers–Newark law students are given enrollment priority in limited enrollment courses (e.g., Appellate Advocacy and Trial Presentation).

In addition to electives and seminars, Rutgers–Newark students also can enroll in the following: Attorney General Externship; Independent Research; Judicial Externship; and Research Assistant. In most cases, the law school permits students to register for no more than 5 credits during the summer session. Usually, at least one class is scheduled for 4 P.M., with most classes starting at 5:30 P.M. or later. For further information and registration materials, contact Diane Melito at 973/353-1167.

## CHANGE OF STATUS

### Transfer to Full-Time Status

Part-time students who have completed the required portion of the curriculum may transfer to full-time status simply by completing the declaration of status form included in the registration materials. Students who have not completed the required curriculum (terms one through four) may transfer to full-time status with the permission of the dean. This permission will be routinely granted, but the student must obtain schedule approval for each subsequent full-time term until all required courses have been completed. The purpose of this rule is to ensure that students do not elect upperclass courses for which they have not taken the underlying first-year work. Students may transfer to full-time status at any point up to the beginning of the term in which transfer is contemplated. Early notification is desirable, however, because students who transfer after registration is complete will not be able to register for closed courses.

### Transfer to Part-Time Status

Full-time students, including those who may have begun as part-time students, may transfer to part-time status, following the same procedure required to transfer to full-time status.

# CURRICULUM FOR THE DEGREE

The faculty of the School of Law–Newark believes that persons receiving the degree of Juris Doctor should be prepared to participate effectively as lawyers both in today's society and in the solution of tomorrow's legal, social, economic, and political problems. To so prepare the school's graduates, the faculty has designed a curriculum rich in variety and depth of experience.

## Required Curriculum

The first year of law training is crucial for establishing a solid foundation in both substantive law and legal methodology. It is during this time that law students must learn the conceptual, analytical, and research methods that are essential to participating effectively as lawyers. To facilitate this important training, the first-year, full-time curriculum requires 16 class hours per week in the fall term and 15 or 16 class hours per week in the spring term. Electives are not permitted until the required curriculum is completed.

### Required First-Year Full-Time Day Curriculum \*

First Term	Credits
Contracts	4
Criminal Law	3
Property	4
Torts	4
Legal Research and Writing I	1
Second Term	
Constitutional Law	5
Civil Procedure	5
Legal Research and Writing II	2
Required elective	3–4

### Required Part-Time Evening Curriculum \*

First Term	Credits
Contracts	4
Torts	4
Second Term	
Criminal Law	3
Legal Research and Writing I	1
Civil Procedure	4
Summer Term	
Legal Research and Writing II	2
Third Term	
Constitutional Law	4
Property	4
Fourth Term	
Required elective	3
Electives	5–8

\* Each student is required to elect a 3- or 4-credit course from a list of courses that is published each year with the registration materials. The elective courses must deal with one of the following topics: administration of a complex statute, public law, perspectives on legal process (e.g., legal history, jurisprudence, economic analysis of law), or perspectives on the lawyering process (e.g., legal profession). Some courses are limited to first-year students and others are open to second- and third-year students as well.

To increase individualized attention to the development of legal skills, one fall-term day course and one fall-term evening course have been designated by the faculty as "small sections." A "small section" offers the coverage of a regular substantive course but is limited to about thirty students. In addition, each second-term student must elect a "required" elective. The "required" electives offer perspectives on law other than reading appellate cases, and typically include such subjects as legislation, jurisprudence, and law and humanities. The legal research and writing program offers a series of supervised legal writing assignments; the enrollment in these sections is approximately eight to ten students each.

## Elective Curriculum

Following the required courses, the law school allows the student substantial freedom in the selection of courses and seminars. During the four upperclass terms, approximately 200 class and seminar hours are available to satisfy the 52 or 53 credits required.

This freedom makes it possible for the student to take full advantage of the many areas of legal expertise within the faculty. It permits the greatest latitude for experimentation in many fields of law; the broad choice of courses aids the student in developing a specialization in a particular field of law. The student may prepare for the general practice of law, government service, the world of business, or academic life. Students may pick courses so as to familiarize themselves with the evolving problems in the fields of criminal law, civil rights, civil liberties, constitutional litigation, urban affairs, and behavioral sciences as they relate to the law or jurisprudence. Or, students may design their programs so as to spend academic time with the professor or professors who excite their intellectual curiosity and from whom they can best learn.

Before graduation, the student must satisfy the graduation writing requirement by completing an independently researched paper, at least twenty-five double-spaced pages long, on a subject involving critical analysis of a legal question. The requirement can be met in several ways, including submission of the paper for an upperclass course, seminar, or clinical program.

Students may apply a maximum of 9 credits of "unscheduled credits" toward the 84 credits required for graduation. Unscheduled credits are academic enterprises other than regularly scheduled courses, seminars, and clinics. They include externships, independent research, journals, moot court boards and competitions, and teaching and research assistantships.

## Professional Responsibility

The law school offers a course in legal professional responsibility, but does not require that this course be taken to graduate. Instead, the school complies with the American Bar Association's "pervasive method," and most courses offered by the law school include consideration of professional responsibilities and ethics. Some states require an applicant for admission to the bar to have completed a course in professional responsibility. Students who intend to take the bar examination in such states should enroll in the course in professional responsibility. Responsibility for ascertaining and complying with any such requirement is that of the individual student.

Students who take the New Jersey Bar Exam need not take the Multistate Professional Responsibility Exam (M.P.R.E.) if they receive a grade of C or better in the course in Legal Profession.

## OPPORTUNITIES FOR STUDY IN DEPTH

Few, if any, American law schools require or encourage students to “major” or to elect a structured series of courses in some particular field of law. A student’s interests may come to lie in some broad area such as constitutional or international or tax law. However, effective specialization first requires a broad understanding of legal doctrine and theory, and students are encouraged to cover much of the standard subject matter of law before concentrating their studies in any area of interest. For second- and third-year students, Rutgers School of Law–Newark offers extensive opportunity to work in depth in many fields, and the teaching resources of the school are continuously being developed to encourage more diversity and more opportunities for study of areas where the legal order is particularly challenged by new problems and conditions. The seminar, clinical, and individual research programs described below and the expanded opportunity for interdisciplinary study can be used, on a flexible basis, to gain both practical and theoretical knowledge in fields of particular interest.

### The Seminar Program

The seminar program varies somewhat every year. Some seminars are developed in response to particular student interests and requests; others are developed out of experiences in advanced courses. Some are developed as new topics that are perceived by members of the faculty to be at the frontiers of the law.

While most seminars are available to all upperclass students, there are prerequisites for some; enrollment is generally limited to no more than twenty students. In some cases, admission requires the instructor’s permission. This allows a close student-instructor relationship and highly informal class discussion. Generally, at least twenty-five seminars are offered each year.

### Independent Research

After completing the required courses, students may, with the permission of the dean, engage in independent research projects in any area of the law. Research projects must be under the supervision of a full-time member of the law school faculty. Course credit—up to 3 credits per term—varies with the amount and difficulty of the work to be completed and is determined after submission of a research proposal and after consultation with the faculty member and the dean.

### Clinical Studies

Upperclass students have various opportunities to engage in clinical work for academic credit. The law school presently operates one of the largest and most expansive clinical programs in existence, and attempts, within the limits of available teaching resources, to ensure that each upperclass student has at least one opportunity to enroll in an intensive clinical course.

Clinical activity normally entails closely supervised work on actual cases and problems. Students can have a direct impact on peoples’ lives, whether by representing clients in landlord-tenant, criminal, matrimonial, or similar cases, by litigating against violation of environmental laws, enhancing women’s rights, correcting abuses of government power,

protecting civil rights and civil liberties, or supporting the rights of animals. The faculty believes that clinical experience can be an extremely useful technique for imparting both practical skills and substantive knowledge. Students are closely supervised by teaching faculty and cases are carefully selected for pedagogical value. Clinical projects are almost always directed by full-time faculty members and are operated through offices at the law school.

### Public Interest Law

Rutgers School of Law–Newark has long provided opportunities to students who wish to use their legal education in the public interest. Many courses and seminars consider ways in which the law may be used to enhance social justice. Through the school's pro bono program, students have the opportunity to make a direct impact on the law-related work of a variety of organizations in Newark and greater New Jersey. Many of the clinical programs focus on test case litigation, and provide students with the opportunity to work directly on legal matters aimed at changing the shape of the law. The school has established the Arthur Kinoy fellowship, named after Professor Emeritus Arthur Kinoy, which selects two student fellows per year to work on matters of public interest law.

### Interdisciplinary Studies

The law faculty has adopted the principle that law students should be offered exposure to disciplines relevant to solving emerging social problems, particularly those of an urban nature. The goal in interdisciplinary education is to provide, at the very least, familiarization with social science vocabularies and nonlegalistic methods of problem solving. The School of Law–Newark, therefore, permits students to enroll for courses given by other Rutgers graduate faculties, such as business, labor and management, economics, and political science. Students may earn dual law degrees with other academic disciplines within the university, subject to course approval. They may receive up to 6 credits toward a law degree for interdisciplinary work. An additional 3 credits may be earned in dual-degree programs and 6 credits may be earned in joint-degree programs. Credits for interdisciplinary courses ordinarily are treated as unscheduled credits. A student may not receive credit for courses taken prior to admission to the law school.

### Urban Planning Joint-Degree Program

A four-year program leading to the J.D. and M.C.R.P. (Master in City and Regional Planning) degrees is offered under the joint auspices of the School of Law–Newark and the Graduate School–New Brunswick (Edward J. Bloustein School of Planning and Public Policy). The program provides students interested in the legal problems of urban areas and the environment with an opportunity to blend their legal studies with relevant work in planning, sociology, political science, and economics. The joint program provides for a four-year course of study (separate matriculation at each school would take five years) consisting of two and one-half years in the law school and one and one-half years in the Graduate School–New Brunswick. Participating students enroll consecutively in the required first-year programs

of both schools during the first two years of study, and take elective courses in the two schools during the final two years. The courses in the urban planning program are offered in New Brunswick.

Persons interested should apply separately to both the School of Law–Newark and to the Graduate School–New Brunswick, noting on the applications the joint nature of their request for entrance. Information about the program is available from the associate dean for academic affairs at the School of Law–Newark and from the graduate director of the Edward J. Bloustein School of Planning and Public Policy, Rutgers, The State University of New Jersey, 33 Livingston Avenue, New Brunswick, NJ 08901-1981.

### Criminal Justice Joint-Degree Program

The School of Criminal Justice and the School of Law–Newark offer a program in graduate education through which persons who are admitted to both schools may receive, in four years, a joint M.A./J.D. degree. The program is designed to meet the growing need for persons who combine both methodological and broad criminological expertise with legal education. Positions as systems managers, evaluators, researchers, and administrators are likely to be available for a person with a background in both areas. The program is intended for persons seeking this type of education and employment opportunity; it is not designed for a person who wishes primarily to be either a defense lawyer or a prosecutor.

To qualify for consideration for admission to the joint-degree program, a candidate must be admitted independently to the School of Law–Newark and the School of Criminal Justice. More information concerning the program may be obtained by writing to the Assistant to the Director of Admissions, School of Law–Newark, Rutgers, The State University of New Jersey, 15 Washington Street, Newark, NJ 07102-3192.

### Five-Year Program in Jurisprudence

The School of Law–Newark and the graduate program in philosophy of the Graduate School–New Brunswick offer a five-year program of study in jurisprudence. Upon completion of the program, students earn the J.D. degree in law and the Ph.D. degree in philosophy.

Typically, students spend their first and fourth years taking classes at the School of Law–Newark and their second and third years completing predissertation requirements of the philosophy department at the Graduate School–New Brunswick. The fifth year is devoted to the dissertation.

Persons interested should apply separately to both the School of Law–Newark and the Graduate School–New Brunswick and should note on each application that admission is being sought to both schools for purposes of participation in the five-year program in jurisprudence. In order to qualify for participation in the program, a person must be admitted separately by both the School of Law–Newark and the Graduate School–New Brunswick.

Additional information is available from Professor Martin Bunzl, Graduate Program in Philosophy, Davison Hall, Rutgers, The State University of New Jersey, Douglass Campus, New Brunswick, NJ 08901-2882.



## Graduate School of Management Joint Degree Program

Rutgers School of Law–Newark and the Graduate School of Management offers a four-year program of study in law and business. Upon completion of a total of 120 credits in the program, students simultaneously receive a J.D. degree in law and an M.B.A. degree in management or professional accounting.

Students normally take the required J.D. curriculum in the first academic year and the core M.B.A. curriculum in the second academic year. In each of the four semesters in the last two years of the joint degree program, students enroll in 12 to 16 credits from among the elective offerings of the School of Law or the Graduate School of Management. To comply with ABA and law school residency requirements students must take at least 10 credits towards the J.D. degree each semester, either from law school offerings, and/or by applying credit from the M.B.A. program to the J.D. program (up to a maximum of 12 credits). With few exceptions, a candidate in the joint program must complete the required curricula of both degree programs.

Admission to the joint program requires an application with supporting materials, the Law School Admissions Test (LSAT), and the report of the undergraduate work provided by the Law School Data Assembly Service. Admission decisions are made by a joint committee. If a candidate is rejected by the committee for the joint degree program, each unit may admit the candidate to their own degree program under their own admissions process.

The joint degree program is currently approved for full-time students. Part-time students nevertheless are still free to apply simultaneously to the J.D. and M.B.A. programs and, if admitted to both, seek permission to coordinate the programs.

Additional information about the joint program is available from Rutgers School of Law–Newark Associate Dean Frances Bouchoux.

## Six-Year Program in Law and Medicine

Rutgers School of Law–Newark and the University of Medicine and Dentistry of New Jersey–New Jersey Medical School offers a joint degree, which culminates in the granting of a J.D. degree from Rutgers and a Doctor of Medicine degree from the UMDNJ–NJMS. The program permits highly qualified students to complete the required courses for professional degrees in law and medicine in a six-year combined sequence.

A special joint degree committee is responsible for admissions decisions and overall administration of the program. The committee is composed of the senior associate dean for education of the UMDNJ–NJMS and the associate dean for academic affairs of the law school, or their designees.

Each applicant for admission to the joint program must be a citizen or permanent resident of the United States and also must have received a baccalaureate degree from an undergraduate college accredited by an accrediting agency recognized by the United States Department of Education. Applications from persons who received a baccalaureate degree or the equivalent from a foreign institution may be considered on a case-by-case basis.

Applicants must take both the LSAT and the Medical College Admissions Test (MCAT) and register for the Law School Data Assembly Service to be considered for

admission to the program. After preliminary evaluation of applications by the admissions offices of both Rutgers and UMDNJ–NJMS, the joint committee will interview selected candidates and make the final selection of students to be admitted to the joint degree program. Applicants not invited for an interview, or not selected for admission to the joint degree program after the interview, may pursue matriculation either at Rutgers or UMDNJ–NJMS.

A student admitted to the joint program will begin his or her first two years of study at UMDNJ–NJMS, completing the core requirements for the M.D. degree according to the curriculum requirements of UMDNJ–NJMS. The student will spend the next year at Rutgers completing the law school's core requirements for the J.D. degree. The next three years will be spent in a combined curriculum selected from courses at Rutgers and at UMDNJ–NJMS. Candidates must complete all required courses for both programs.

Persons interested in the J.D./M.D. program should apply separately to both Rutgers School of Law–Newark and UMDNJ–NJMS and should note on each application that admission is being sought to both schools for participation in the six-year joint program in law and medicine.

# Admission

The goal of Rutgers School of Law–Newark is to produce lawyers who are well qualified for the legal profession as well as representative of all segments of society. Approximately 2,200 applications for admission are received each year. Of these, about one-fourth apply for the part-time evening program.

New Jersey residents account for nearly 80 percent of enrolled students, but all parts of the country are represented. Approximately 48 percent of all students are women. Of the total school enrollment of about 780 students, approximately 31 percent are members of minority groups. Nearly 36 percent of the students in the 1998 entering class are older than twenty-six years of age, and about 15 percent of the day students and 32 percent of the evening students have advanced degrees.

The faculty, through its faculty-student Committee on Admissions, Curriculum, and Policy, establishes the policies for admission to the law school. Admission to the school is based primarily on the Law School Admissions Test (LSAT) score and the applicant's undergraduate grade-point average (UGPA). Significant weight also is given, however, to work experience, graduate training in other disciplines, and personal and academic qualities as described in the application.

For the class entering in 1997 under the regular admissions program, the median LSAT score was in the eighty-first percentile and the median UGPA was 3.30. Multiple LSAT scores are averaged, and scores older than three years prior to the year of admission are not accepted.

The Minority Student Program (MSP) is a special admissions program for minorities and disadvantaged applicants. Minorities include Black/African-Americans, Asian-Americans, Hispanic-Americans, and Native Americans. Disadvantaged applicants are individuals who, regardless of race or ethnic origin, grew up as members of low-income families with a history of poverty or who can demonstrate that for other reasons they are educationally disadvantaged. About 900 candidates apply each year under the MSP.

Students admitted in 1997 under the Minority Student Program had a median UGPA of 3.26 and a median LSAT score in the forty-eighth percentile. Successful applicants for the MSP are selected on both objective and subjective criteria, relying less on traditional academic indicators and more on educational, employment and public interest activities, as well as other achievements, experiences, writing samples, and letters of recommendation.

The minimum academic requirement for general admission to the law school is completion of the program for a bachelor's degree in a college or university accredited by the appropriate regional accrediting association. In exceptionally compelling cases, the director of admissions may admit an applicant to the school upon the completion of three-fourths of such a program. Generally, the director exercises this discretion only in favor of students whose admission credentials are extraordinary and who present evidence to the director of a need to accelerate their program.

Because of the number of applicants, interviews cannot be conducted with each applicant and, therefore, are not granted to anyone. Open meetings are held throughout the

year to answer questions of general interest and explain admissions procedures. Contact the admissions office for the schedule of these meetings.

Beginning students, both full-time and part-time, are admitted in the fall term only.

Applicants who have been dismissed for academic reasons from another American Bar Association-accredited law school may not apply for admission as first-year students unless they have been away from law study for at least three years.

## APPLYING TO THE LAW SCHOOL

Inquiries regarding admission to the law school and requests for applications should be directed to the Admissions Office, Rutgers, The State University of New Jersey, School of Law–Newark, University Heights, 15 Washington Street, Newark, NJ 07102-3192. Please use a postcard for requesting information and an application.

Information and an application also can be obtained by calling the Admission Information line at 973/353-5557 and leaving a name and address on the Request Hot-Line.

All students must utilize the Law School Data Assembly Service (LSDAS) for the purpose of providing an evaluation of all college work undertaken, and must present the results of the Law School Admission Test (LSAT). The address of the Law School Admission Services is: Law School Admission Services (LSAS), Box 2000, Newtown, PA 18940-0998 (215/968-1001).

First-year students must submit:

1. a completed application for admission; and
2. a nonrefundable \$50 application fee.

Letters of recommendation are submitted to Law School Admissions Services with the LSAT/LSDAS registration.

No review of an applicant's file is made until the application file is complete.

The deadline for receipt of an application is March 15.

## DEFERRED ADMISSION

There is a deferred admissions program for applicants who are offered admission and are eager to attend the law school but who are unexpectedly faced with circumstances which make it impossible for them to attend at present. An admitted applicant may defer his or her admission for one year, provided he or she has an acceptable reason to seek deferment and expresses, in writing, an intention to attend the law school at the conclusion of the deferment. This special program is not designed to accommodate admitted students who, for personal or professional reasons, should not have applied to the law school at this time; it applies to a limited number of students only.

## TRANSFER STUDENTS: ADMISSION WITH ADVANCED STANDING

A student who has successfully completed at least one full academic year (but not more than one and one-half years of full-time study or 42 credits) at another ABA-accredited law school, with a cumulative grade-point average of 3.0/B or better, may apply for admission with advanced standing to either the day or evening law study program. Applications are accepted for the fall and spring terms and must be filed by July 15 and December 1, respectively. Persons attending unaccredited law schools do not qualify for transfer with advanced standing.

The transfer applicant must submit the following:

1. an application for admission;
2. the application fee of \$50;
3. an official undergraduate transcript;
4. a copy of the LSAT score;
5. one recommendation;
6. a statement of good academic standing; and
7. an official final transcript including at least one full year of law school work.

It is not necessary for the transfer applicant to register with the Law School Data Assembly Service (LSDAS) if all of the above documents can be provided to the admissions office.

Normally, decisions on admission with advanced standing are not made until two weeks before the beginning of the term for which admission is sought, since it is impossible for the school to determine how many places are available for transfer students at an earlier time.

At the discretion of the director of admissions, credit may be granted for courses in which the student has either received a C or better on a letter grade system or received a grade above the lowest passing mark on any other grading system. Residence credit may be granted for terms in which the minimum number of credits has been earned. The amount of course and residence credit awarded varies from case to case. Transfer students are not able to determine an anticipated date of graduation until after receipt of the formal advanced standing statement. A transfer student receives credit for all courses taken at the law school from which he or she is transferring, even when no equivalent

course exists within the Rutgers curriculum. Transfer students must take all required courses in the Rutgers curriculum unless excused by the director. In all cases, the final year must be spent at Rutgers.

## SPECIAL-VISITING STATUS ADMISSION

A few students enrolled in other accredited law schools may be permitted to take courses at the School of Law–Newark with the earned credit and grades transferred to the student's home law school. Applications are accepted for fall and spring terms and must be submitted by July 15 and December 1, respectively. A cumulative grade-point average of 2.0/C or better is required.

Special admission decisions are based on the number of available seats and the student's hardship necessitating the request. Only third-year students are considered. In the past, with limited space, the school has been forced to select only those persons with the most severe hardships. To apply, the student must submit the following:

1. a Special Student Admission Application;
2. the application fee of \$50;
3. a letter of good standing and letter of permission to attend our school from the dean of the school of matriculation; and
4. an official law school transcript from the school of matriculation.

## INTERNATIONAL STUDENTS

Students requiring a visa for study in the United States must meet the following requirements:

1. take the LSAT;
2. have their international educational records evaluated by an approved agency in the United States;
3. provide certification of funds to meet full educational and living expenses;
4. complete the School of Law–Newark admission application;
5. submit the \$50 application fee; and
6. submit one letter of recommendation.

Applications must be filed by March 15.

## FOREIGN LAWYER PROGRAM

The Foreign Lawyer Program allows foreign nationals who have earned a law degree in another country the opportunity to receive up to 28 credits for previous law studies and earn a J.D. degree from the School of Law–Newark upon completion of 56 credits. Contact the Office of Admissions for specific information about this program.

## PRELEGAL EDUCATION

The director of admissions does not recommend particular undergraduate courses or programs to prepare the potential applicant for admission to the law school. It is possible, however, to sketch the areas that are desirable to include in a prelegal curriculum. First, the ability to express oneself accurately, both orally and in writing, is essential to understanding legal ideas. Courses such as English

composition and others designed to develop such ability should be included in an undergraduate program. Second, the precision of thought developed in courses in mathematics, the natural sciences, and logic is an aid in the development of legal analytic skills and in solving legal problems. Third, a background in the behavioral sciences aids in understanding the law as a branch of the social sciences. Finally, the humanities—history, literature, philosophy—are desirable, for law is as much a branch of the humanities as it is a social science. Generally, courses in vocational subjects provide inadequate preparation for law school. It is recommended that, instead of applied “law” courses at the undergraduate level, students cultivate a body of learning unavailable in law school.

## STATE BAR ADMISSION REQUIREMENTS

Many states have special requirements for admission to the practice of law, such as registration prior to beginning the study of law, citizenship requirements, satisfactory completion of required law school courses, and evidence of good character. These requirements for all states can be found in *Comprehensive Guide to Bar Admissions*, published by the American Bar Association and the National Conference of Bar Examiners. Ascertainment and fulfillment of such requirements are the responsibility of the individual student, and it is recommended that students contact directly the clerk of the supreme court or board of bar examiners of the state in which bar admission will be sought to obtain current rules and regulations.

# Tuition and Fees

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

## FEE SCHEDULE

### 1998–1999 Academic Year

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

<b>Application Fee</b> , nonrefundable	\$ 50.00
<b>Tuition for First-, Second-, and Third-Year Students</b>	
Full-time New Jersey resident, per term	4,841.00
Full-time non-New Jersey resident, per term	7,103.00
Part-time New Jersey resident, per credit	400.90
Part-time non-New Jersey resident, per credit	591.45
<b>Tuition for Fourth-Year (Part-time) Students</b>	
Part-time New Jersey resident, per credit†	377.05
Part-time non-New Jersey resident, per credit†	567.60
<b>Student Fee</b> , per term (see below)	
Full-time (12 or more credits)	354.00
Part-time (11 or fewer credits)	121.00
<b>Duplication Fee</b>	
Full-time	50.00
Part-time	40.00
<b>Computer Fee</b>	
Full-time	75.00
Part-time	39.00
<b>Career Services Fee</b>	
Full-time	100.00
Part-time	66.00
<b>Miscellaneous Fees</b>	
Basic health insurance program (optional), per term (part-time students only)	90.73
Major medical insurance plan (optional), \$50,000 per year	257.00
\$100,000 per year	337.00
Late registration fee	50.00
Late payment fee	
For one day to one week and/or check not honored for payment	50.00
For each additional week or part thereof	5.00
Partial payment fee	10.00
Late payment fee for partial payments	
For one day to one week	10.00
For each additional week or part thereof	5.00
Drop/add fee, per change (applies to changes of registration due to student error or choice after the second week of classes)	5.00
Transcript of record fee (per copy)	3.00
N.J. Public Interest Research Group (voluntary, per term)	8.25

## STUDENT FEE

### 1998–1999 Academic Year

The student fee covers student use of the student center and the health center and provides financial support for student activities and certain administrative services. The fee does not include the fee for intercollegiate athletics, which entitles undergraduates to discounted prices for tickets.

	Full-Time	Part-Time
General university fee	\$ 12.27	\$ 7.40
Student activities		
Regular	35.00	25.00
Special	9.25	3.85
Club sports	8.00	6.00
Recreation fee	16.00	10.75
Student health service	90.73	
Student center operations	176.50	65.00
Facility fee	6.25	3.00
<b>Total</b>	<b>\$354.00</b>	<b>\$121.00</b>

## CASHIER'S OFFICE

The cashier's office for student business transactions is located in Blumenthal Hall at 249 University Avenue, Newark, NJ 07102. The telephone number is 973/353-5423. Inquiries concerning financial obligations to the university should be directed to this office.

## TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the first and second terms with due dates indicated. Students who do not receive a term bill by July 20 for the fall term and by December 5 for the spring term should notify their local student accounting office promptly.

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

Payment of the term bill may be made in person or by mail to Student Accounting, Office of Business Affairs, Rutgers, The State University of New Jersey, 249 University Avenue, Newark, NJ 07102. 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.

\* For information regarding New Jersey residency status, see Student Residency for Tuition Purposes in the Academic Policies and Procedures chapter.  
† For second- and third-year students, only



## 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.

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

## REGISTRATION

### Activation of Registration

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

### Termination of Registration

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

### Cancellation of Registration

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

## GENERAL REFUND POLICY

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

First and second week:	80%
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 signed by the dean of the student's college or 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 one or more courses, but who remain registered in others. No adjustment from full-time to part-time status is made after the tenth day of

classes. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies.

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

### Refund Policies for Title IV Funds Recipients

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

For further information, please contact the financial aid office at 973/353-5152.

# Financial Aid

The School of Law–Newark 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 educational expenses upon the student and his or her family is sizable, in spite of the fact that tuition at Rutgers covers only a small portion of the actual cost of instruction for each student. In order to allow students with limited financial resources to attend college, every effort will be made to assist these students in finding alternatives to financing their education.

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

Limited funds are available from scholarships, fellowships, assistantships, grants, low-interest loans, and part-time employment to students at the school. Applicants are considered for all forms of aid for which they are eligible.

A brief description of each program appears below. All students are strongly encouraged to file the Free Application for Federal Student Aid (FAFSA). Students may contact the Office of Financial Aid, Rutgers, The State University of New Jersey, 249 University Avenue, Newark, New Jersey, 07102 for forms or additional information.

## SAMPLE COSTS

These are sample costs based on 1998–1999 academic year figures for newly matriculated, full-time students. The actual cost of attendance is determined annually by the Board of Governors.

### New Jersey Resident (Single): Nine-Month Budgets

	Commuter	Resident	Off-Campus
Tuition and fees	\$ 10,036	\$ 10,036	\$ 10,036
Books and supplies	1,000	1,000	1,000
Room and board, travel, and other expenses	4,475	8,650	10,950
Total	\$15,511	\$19,686	\$21,986

Non-New Jersey Resident	\$19,681	\$23,601	\$22,901
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## HOW TO APPLY

All applicants must complete the Free Application for Federal Student Aid (FAFSA) and return it in the envelope provided with the form. The forms are available at Rutgers financial aid offices. The FAFSA should be filed at the same time the admission application is submitted but no later than March 15 to ensure full consideration for all available funds. Applicants should request that a copy of the FAFSA be sent to Rutgers–Newark; the campus code is 002631. Second- and third-year students also must submit an internal scholarship application form in addition to the FAFSA form.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are limited and awards are made on a first-come, first-served basis. Therefore, there is a definite advantage to submitting an early, accurate, and complete application.

Upperclass students must reapply each year by submitting the RENEWAL FAFSA application by March 15 and the internal law school scholarship form by May 30. The total amount of the award is reviewed annually. Awards are made based on the university's budget and on the current financial facts provided by the student and his or her family.

To be eligible for federal financial aid, a student must be a U.S. citizen, a U.S. national (including natives of American Samoa or Swain's Island), or a U.S. permanent resident who has an I-151, I-551, or I-551C (Alien Registration Receipt Card.) Students also are considered eligible if they have an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service (INS) showing one of the following designations: 1) "Refugee," 2) "Asylum Granted," 3) "Indefinite Parole and/or Humanitarian Parole," 4) "Cuban-Haitian Entrant-Status Pending," or 5) eligible noncitizen with a Temporary Resident Card (I-688).

International students with F1 or F2 student visas, on a J1 or J2 exchange visitor visa, or with G series visas are ineligible for financial aid.

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember that charges often differ significantly from school to school. Therefore, the important thing to consider is not the dollar amount 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 college, most part-time students who are gainfully employed do not demonstrate financial need.

The federal student financial aid sources (Federal Perkins Loan, Federal Work-Study Program, and William D. Ford 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

### Fellowships, Scholarships, and Grants

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

**Ralph Johnson Bunche Distinguished Graduate Award.** Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the Black American statesman, Nobel Peace Laureate, and recipient of an honorary Doctor of Laws from Rutgers in 1949. Bunche fellowships provide tuition remission plus a stipend each academic year to academically exceptional full-time students.

**Graduate Law School Fellowships.** The law school awards two Graduate Law School Fellowships annually. Fellows receive a tuition remission. The principal criteria for the award are academic merit and full-time student status.

**Alumni Scholarships.** The Alumni Association of the law school annually designates Alumni Scholars on the basis of demonstrated intellectual promise and provides scholarship monies to help offset tuition expenses.

**Local and State Bar Association Scholarships.** Local and state bar associations in many jurisdictions throughout the country have scholarship programs for students from their areas. The Essex, Atlantic, Bergen, Burlington, Camden, Mercer, Monmouth, Somerset, and Union County Bar Associations and the Hudson County Bar Foundation all have established grants specifically for residents of their counties attending law school. Information may be obtained either from local bar associations or from the financial aid office at the School of Law–Newark.

The Van Y. Clinton Memorial Scholarship. The Van Y. Clinton Memorial Scholarship is awarded to a second-year student in the Minority Student Program who best embodies the ideals and principles of the late Judge Clinton and who has an interest in criminal law and civil liberties. Eligibility is open to both full-time and part-time students who are self-supporting.

The Judge John Dios Scholarship. This scholarship was established in 1991 to commemorate Judge Dios upon his retirement from the New Jersey Superior Court. He was the first Hispanic to be appointed to the Newark court in 1974. The scholarship is for Minority Student Program students who demonstrate academic potential and financial need.

The Herbert M. and Maxine Ellend Scholarship Fund. Established in 1971 by Maxine Ellend, the widow of Herbert M. Ellend, a 1927 graduate of the law school, this scholarship is based on need.

The Julius Feinberg Scholarship. This scholarship is awarded annually on the basis of financial need and a record of outstanding personal and academic achievement. It was established in 1985 by friends and colleagues of Judge Julius A. Feinberg, class of 1937, honoring him on his retirement from the New Jersey Superior Court after thirteen years on the bench.

The C. Clyde Ferguson Scholarship. This scholarship was established in 1990 in memory of C. Clyde Ferguson, Jr., the first African-American law professor at the School of Law-Newark. It is funded each year by the state legislature and, therefore, the funds may vary. It is awarded to full-time minority and disadvantaged students who demonstrate academic potential and financial need.

The Samuel S. Ferster Scholarship. This scholarship was established in 1967 by the friends and colleagues of the late Judge Ferster of the Workers' Compensation Court, who had been an outstanding humanitarian and leading member of the New Jersey Bar.

The Harold David Feuerstein Scholarship. This scholarship was established in 1977 by Mrs. Ruth Youngblood in memory of her father, who was a leader of the New Jersey Bar and a 1932 graduate of the Mercer-Beasley Law School, a predecessor of the School of Law-Newark. This scholarship is awarded annually to students with high academic achievement and financial need.

Forman Scholarship. The former law clerks of the Honorable Phillip Forman, a judge of the U.S. Court of Appeals for the Third Circuit, endowed a scholarship in honor of his seventieth birthday, to provide support for a student designated the Forman Scholar.

David Haber Scholar's Fund. This fund provides the opportunity for a student to be appointed the Haber Fellow and to provide research assistance to the Haber Scholar. The student must have a demonstrated interest in the preservation of the environment, must be a participant in the Environmental Law Clinic during the term of the award, and must be considered to have the potential to be a promising attorney and leader in the field of environmental protection.

Myron S. Harkavy Scholarship. The friends and relatives of the late Myron S. Harkavy established a fund in his memory to be awarded to a law student who plans to specialize as a trial attorney and who is to be designated the Myron S. Harkavy Scholar.

The New Jersey State Bar Association Foundation. The foundation annually donates three tuition scholarships to the school for students who are residents of New Jersey, show great academic promise, and have substantial need.

The Homer M.T. Bass Memorial Fellowship in Public Interest. Established in 1992 by Sam Freeman '41 in honor of the late son of his law partner, Samuel Bass, this fellowship provides financial assistance to a law student working in a Rutgers-Newark clinic.

Judge Francis J. Bloustein Scholarship. This fund was established in 1971 with a gift in honor of Judge Francis J. Bloustein, the brother of the university's former president, to provide aid to needy law students.

Raymond A. Brown Scholarship Fund. The family and friends of Raymond A. Brown created this fund in honor of his eightieth birthday in 1995 to provide support to law students.

The Honorable Clarence E. Case Scholarship Fund. Established by friends and colleagues of Clarence E. Case, this fund awards scholarships and 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.



The George S. Harris Scholarship. This endowed scholarship was established by the law alumni as a memorial to Dean 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.

William D. Hietanen and Robert Airgood Memorial Scholarship. Established by the evening class of 1984 in memory of their classmates William D. Hietanen and Robert Airgood, this scholarship assists an outstanding student in the evening program who is interested in practicing business law. It is awarded annually to a student who has completed the second year and is entering the third year of study. Outstanding academic work, especially in the basic courses of Contracts, Torts, Property, and Civil Procedure, and the intent to specialize in advanced business law is required. Financial need is the deciding criterion if candidates for the award are otherwise equally qualified.

The Pearle F. and Seymour B. Jacobs Scholarship. Roger and Andrew Jacobs established this fund in 1980 in memory of their parents. Colleagues and friends of Seymour Jacobs, who was a graduate of Newark Law School and who practiced as a trial lawyer in Newark for over 40 years, also contributed to the fund. Awarded annually, the scholarship is intended for students in the evening program who work while attending law school, are interested in a career in litigation and trial advocacy, and show evidence of financial need. This is the first scholarship designated specifically for evening students.

The Sidney S. Kantrowitz Scholarship. This scholarship was established in 1965 in memory of Mr. Kantrowitz, who, for many years, was an active member and officer of the Rutgers Alumni Association.

The Leo Kaplowitz Criminal Law Scholarship. This scholarship is awarded to students who have an interest in criminal law, who excel academically in criminal law courses, and who are in financial need.

The Arthur Kinoy Fellowship. This fellowship program was founded to encourage students who wish to use their legal skills for the protection of constitutional liberties, and to nurture the development of students with outstanding academic ability who wish to pursue a career in public interest. It is named to honor Professor Emeritus Arthur Kinoy, one of the premier public interest lawyers of the modern era.

The Samuel A. Larner Scholarship. This scholarship was established in 1989 by the firm of Budd Larner Gross Picillo Rosenbaum Greenberg & Sade to honor Judge Samuel A. Larner on his eightieth birthday. It is awarded annually to a student with a record of academic achievement and financial need.

The Aaron Lasser Scholarship Award. This award was established in 1970 by Mr. Lasser's family and many close friends, in his memory. He was a former professor, Alumni Association president, and leading member of the New Jersey Bar.

Lawyers-Clinton Title Company. The Lawyers-Clinton Title Company has provided the endowment for an annual scholarship. The student shall be designated the Chelsea Title and Guarantee Company Scholar.

Legal Secretaries and Law Wives Associations Grants. The Passaic-Bergen County Chapter, the Union County Chapter, and the Middlesex County Chapter of the National Association of Legal Secretaries and the Middlesex County Law Wives Association provide annual scholarships for partial tuition.

James J. Lembo Scholarship Fund. This scholarship was established in memory of James J. Lembo, a deceased first-year law student, by his family, friends, and staff of the Union County Prosecutor's Office; it provides scholarship aid to deserving law students.

Philip J. Levin Scholarship. This fund was established by a grant from Janice Levin, in memory of her husband, an alumnus of the class of 1929, who was a leading builder and financier. Each year scholarships are awarded to students based upon academic potential and demonstrated potential capacity for public service through law.

Lucent Law Division Scholarship. This scholarship was established in 1997 to provide scholarship support for promising minority students. It will be awarded to first-year students enrolled in the Minority Student Program. These students will be funded and designated as Lucent Scholars during their entire law school career.

Nicholas Martini Newark Law Research Fellowship. This fellowship was established in 1994 by a bequest of Nicholas Martini, a 1926 graduate of the law school, to provide a stipend to a second- or third-year academically promising student who will serve as a research assistant to a faculty member.

Merck Patent Law Fellowship. This fellowship was established in 1990 to assist law students who have a chemistry, biochemistry, microbiology, or biotechnology background and intend to enter the patent law field. The fellowship is a \$5,000 award to a first-year full-time law student. The fellow will be eligible for a paid summer internship in a patent department of a company.

New Jersey Institute for Continuing Legal Education Scholarship. The ICLE Merit Scholarship Program provides a full tuition scholarship to an incoming student, which will remain in effect for the duration of the student's law school career (three years for full-time; four years for part-time). Scholarships are awarded to students who are domiciled in New Jersey and who have a demonstrated record of high academic achievement and good moral character. ICLE scholarship recipients shall be known as "ICLE Scholars."

George L. Pellettieri Scholarship. This scholarship was established in 1979 to be awarded to students from working-class families affiliated with a labor union.

William S. Powers Fellowship Fund. This fellowship was established by a gift from the law firm of Rothgerber Appel Powers and Johnson to honor William S. Powers, a 1937 graduate of the law school, on his eightieth birthday. Funds are awarded to one or more deserving full-time law students who are interested in opportunities to conduct research and writing with law faculty members.



The Mary and Jesse Ridley Scholarship Fund. Established in 1992 by Jesse Ridley in honor of his late wife, Mary. An electrician by trade, Mr. Ridley had been president of the International Brotherhood of Electrical Workers Local 1158 for over thirty-five years. The income from the fund provides assistance to promising students on the basis of need.

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

Edward H. Saltzman Fellowship Fund. This endowed fund was established in honor of Edward H. Saltzman by his son, Michael I. Saltzman, and his family. This fellowship will support a student who will serve as a research assistant to a member of the faculty who teaches in one or more of the fields of criminal law, evidence, and trial practice. The student's financial need, scholastic achievement, and evidence of personal responsibility, high moral character, and integrity are considered in awarding the fellowship.

Jacob (Jack) Schwartz Fellowship Fund. This fund was established by friends and family of the late Jacob Schwartz to honor his memory by supporting research in the fields of utility regulation and administrative law. Students will be assigned to work with a faculty member who has submitted a suitable research proposal.

The Austin Scott Scholarship. The income from the estate of Martin S. Steelman, an alumnus of Rutgers College, provides a scholarship for a student at the law school and at Rutgers College, in memory of Austin Scott, a former head of the Rutgers College Department of Economics and a distinguished scholar.

Charles Silverman Memorial Scholarship Fund. This fund was established with a bequest from Charles Silverman to provide scholarship support to law students in need of tuition assistance.

The Marie Slocum Scholarship. This scholarship was established in honor of the late wife of Professor Alfred A. Slocum. It is awarded to a first-year student admitted through the Minority Student Program. The scholarship is based upon academic achievement, financial need, and involvement with public interest/community concerns.

The Honorable William F. Smith Scholarship. This scholarship was established in memory of Judge Smith in 1969, upon the first anniversary of his death, by his many friends. He was an alumnus, a former law professor at the school, a federal district court judge, and a distinguished member of the Third Circuit Court of Appeals.

David S. Solomon Scholarship Fund. This memorial fund was created in 1996 by friends of David S. Solomon, a 1968 graduate of the law school, to provide scholarship support to students interested in pursuing a career in labor and employment law. Recipients of the funds are known as Solomon Scholars.

The Jack Solomon Memorial Scholarship. This scholarship was established in 1986 by a gift from Norma Solomon in memory of her husband Jack Solomon, class of 1941, who was a practicing attorney in Newark for forty years. It is awarded annually to a student with an established record of academic excellence, outstanding professional promise, and demonstrated financial need.

The M. Marvin Soperstein Scholarship Fund. Established in 1984 by the friends and relatives of the late Judge M. Marvin Soperstein, class of 1950, income from this endowed fund will be used to provide assistance to students on the basis of need.

The Donald R. Sorkow Scholarship Fund. Established in 1985 by his friends, family, and classmates, this endowed scholarship fund in memory of the late Donald R. Sorkow, class of 1954, provides assistance to students on the basis of need.

Special Minority Students Scholarship Fund. This scholarship was established in 1977 for students in the Minority Student Program in need of financial assistance.

The Charles J. Stamler Scholarship. This scholarship was established in 1979. It is awarded to a senior law student in good academic standing who displays a humane sense of responsibility as evidenced by his or her scholarship or extracurricular activities.

The Deborah Mallay Stoffer Memorial Scholarship. This scholarship was established in 1960 by 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.

The Nathaniel Sunshine Scholar. One student is designated every year as the recipient of the income from a fund donated by the friends of the late Mr. Sunshine, a graduate of the school, in his memory.

The Judge Herbert H. Tate, Sr., Scholarship. This scholarship was established in 1989 by friends of Judge Tate to honor his achievements and memory as a distinguished graduate of the class of 1935. He was the first African-American diplomat in Asia and the first African-American to serve as assistant minority leader in the New Jersey Assembly. The award is provided to a student in the Minority Student Program for outstanding achievement and financial need.

Saul Tischler Memorial Scholarship. The Saul Tischler Scholarship was created to honor and perpetuate the memory of Saul Tischler, Standing Master of the New Jersey Supreme Court, an alumnus, and former member of the faculty of the law school. Scholarships are awarded annually to second- and third-year day and evening students at the school. The award is based solely on the recipient's outstanding academic performance. Each student is designated a Saul Tischler Scholar in honor of the Standing Master's outstanding contributions to legal scholarship in New Jersey. The Saul Tischler Scholar may waive the stipend but retain the designation.

Union Scholarship Fund. This fund was established by The Union Foundation in 1995 to provide scholarship support to students from Union County, New Jersey. Recipients of these funds are known as Union Scholars.

Judge Alexander P. Waugh, Sr., Fund. The purpose of this fund is to honor Judge Waugh and to support scholarly research. It affords the opportunity for a student to be appointed the Waugh Fellow and to serve as a research assistant to the Waugh Scholar.

The Marsha Wenk Memorial Fund. Created in 1996 by family and friends in honor and memory of Marsha Wenk, a 1987 graduate of the law school and recipient of the Alumni Association's 1995 Fannie Bear Besser Award in Public Service, this fund provides support to students who are interested in performing public interest work during law school.

Saul A. Wittes Scholarship Fund. This fund was established with a bequest from Saul A. Wittes, a graduate of the class of 1925, to provide scholarship support to students attending the law school. Recipients of funds are known as Wittes Scholars.

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

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

Nonuniversity Awards. In addition to opportunities for financial assistance through the university, there are other sources from which qualified law students may receive financial aid. Many national, state, and regional associations make special awards. Students also should contact clubs, fraternal, religious, and national professional organizations, and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid.

## Loans

William D. Ford Federal Direct Loans. Federal Direct Student Loans are available for students directly 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 United States citizen or an eligible noncitizen, be enrolled at least half-time per term, be making satisfactory academic progress, have a Social Security number, sign a statement of educational purpose, not be in default on prior loans or owe refunds to 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 Stafford/Ford and Direct Unsubsidized Stafford/Ford 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 Stafford/Ford Loans, including both subsidized and unsubsidized amounts, is \$138,500 for a graduate or professional student (including loans for undergraduate study).

**Federal Direct Stafford/Ford 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. The maximum rate for the Federal Direct Stafford/Ford Loan is 8.25 percent. Additionally, borrowers are charged an origination fee of 4 percent. Graduate students may borrow a total of \$8,500 each year. The total debt may not exceed \$65,000, including loans for undergraduate years.

**Federal Direct Unsubsidized Stafford/Ford Loan.** This loan is not based on need. All interest charges must be paid by the student. The interest rate is the same as the Federal Direct Stafford/Ford Loan programs. Students may borrow up to \$10,000 per year.

#### **Federal Perkins Loan**

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

Interest at the rate of 5 percent simple begins nine months after graduation, or after the borrower ceases to be enrolled in a minimum of 6 credits per term, and extends over a maximum repayment period of ten years. Deferment of repayment is permitted for certain kinds of federal service and cancellation of loans is permitted for certain public services.

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

**Law Access Loan Program (LAL).** This is a private loan program designed to meet the needs of law school students. The LAL is a cost-based, not a need-based, loan. This means that the amount of LAL a student receives is determined by the cost of education less other financial aid received, regardless of the student's income. LAL applicants are subject to a review of their credit history. The Law Access, Inc. is responsible for the LAL program. Students may apply for the loan only after they have been accepted at a law school.

A student has up to twenty years to repay loans. A LAL loan may not be consolidated with other loan programs. Applications are available through LAL, Box 7400, Wilmington, DE 19803, or the law school financial aid office.

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

Students should contact their local financial aid office for additional information. If loans in excess of \$500 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.

## Employment

**Assistantships Awarded by the University.** There are several assistantships available to upperclass students, which carry varying stipends; the student is assigned to assist a faculty member in research activities. Student selection is dependent upon scholastic ability.

**Federal Work-Study Program (FWSP).** FWSP employment may be offered as a self-help portion of the financial aid award to United States citizens and eligible noncitizens. Application for this program, as well as for all federal aid programs, is made by filing the FAFSA. On-campus jobs are available in most campus offices and libraries. Students in the law program also may choose to work in the School of Law-Newark, in cooperating legal services off-campus, or in other nonprofit community service agencies. All jobs assigned through the FWSP are paid positions. Off-campus employment may be limited to returning students. Selection for a particular job is based on skills, job availability, university needs, and student preference. Contact the Financial Aid Office for further information. All students who want to work through the FWSP must receive authorization from the Financial Aid Office before beginning a job.

## Other Sources of Aid

**Veterans Benefits.** The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouse or child of any veteran killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with service related total disability, and certain members of the selected reserve. Inquiries concerning eligibility may be directed to the Veterans Administration U.S. Department Regional Office (1-800/827-1000) or to the veterans coordinator on each campus. In Newark, the number is 973/353-5220.

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

Veterans planning to train under Chapter 32 VEAP, Chapter 35 (survivors and dependents), 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 number of dependents.

No veteran may officially withdraw from a course (or courses) without prior approval from the academic services and/or dean of students offices. All withdrawals must be

submitted in writing. The date of official withdrawal will be the determining date for changes in benefits. Failure to comply with the official school withdrawal procedure may affect both past and future benefits. Any change in schedule also must be reported to the certifying official located in the Office of the Registrar. In Newark, this office is located at 249 University Avenue (Room 309, Blumenthal Hall).

## RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Law 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. Full-time students cannot be employed more than twenty hours per week during the academic year, based upon American Bar Association guidelines.

# Student Services

## CAREER SERVICES

Rutgers School of Law–Newark recognizes the importance of career development for law students and dedicates substantial resources to the Office of Career Services to ensure that its students receive quality counseling as they develop their career goals and explore job opportunities.

The Office of Career Services is staffed by a director, two career counselors, and two secretaries who provide a wide range of services to assist students in planning careers and finding employment in an increasingly competitive job market. One career counselor has been designated to develop all programs and address the needs of students interested in public interest law.

The professional staff members coordinate programs on legal career topics; offer workshops on self-assessment, résumé writing, and interview skills; and work closely with students on the development of job search strategies. In addition to annual programs that educate students about traditional opportunities such as judicial clerkships and careers in public interest, panels are conducted on specific career issues and practice areas. During the 1996–1997 academic year, the office sponsored a Career Fair, featuring attorneys from seventeen different practice areas. Additional programs on health law, solo, and small-firm practice also were held.

The office administers an extensive on-campus interview program through which law firms, corporations, and legal divisions of federal, state, and local government agencies recruit for permanent and summer positions. The office also cosponsors public interest and minority job fairs, held off-campus, in which hundreds of other employers participate. In addition, many prospective public and private sector employers list job openings with the office. New listings of part-time summer, and full-time jobs are received and posted daily.

Rutgers–Newark's commitment to quality career services does not end at graduation. The staff maintains contact with graduates and encourages alumni to make use of the career services office for general career counseling as well as advice on résumé writing and job searches. A job board that identifies specific job opportunities for graduates is accessible whenever the building is open. In addition, alumni can learn about these positions through a job hotline, which is updated daily.

The office maintains extended hours to better serve evening students and graduates of the school. During the academic year, the office opens at 8:30 A.M. Monday through Friday and remains open until 7:00 P.M. Monday through Thursday. On Friday, the office closes at 4:30 P.M.

### Placement

Rutgers graduates hold prominent positions in federal and state government as well as in the private sector. Each year, approximately 25 percent or more of the graduating class receive appointments as law clerks to judges of federal and state appellate and trial courts. In recent years, approximately 40 percent of graduates reporting employment

have obtained positions in leading law firms located in New York City, New Jersey, and other metropolitan centers throughout the country. Other students start their careers in government agencies, and a number obtain coveted positions with public interest organizations. Many Rutgers graduates use their law degree to continue or commence careers in business and industry.

### Employment of 1997 Graduates

Of 247 graduates, 235 reported their employment status as of February 1998. Approximately 93 percent of the 1997 graduates reporting their status had accepted full-time positions, as follows:

78	in private practice
8	in public interest law
41	in business or industry
20	in government service
68	in judicial clerkships
3	in education
2	other
220	were employed full time by February 1998.

Other graduates reported their status as follows:

4	pursuing another degree
4	unemployed and not looking
7	unemployed and looking
12	status not reported as of February 15, 1998.



## Geographic Distribution

Approximately 94 percent of the 1997 graduates are located in New Jersey, New York, and Pennsylvania. Others are located in Connecticut, New Hampshire, Florida, Georgia, Texas, and Hawaii.

## Starting Salaries

From the Class of 1997, 129 graduates reported their salaries to the Office of Career Services. The median overall salary of those reporting was \$36,000. The median private sector salary (including law firm and business and industry positions) was \$62,000. The median public sector salary (including government and public interest positions) was \$27,000.

Within each category the starting salaries ranged widely:

Private firms	\$24,000 to \$87,500
Government	30,000 to 48,000
Corporations	40,000 to 100,000
Public interest	25,000 to 45,000

## Recruiting at the Law School 1997–1998

- 85 legal employers scheduled on-campus interviews
  - 15 legal employers requested packets of students' résumés sent by the office for on-campus interviewing
- 1,542 job requests were received and posted by May 1, 1998

## HOUSING/DINING

Talbott Apartments, opened in 1987, is a 350-person complex, housing graduate and professional students as well as undergraduate students who are twenty-two years of age or older. Talbott Apartments are convenient, comfortable, secure, and affordable. They are located a short walk from the law school; public transportation is easily accessible. The graduate section consists of sixty-six furnished two- and four-bedroom apartments, housing four students per apartment. The four students in each apartment share a living room, kitchen, dining area, and bathroom. A student living in university housing can expect living expenses (room and board, etc.) of approximately \$9,375 for the 1997–1998 academic year. Meal plans, which are optional, cost \$934 to \$2,380 for the academic year.

Contracts are available on either an academic year or a calendar year basis. For further information, contact the Rutgers–Newark Housing Office, Paul Robeson Campus Center, 350 Martin Luther King Boulevard, Newark, NJ 07102 (973/353-1037).

## STUDENT HEALTH SERVICES

The Rutgers Student Health Service, located on the first floor of Blumenthal Hall at 249 University Avenue on the Newark campus, provides medical services for all full-time students. Part-time students may become eligible by paying the student health service and insurance fee to the Office of Student Health Insurance, Hurtado Health Center, 11 Bishop Place, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901-1180.

The health center is staffed by physicians, nurse practitioners and registered nurses, pharmacists, mental health counselors, health educators, and other professional staff. A wide range of services are provided, including general primary care, gynecology, health education, alcohol

and other drug counseling, mental health services, immunizations, allergy desensitizations, laboratory tests, physical examinations, and referrals to other providers. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment. The health center is open from 8:30 A.M. to 4:30 P.M., Monday through Friday. The center can be reached by telephone at 973/353-5231. Appointments are encouraged to reduce waiting time.

The health center pharmacy, located on the premises, is open from 12:45 to 4:30 P.M., Monday through Friday. The pharmacy can be contacted by telephone at 973/353-5201.

Students are urged to use the health center for medical treatment, health education, and preventative medicine. 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 and insurance fee are insured for up to \$5,000 in medical expenses brought about by illness or accident. This policy provides excess coverage over other group insurance plans. Students have the option to purchase a major medical

policy sponsored by the university, which will provide more extensive coverage. Students also may, for additional cost, purchase coverage for their spouse and/or children. Any students not covered by individual or family policies are encouraged to consider this coverage. Information and applications are available from the Newark Student Health Center, Blumenthal Hall, 249 University Avenue, Newark, NJ 07102 (973/353-5231), or from the Office of Student Health Insurance, Rutgers, The State University of New Jersey, Hurtado Health Center, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-8285).

### Compulsory International Student Insurance Fee

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

## SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance offer support to crime victims, survivors, and other members of the university community through advocacy, crisis intervention, short-term counseling, education, and referrals. Programs and services are available for students, faculty, and staff to promote ways of reducing the risk of being a crime victim, with a special emphasis on interpersonal violence. Educational programming on issues concerning sexual assault, dating violence, stalking, peer sexual harassment, and other types of interpersonal violence are an integral part of the programmatic initiatives.

For more information or to schedule an appointment or program, call 732/932-1181 or look at the department web page at [www.rutgers.edu/SexualAssault/](http://www.rutgers.edu/SexualAssault/). The office is located at 3 Bartlett Street on the College Avenue Campus.

## RECREATIONAL FACILITIES

For a break from studies, Rutgers provides numerous opportunities for recreation. The Golden Dome gymnasium offers students an extensive program of athletics, including basketball, volleyball, tennis, swimming in a new 25-yard, eight-lane pool, water polo, karate, racquetball, indoor soccer, floor hockey, and table tennis. The facility also has a weight-room with conditioning machines, an exercise room, and locker rooms with saunas. There are step aerobics and Nautilus instruction classes. Alumni Field has a running track, softball, soccer, and baseball fields. The Recreation department sponsors skiing, hiking, and whitewater rafting trips.

The Robeson Campus Center schedules movies, concerts, and other programs regularly, and has a game room, an art gallery, and lounges. The city of Newark also offers many diversions. The Newark Museum has a notable collection of Tibetan art and features special exhibits, concerts, and

lectures on varied subjects throughout the year. The Newark Public Library has an active schedule of concerts, lectures, and exhibits. Symphony Hall offers something for all tastes, from opera to rock. The New Jersey Performing Arts Center, which celebrated its inaugural season in 1997, brings world-class entertainment to the city. For lovers of the outdoors, Branch Brook Park is said to have more cherry trees than Washington, DC.

## DAY-CARE CENTERS

The Office of Housing and Residence Life lists several child-care centers in the vicinity of Rutgers–Newark. The office, at 234 Robeson Campus Center, 973/353-1037, has information regarding these centers and invites parents to visit the office and then make appointments with the centers in which they are interested. The Office of Housing and Residence Life does not endorse the services of any of the listed centers.

## COUNSELING SERVICES

### Personal Counseling/Alcohol and Other Drug Counseling

A staff of clinical psychologists and other mental health professionals is available to work confidentially with students having personal problems or experiencing difficulty coping with the stresses of college life. Substance abuse counselors are available to counsel students concerned about their own, their family, or their friends' alcohol or drug use. Individual or group counseling is available. Appointments to see the psychologists, located in Blumenthal Hall, may be made by calling 973/353-5805. Appointments to see substance abuse counselors may be made by calling 973/353-1236.

### Counseling for International Students

Special counseling and assistance for international students is available. Visa forms and other Immigration and Naturalization Service documents necessary for students, such as I-20s, I-538s, and letters of support, are processed by the international student adviser. An active International Students Organization provides a welcome sense of community through varied programs and social affairs. For information, call 973/353-1427.

### Counseling for Disabled Students

Students who desire assistance due to a disability are advised to contact the assistant dean for minority student affairs, located in the Robeson Campus Center, Room 222. Special counseling and direct assistance are available to make all programs of the university accessible to any student. For information, call 973/353-5300.

## VETERANS SERVICES

The Office of Veterans Affairs, located in the Robeson Campus Center, Room 302, serves student veterans at Rutgers–Newark and residents of the surrounding communities. Information and assistance is offered regarding G.I. benefits, admission, financial aid, work-study programs,

tutoring, and employment opportunities. The office keeps veterans informed of current state and national legislation affecting them. Both personal and group counseling are available, 973/353-5300.

## TRANSPORTATION AND PARKING

### Shuttle Van and Shuttle Bus Service

The university operates a shuttle van that runs from the School of Law–Newark to parking lot 509, the Talbott Apartments, and the main campus. The shuttle bus runs from the School of Law–Newark to the Broad Street Railroad Station and to the Pennsylvania Railroad Station. The hours of operation are from 3:30 P.M. to 11:00 P.M., Monday through Friday. The shuttle van leaves from the rear entrance of the law school every 15 minutes on the hour. The shuttle bus leaves from the same location.

### Railroad Discounts

Full-time students who travel by train are eligible for the New Jersey Transit student discount program. In order to obtain a discount on the purchase of the monthly commutation ticket, a railroad discount form must be obtained at the train station; students should present the form to the law school dean's office for authorization prior to the purchase of the monthly commutation ticket. At present, the discount is 25 percent of monthly rates.

## Parking

Students may park at Deck I, 200 University Avenue, Monday–Friday, 7:00 A.M. to midnight, and Saturdays to 7:00 P.M.; Deck II, 166 Washington Street, Monday–Thursday, 7:00 A.M. to 7:00 P.M.; Lot #508, adjacent to Bradley Hall, weekdays after 4:00 P.M. Student deck permits may be purchased for \$25 in the parking Department, 105 Blumenthal Hall. The permit is valid for the entire academic year. Students with valid deck permits are charged a reduced daily parking fee of \$2.75 when exiting; visitors and students not displaying valid deck permits are charged \$4.50 per day. Daytime students also may park in parking lot 509, Orange and Eagle Streets, at a cost of \$201 per term.

## PHOTO IDENTIFICATION CARDS

All faculty, staff, and students are required to carry a Rutgers ID card. Your validated ID card must be carried at all times and must be presented for security purposes, student activities, library and computer center usage, registrations, and as required by other university departments. ID cards are processed at the Office of Parking and Transportation Services, Monday through Friday, from 8:30 A.M. to 4:30 P.M.

## ALUMNI

### Alumni Relations

The university seeks the support of its alumni and offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering over 250,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling its educational goals. Second, the department encourages alumni to continue their university friendships after graduation through social, educational, and reunion activities.

All undergraduate colleges and most graduate and professional schools have their own alumni associations that sponsor programs based on the interests of the alumni of that college. Active membership is maintained through payment of regular alumni dues. Each alumni association is represented in the Rutgers University Alumni Federation, which sponsors university-wide programs, such as homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance. The Department of Alumni Relations provides guidance and administrative services to each of the college associations, as well as to a network of regional alumni clubs in New Jersey and throughout the country.

With more than 8,800 law graduates, the School of Law–Newark has a loyal and spirited body of alumni. Many of them, and others affiliated with the school, have achieved national recognition. President Clinton selected a Rutgers law graduate, Louis Freeh '74, to be the Director of the Federal Bureau of Investigation. United States Senator Robert G. Torricelli '77 and United States Congressman Robert Menendez '79 also serve the country and the State of New Jersey with distinction. Supreme Court Justice Ruth Bader Ginsburg began her teaching career at Rutgers and served nine years as a member of the law school faculty.

The Alumni Association of the School of Law–Newark sponsors a variety of annual programs for the benefit of the school, its students, and its graduates. These include class reunions and receptions, an autumn dinner honoring alumni of distinction, and the Chief Justice Joseph Weintraub Lecture Series in the spring. The association sponsors scholarships for law students and annually awards the Alumni Senior Prize, the Justice Henry E. Ackerson, Jr., Prize, and the Eli Jarmel Memorial Prize to graduating students. Graduates are kept informed of recent developments at the law school through the school's annual alumni magazine, *The Rutgers Tradition*, and *Amicus*, a periodic newsletter. The university publishes the quarterly *Rutgers Magazine* for alumni and friends of the university.

Alumni continue to have full access to the career services office and are encouraged to participate in the many programs offered to students, including the Mentoring Program, career panels, and the Lawyers' Network. Serving the school's alumni association is the Newark campus office of the university's Department of Alumni Relations, located at 15 Washington Street, Newark, NJ 07102 (973/353-5242).

### Rutgers University Foundation

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

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

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

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

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, exceeding \$50 million during the 1996–97 fiscal year, and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: The 75th Anniversary Fund for Douglass College, The 25th Anniversary Campaign for the Jane Voorhees Zimmerli Art Museum, the Campaign for

Undergraduate Biological Sciences, The Campaign for Rutgers Stadium and Women's Athletic Scholarships, the Alexander Library Campaign, and the university-wide Campaign for Community, Diversity, and Educational Excellence. In January 1996, the university approved a \$10 million campaign for Rutgers School of Law–Newark.

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

# Student Activities

In addition to the course work, seminars, and clinic experience offered at the law school, a variety of extra-curricular activities is available to the student body.

## PUBLICATIONS

The Rutgers Law Review publishes critical legal opinion, including articles on important legal problems by authorities in their respective fields, student commentary, and book reviews. The Rutgers Law Review and its predecessors have been published for more than three decades. Students edit the publication and write approximately half of the articles. Most staff members are selected at the end of their first year. Selection is based on a competition in writing, analytical, and editorial abilities; the competition is conducted by the editorial board. All students are invited to submit completed manuscripts for publication and thereby gain membership on the Rutgers Law Review for the fall term.



The Rutgers Computer and Technology Law Journal is a student-run, law-review-style publication. It focuses on issues arising from the interaction of computers and other technologies with the law. Emphasis in the past has been placed on three major areas: legal aspects of the computer industry, legal ramifications of the use of computers and other special technologies, and the application of computers and new technologies to the legal profession. Other recent topics include communications and environmental regulation. Each issue includes recent developments and a complete bibliography. The Journal is published semiannually, and largely written by students. Staff members are selected primarily through a writing competition, but members also may join by writing an article suitable for publication in the journal.

The Women's Rights Law Reporter is a quarterly journal of legal scholarship and feminist criticism published by students at the School of Law–Newark. Founded in 1970 by feminist activists, legal workers, and law students, and first published independently in New York City, the Women's Rights Law Reporter moved to Rutgers in 1972 and became formally affiliated with the law school in 1974. It is the oldest legal periodical in the United States focusing exclusively on the field of women's rights law. The Journal examines legislative developments, significant federal and state court cases, judicial doctrines, litigation strategies, the lives and careers of prominent women jurists, the legal profession, and other areas of law or public policy relating to women's rights.

The Rutgers Race and the Law Review provides a forum for scholarship and dialogue on race, ethnicity, and the law. Established in 1996, it is the second journal in the country to focus on the broad spectrum of multicultural issues. It addresses the concerns of people of color and covers various types of political ideologies, philosophies, and religions. Of special interest are treaties, agreements, and laws promulgated among different nations and the impact they have on people of color. Consequently, the Review will cover international as well as national topics of race and the law.

The Rutgers Law Record is the online law journal of the law school and is the only general subject, fully online law law journal in America. The Record welcomes various forms of submissions, including academic articles, articles concerning Rutgers School of Law–Newark, opinions and editorials, and articles concerning the legal profession, with an emphasis on subject matter that is timely and of interest to a broad audience. Since the Record can be accessed from any computer terminal in the world, it aims to promote legal discourse among many different communities, including law students, professors, alumni, and practicing attorneys, as well as the general public.

Membership on one of these publications is often considered by both the academic and professional community to be the most significant extracurricular educational activity in law school.

## ORGANIZATIONS

### American Bar Association/Law Student Division (ABA/LSD)

The ABA/LSD has more than 43,000 members and chapters in all ABA accredited law schools. Members obtain free publications, low-cost health insurance, and the opportunity to participate in regional and national meetings of the

division. The division sponsors the Client Counseling Competition, in which the school participates, and offers matching grants for law-related projects undertaken by students at the school.

### Asian/Pacific-American Law Students Association (APALSA)

APALSA, established at the law school in 1976, is dedicated to the admission and retention of Asian/Pacific-American law students, particularly those who will go on to help the legally underserved Asian/Pacific-American community. Members work to foster awareness of Asian/Pacific-American legal and social issues within the law school and strive to build ongoing relationships with other groups and students interested in both law and justice. The Rutgers chapter also sponsors joint activities with other east coast APALSAs aimed at community education and the development of interest in legal careers among Asian- and Pacific-Americans.

### Association of Black Law Students (ABLS)

ABLS is the organization of Black/African-American law students whose goal is to foster a just and equitable administration of the law. The organization strives to ensure that the fundamental human rights of Blacks/African-Americans and other oppressed groups are protected. The organization serves as a vehicle of expression for progressive causes in the world politic. ABLS, in essence, seeks to employ judicial and legal processes to increase social, political, and economic resources within Black/African-American communities in order to promote human dignity. Each year, the Rutgers chapter sponsors a team in the Frederick Douglass Moot Court Competition.

### Association of Latin-American Law Students

The Association of Latin-American Law Students' goals are:

- to encourage the study of law among Latin-American students by initiating programs of recruitment and information;
- ensure the retention of Latin-American law students enrolled at the law school by implementing programs of assistance designed to aid the student beyond the scope of materials covered within the classroom;
- protect the interests of Latin-American students within the law school on issues pertaining to school policies, particularly in the areas of academic standing, hiring and firing of faculty, and admissions procedures;
- educate and sensitize the law school community and other interested groups to the pressing problems confronting the Latin-American community; and
- support and assist, wherever possible, those other groups both within and outside the law school that demonstrate their concern for the well-being and survival of the Latin-American community.

### Christian Legal Society

The Christian Legal Society is devoted to developing individual and collective relationships with God; to studying and analyzing the law and recent developments from the Christian perspective; and to establishing closer ties between the law school and the surrounding community through community service activities.

## Decalogue Society of Jewish Law Students

The Decalogue Society, the association of Jewish law students, is named for the Ten Commandments. Members strive to advance the blessings of liberty through educational, cultural, and charitable activities such as a schoolwide Succoth Fest in their own Succah, a community clothing exchange, contributions to the National Jewish Law Review, and various other programs.

## Delta Theta Phi

An international law fraternity, Delta Theta Phi is dedicated to serving the community, as well as providing a social outlet for its members. One of the fastest growing legal fraternities, it offers many benefits to its diverse membership. Delta Theta Phi is open to all law students.

## Evening Students Association

The Evening Students Association represents the interests and concerns of the law school's evening students.

## Federalist Society

The Federalist Society is an organization of moderate and conservative students who are committed to an independent judiciary system. Activities include presentations by speakers and attending conferences sponsored by Federalist Society chapters in other schools.

## Intellectual Property Law Society

The Intellectual Property Law Society advances the study of and encourages interest in the various areas of intellectual property law at Rutgers Law School-Newark. The goal of the society is to provide the law school community with exposure to the fields of copyright, trademark, trade secret, patent, and unfair competition law.

## Italian-American Law Society

The Italian-American Law Society recognizes and celebrates the contributions of persons of Italian ancestry to our system of law and justice. It seeks to provide a forum for, and increase awareness of, issues of importance to the Italian-American legal community. It is affiliated with the National Italian-American Bar Association and provides networking opportunities with this and various other National and regional Italian-American organizations.

## Moot Court Board

The Moot Court Board assists in the administration of the Appellate Moot Court and Mock Trial programs. The board is selected each spring from among those students demonstrating high achievement in writing briefs and in oral advocacy. Some board members may act as advisers to students participating in Appellate Moot Court courses, and others are responsible for the conduct of the Spring Moot Court Competition. The board also sponsors a team in the annual National Moot Court Competition. In addition, it encourages student participation in specialized competitions; this includes the Wagner Labor Law Competition, the Albert R. Mugel National Moot Court Tax Competition, the American Patent Law Association Competition, the Jerome Prince Evidence Moot Court, the National Mock Trial Competition, the ABA/LSD Client Counseling Competition, and the Negotiations Competition.

## Pro Bono Service Program

The Pro Bono Service Program gives students the opportunity to gain practical hands-on experience by providing much-needed legal assistance to the community. Placements have been made in Newark and the surrounding communities. Projects have included legal services in the areas of AIDS, criminal defense, immigration law, women's issues, civil court, and family law. Students who provide thirty-five hours of pro bono service receive a notation on their law school transcripts and certificates at graduation.

## Public Interest Law Foundation (PILF)

PILF is a nonprofit corporation that helps students who want to work in the public interest. Its purpose is to raise and disburse money to students who would otherwise receive little or nothing for their work.

## Rutgers International Law Society

The Rutgers International Law Society is the catalyst for students with experience and interest in international law and for those wishing to develop an awareness of international legal problems and issues. The society plans presentations on international law, sponsors speakers, and coordinates with other student organizations in order to integrate an international law perspective. Members of the society regularly participate in the Philip C. Jessup International Law Moot Court Competition.

## Rutgers Lesbian and Gay Caucus

The Rutgers Lesbian and Gay Caucus was organized in 1976. Its main objectives are to represent the interests of the gay and lesbian students of the school; to encourage the study of law affecting gay and lesbian people; to educate the general school community on important issues relating to the rights of gays and lesbians; and to provide information, leadership, encouragement, and debate on the important issues affecting gays and lesbians, such as the right to privacy, the right to be free from employment and public accommodations discrimination, the right to child custody, and criminal law reform. The organization coordinates efforts with all schools in the metropolitan area and with national professional organizations such as Lesbians in Law and others.

## Rutgers Student Lawyers Guild

The Rutgers Student Lawyers Guild is a chapter of the National Lawyers Guild, an association dedicated to the need for basic change in the structure of our political and economic system. Rutgers' chapter sponsors progressive educational programs on such topics as the Roe v. Wade abortion decision and capital punishment. It also works to ensure that the school is sensitive to the needs of minorities, women, and working-class students.

## S.A.F.E. (Student Attorney Firearms Enthusiasts)

The goal of S.A.F.E. is to provide a positive climate for socialization, camaraderie, and competition among those who share an interest in the shooting sports. Some members are certified pistol instructors, and the organization hopes to sponsor both formal and informal training sessions.

## S.I. Newhouse Center Program Board

This board plans and runs social activities as well as cultural and educational programs. Funding comes from student activity fees collected from the students at the two schools in the building—the School of Law–Newark and the School of Criminal Justice. The board is comprised of representatives selected by the student governments of both schools.

## Student Bar Association

The Student Bar Association (SBA) is the umbrella organization for all other organizations in the law school. Extracurricular affairs of the school are governed by the SBA, which consists of elected representatives from each class, chosen on a proportional basis; these representatives elect officers to govern the association. The SBA is governed by a constitution and bylaws. It is responsible for the allocation of funds received from student activity fees to the various student organizations. Other activities planned by the organization include student-faculty coffee hours, parties, and speakers. The SBA also facilitates the discussion of current issues affecting the law school community and provides a forum for subsequent action and resolution.

The SBA is the representative body of law school students. It acts as a vehicle for the expression of student concerns and for the promotion of student participation in the affairs of the law school, the Rutgers University system, the legal community, and the community in general. A major function of the SBA is appointment of student members to most of the faculty standing committees. These appointments are open to all members of the student body. They provide an opportunity for students to work face-to-face with faculty in developing and directing school policy, programs, and functions. Appointments to these committees are made by the SBA Executive Committee with the advice and consent of the SBA membership.

## Women's Law Forum

The Women's Law Forum is a collective committed to discussing, promoting, and advocating for women's issues. It provides a forum to explore the diversity of women's experiences, including differences of race, class, national origin, and sexuality. It challenges—and struggles to eliminate—the inherent gender bias of the legal system. It actively works toward building coalitions with other organizations to advance common goals, and encourages the involvement of all women in the law school community.

# Honors, Prizes, and Awards

## HONORS

**Order of the Coif.** The first and only New Jersey chapter of the Order of the Coif, the nationwide honor society for law students, was established at Rutgers School of Law–Newark in 1991. This prestigious society, which admits the top 10 percent of each year's graduating class, encourages excellence in legal education and honors lawyers, judges, and teachers for significant professional contributions. Chapters of the order are established at law schools whose faculty have been recognized for their contributions to legal scholarship.

**Academic Honors.** Honors are awarded to not more than 10 percent of the graduating class for distinguished scholastic attainment over the entire law school course. In exceptional cases, high honors and highest honors may be awarded. The awards are made by the faculty on the advice of the Committee on Scholastic Standing. Recipients are announced at the graduation convocation.

## PRIZES AND AWARDS

**Justice Henry E. Ackerson, Jr., Prize.** This prize is awarded to the student who has distinguished himself or herself most in the area of legal skills.

**Allen Axelrod Prize.** This award was established in recognition of Professor Axelrod's commitment and dedication to Rutgers Law School–Newark, and is presented to the graduating student with the highest grades in Commercial Law.

**Alumni Senior Prize.** Awarded annually to the graduating senior who exhibits the greatest achievement during his or her entire law school studies and who has the greatest promise as a future member of the legal profession.

**The American Academy of Matrimonial Lawyers Award.** The New Jersey chapter of this national organization periodically awards a prize to the student in the senior class who has excelled in courses in family law.

**Anthony Engelbrecht Prize.** This prize is awarded annually to the senior receiving the highest grade-point average during the year.

**Margaret Devine Fox Memorial Prize.** This prize recognizes the graduating student who has made the greatest contribution to studying the legal ramifications of society's technical and scientific advances.

**Morris Gann Prize in Evidence.** This prize is given to the member of the graduating class with the best grade in the course in Evidence.

**Myron Harkavy Prize.** A prize awarded to the member of the senior class showing the most promise as a trial lawyer.

Chief Justice Richard J. Hughes Prize. This prize is awarded to the graduating student who has achieved the best record in the New Jersey Practice course.

International Academy of Trial Lawyers Award. A periodic award for a graduating student who has shown distinguished achievement in the art and science of advocacy.

Eli Jarmel Memorial Prize. A prize awarded to the student who demonstrated the greatest interest and proficiency in public interest law.

Philip Kravitz Memorial Prize. This prize is awarded to the evening student with the highest academic average.

A. Harry Moore Prize. A prize awarded to the member of the graduating class receiving the highest cumulative grade-point average during his or her entire three years.

G.A. Moore, Jr., Prize. Awarded to the student who has done distinguished work in the field of equal employment opportunity law.

Carol Russ Memorial Prize. A prize given to a graduating student for promotion of women's rights through the law.

Nathan N. Schildkraut Award. Awarded to a student who excels in appellate advocacy.

Morris Shenker Awards. Awarded to the graduating students who have made the greatest contribution in the area of animal protection law.

Ann Jennifer Smaldone Memorial Prize. Awarded to the graduating student who has contributed most to research in the field of legal rights of the disabled.

H. Theodore Sorg Property Prize. A prize given to the graduating class member who has the highest grade-point average in property courses.

Menasha J. Tausner Memorial Prize. This prize is awarded to a student who demonstrates significant commitment to the integration of his or her scientific and technological background and interests with his or her legal degree.

Saul Tischler Memorial Prize. Awarded to the student with the highest cumulative grade-point average for the entire three years in law school.

Miron M. Walley Memorial Prize. This prize is awarded to a graduating student who has excelled in his or her course work in real estate transactions.

West Scholarship Awards. Awards four students who have distinguished themselves in an area of scholarly endeavor.

The Judge J. Skelly Wright Prize. Awarded to the graduating senior who has done the most for civil rights, civil liberties, and human affairs.

# Course Listing

## FIRST-YEAR COURSES

### CIVIL PROCEDURE (4 OR 5)

The 4-credit course is offered in the evening for part-time students; the 5-credit course is offered during the day for full-time students.

A study of adjudication in modern legal systems and of the roles of participating lawyers—from the initial decision to adjudicate through to a final disposition. Focus upon persistent problems common to various kinds of formal adjudication, approached from functional, comparative, and historical perspectives.

### CONSTITUTIONAL LAW (4 OR 5)

The 4-credit course is offered in the evening for part-time students; the 5-credit course is offered during the day for full-time students.

A study of the origin and operation of the doctrine of judicial review in the litigation of constitutional questions; an examination of the doctrine of separation of powers; a study of the operation of the federal system of government through an analysis of the constitutional problems associated with interstate and foreign commerce; the protection of civil liberties and civil rights; procedural and substantive due process of law.

### CONTRACTS (4)

The case method study of freedom of contract, offer and acceptance, quasi-contractual obligations, economic equality of bargaining positions, actions in reliance, moral obligations, intentional obligation causing expectation and formalities of contract, including the seal, the writing, the Statute of Frauds, and the parole evidence rule, collateral legal reform and its effect in the evolution of the concepts of contract. Third-party contracts, problems of assignment in relation to contracts, damages, failure of consideration, impossibility and frustration, discharge, illegal bargains, and the ethical basis of contract also considered.

### CRIMINAL LAW (3)

A study of the substantive criminal law as a means of social control. Evaluation of the considerations which do, or should, determine what behavior is criminal. Appraisal of the factors which bear on the treatment or punishment to be imposed for such conduct.

### LEGAL RESEARCH AND WRITING I,II (1,2)

This course requires completion of a series of legal writing assignments, such as memoranda of law, briefs, pleadings, and other types of legal instruments. It offers an opportunity to develop oral advocacy skills and the special techniques required for legal research.

### PROPERTY (4)

An introduction to real property, with special emphasis on possessory estates and basic concepts such as possession, ownership, and title. Rights in the land of another and a brief introduction to future interests and, at times, to personal property also included.

### TORTS (4)

The study of the nature of civil wrongs and of elementary jurisprudential conceptions concerning liability. Intentional torts and their relations to the law of crimes; the law of negligence; theories of causation and their philosophical foundations; liability without fault; invasions of interests in the security of commercial transactions, in reputation, in advantageous relationships of a personal or economic character.



## SECOND- AND THIRD-YEAR COURSES

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.

### ADMINISTRATIVE LAW (3)

Examines the “fourth branch” of government—the administrative bureaucracy. Unelected and lacking any specified constitutional role, administrative agencies generate legal controversy. Study of agency rulemaking and adjudicatory procedure with emphasis on underlying issues of accountability, agency expertise, and democratic participation that recur at all stages of the administrative process from policy development to judicial review.

### ADMIRALTY LAW (3)

A survey of traditional branches of admiralty law: jurisdiction of state and federal courts; seaman’s rights; maritime liens; charter parties, carriage of goods by sea; general average, limitations of liability, and marine insurance.

### ADVANCED COMMERCIAL LAW (4)

This course is not open to students who have taken Bankruptcy or Secured Transactions.

The law of personal property security interests under Article 9 of the UCC; an introduction to bankruptcy law and a consideration of the connections between these two topics.

### ADVANCED CONTRACTS (2)

Supplements the first year course in Contracts. Depending upon the interests and prior experience of the class, topics may include justifications for nonperformance, conditions, contract interpretation, the parole evidence rule, third party beneficiaries, assignment and delegation, and techniques of contracts drafting and risk planning. Some treatment also may be given to the related tort of interference with contractual relations.

### ADVANCED CRIMINAL LAW (3)

Examination of new developments in criminal law and more detailed examination of selected basic criminal law concepts.

### ADVERTISING LAW (2)

Considers the constitutional basis for the regulation of advertising. Specifically, students will review the constitutional construct developed over the past 25 years, which permits governmental authorities and the courts to regulate the dissemination of truthful information by advertisers. At the substantive level, students will examine the economics of advertising and the dangers presented by the provision of false or misleading information by advertisers. Students also will study the development of controls on false and misleading advertising messages developed under the common law and through statute. Specifically, students will study the concurrent regulation of advertising at the federal level by both the Federal Trade Commission and private parties under the Lanham Act. Finally, students will study the regulation of advertising by state governments and private parties under state consumer protection laws.

### ALTERNATIVE DISPUTE RESOLUTION (3)

Introduction to the range of dispute resolution techniques increasingly in use within and outside of the courts. These techniques, including mediation, arbitration, and so-called hybrid processes, such as early neutral evaluation, summary jury trials, and minitrials, have been incorporated into both state and federal court programs and may be available through private providers. Students are exposed to the theory and practice of these dispute resolution techniques, as well as to some of the essential building block skills, such as client counseling and negotiation.

### AMERICAN LEGAL HISTORY (3)

Explores the limits of law as a form of social control, emphasizing shifting and overlapping boundaries between law and other forces, such as religion, markets, ideology, and political culture. Both the bar and legal education are examined as forces helping to define those boundaries. The goal of this course is to provide some perspective on how internal and external forces shaped and defined law over time. The course is divided into topical units from the late colonial period through the twentieth century.

### ANTITRUST (3)

A study of the control of private economic power through the federal antitrust laws. Topics include the historical development of antitrust law and theory, abuse of monopoly power, antitrust conspiracies and vertical restraints of trade, and regulation of mergers and joint ventures. Consideration of practical aspects of antitrust enforcement, both government and private, and counseling clients facing potential antitrust problems.

### APPELLATE ADVOCACY (3)

A study of appellate practice and procedure, brief writing, and oral advocacy through lectures and practical experiences. Each student is given the record of an actual case and is required to prepare a brief and present an oral argument.

### BANKRUPTCY (3)

This course is not open to students who have taken Advanced Commercial Law. Covers basic bankruptcy law Title 11 of the United States Code and federal regulation of debtor-creditor relations.



#### BUSINESS ASSOCIATIONS (3 OR 4)

Covers the standard subject matter of a general course in corporation law, including the nature, formation, promotion, and governance of corporations. Topics include comparison of the corporation with the partnership; powers of the board, officers, and shareholders; problems of the close corporation; directors' fiduciary duties to the corporation and duties to the investing public; social concerns and their relation to corporate governance; and the impact of the federal securities laws on the governance and operation of corporations.

#### BUSINESS TORTS (3)

Analysis of the common law and statutory materials available for the acquisition and protection of industrial property rights. Detailed study of the law of trademarks, trade secrets, and trade values. The interrelationships of unfair competition, trade values, patents, copyright, and false advertising are covered.

#### CIVIL LIBERTIES (3)

Examination of cases, materials, and issues in First Amendment law, exploring the changing parameters of rights of political and other expression; religious freedom; freedom of the press; privacy; and access to information about government activities. If class size permits, the course is organized around contemporary problems, both real and hypothetical, for which the reading materials provide information and an analytical framework.

#### CIVIL RIGHTS (3)

Discusses both the substantive and procedural Constitution and statutory problems involved in the efforts from the end of the Civil War until the present to enforce the Thirteenth, Fourteenth, and Fifteenth Amendments. Legislative, executive, and judicial areas of action considered.

#### CIVIL RIGHTS STATUTE (SECTION 1983) (3)

Originally enacted immediately following the Civil War, the 1866 and 1872 Civil Rights Acts, now codified as 42 U.S.C. Sec. 1983 and related statutes, have become the major statutory provisions through which the federal courts protect constitutional rights. Section 1983 has developed into a substantial body of jurisprudence, governing who may sue, who may be sued, when governments and their employees are immune from suit, and availability of remedies. This course explores these developments, and considers the ways in which Sec. 1983 assists or restricts the use of the law to control government abuses and to facilitate movements for social change.

#### COMMERCIAL LAW I (4)

A basic course in sales, sales financing, and negotiable instruments.

#### CONFLICT OF LAWS (3)

Examination of the legal problems that arise when a lawsuit involves parties and events connected to two or more states. These problems concern personal and subject matter jurisdiction, choice of the applicable state law, and recognition of the judgment by courts of other states. Course analyzes the theories used by courts and recommended by scholars to resolve these problems.

#### CONSTITUTIONAL LAW II (4)

Prerequisite: Constitutional Law; not open to students who have taken Civil Rights or Civil Liberties.

Course includes topics not covered in the basic Constitutional Law course, but covered in the Civil Rights and Civil Liberties courses. Emphasis on First Amendment issues of free speech and religion and a study of federal civil rights legislation implementing the Fourteenth Amendment.

#### CONSTITUTIONAL THEORY (3)

Covers the use of constitutional theory in appellate advocacy and judicial opinion writing to develop students' ability to make effective use of political intuitions, values, and concepts in legal arguments. Topics include textualism, original intent, natural law, and political theory, including feminist theory. Selected readings from Bruce Ackerman, Derrick Bell, Robert Bork, John Hart Ely, Catherine MacKinnon, Martha Minow, and Suzanna Sherry. The use of theories in briefs and judicial opinions is discussed and critically examined.

#### COPYRIGHT AND TRADEMARK (3)

A comparative survey of the law governing the creation and regulation of intellectual property, divided into categories according to whether the information being protected is artistic, technological, or commercial. Surveys in detail the federal statutory law, i.e., the copyright and trademark statutes, and considers the interaction of this federal law with the parallel state doctrines within the general constitutional framework of a federal system.

#### CORPORATE FINANCE (4)

Prerequisite: Business Associations.

The law and economics of the financing of corporations, including (1) the valuation of securities and of the issuing corporation; (2) the rights of senior security holders; (3) insolvency reorganization; (4) capital structure and dividend policy; and (5) mergers, recapitalizations, and takeovers. Course materials include basic financial economics and documentation from actual financing transactions in addition to cases, statutes, and other traditional materials.

#### CRIMINAL ADJUDICATION (3)

Prerequisite: Constitutional Law.

Addresses the rules that govern the processing of criminal cases, with emphasis on the adjudication stage: preliminary examination, indictment, plea bargaining, trial, sentence, appeal, and collateral attack.

#### CRIMINAL PROCEDURE (4)

Covers police investigation before the commencement of formal proceedings, the adversary process, and postconviction review.

#### CRIMINAL TRIAL PRESENTATION (2)

Prerequisite: Evidence.

Practice in preparing for and conducting criminal trials with systematic study of problems of gathering evidence, strategy in planning the trial, order of proof, empanelling a jury, openings to jury, direct and cross-examination, and summations.

#### EMPLOYEE BENEFITS (2)

Prerequisite: Labor Law or Employment Law recommended but not required.

Gives an overview of the law of employee benefit plans under ERISA. Emphasis on issues of interest to labor and management counsel of Taft-Hartley funds, including fiduciary responsibility of plan trustees, investment issues, reporting and disclosure requirements, benefit claims, plan termination, and withdrawal liability. Selected issues concerning benefit rights and discrimination, including downsizing, interference with protected rights, and age and disability discrimination; selected issues involving medical benefits, including retiree health, exclusions from coverage, and managed care. There will be a paper requirement for this course.

#### EMPLOYMENT DISCRIMINATION (3)

Covers substantive and procedural law relating to discrimination in employment on grounds of race, color, religion, sex, and national origin. Emphasis is placed on developments under the Federal Civil Rights Act. Considers both public and private sector problems; judicial proceedings under the Civil Rights acts; administrative procedures under the acts, under Executive Order 11246 as amended, and under state Civil Rights acts; the relationship among the administrative process, the judicial process, and arbitration proceedings under collective bargaining agreements; and questions of remedy (including issues relating to numerical standards, sometimes called "quotas").

### EMPLOYMENT LAW (3)

Current topics in employment relations that fall outside the system of collective bargaining, including regulation of employment termination; ownership of ideas and information by incumbent and departing employees (covenants not to compete, trade secret, and invention agreements); privacy rights on the job (including hiring questionnaires, disclosure of personnel information, searches and seizures, drug testing, electronic monitoring); employment relations of independent contractors and home workers; employee representation on board of directors; employee-owned businesses. Problems relating to invention agreements and covenants also may be considered.

### ENTERTAINMENT LAW (2)

Examines a variety of legal issues confronted by the attorney in the entertainment industry. Analysis includes the motion picture, television, home video, and the emerging "pay-for-view" media, as well as the professional sports arena. Special guest lecturers will participate from time to time.

### ENVIRONMENTAL LAW (3 OR 4)

The recent attempt to convert societal aspirations for a decent environment into an effective and equitable public policy poses some extraordinarily difficult legal problems: for example, how can government decision making incorporate and balance the wide range of conflicting values; how should burdens of proof be allocated in light of factual uncertainty about the long-term environmental consequences of human activities; what are the relative merits of control strategies based on economic incentives or direct government regulation; and on whom should the costs of environmental protection be imposed? This introductory course examines substantive areas and procedural devices in order to identify common themes and problems underlying environmental law and to analyze how it differs in important respects from other fields of law.

### ERISA AND THE REGULATION OF PENSION FUND INVESTMENTS (3)

Surveys the law governing managerial discretion and action in investing the funds of pension funds. Explores the role of pension funds in corporate governance, the fiduciary duties of pension fund managers, and the use of pension funds in takeover contests. Also addresses policy questions embodied in the law, such as the meaning of worker ownership, conflict between active and retired workers, and differences in public employee and private employee funds. This is not a course in employee benefits law. It presumes an understanding of corporate law. Enrollment may be limited.

### ESTATE PLANNING (3)

Considers estate planning techniques for individuals and families, with a particular emphasis on the tax consequences of various estate plans. Topics include client interviews, protection of surviving spouse and children, support for parents, transferring business interests, planning for divorced persons, and methods of making gifts to charity.

### EQUITY (3)

Addresses the body of remedies that originally developed in the Court of Chancery and their relation to the procedural rules of the common law. Attention is paid to substantive and procedural consequences of the union of law and equity in the federal system and in state courts, with particular attention to the courts of New Jersey.

### EVIDENCE (4)

Prepares the student to use rules of evidence in the preparation and trial of civil and criminal litigation. Using the New Jersey and Federal Rules of Evidence as a framework, all the traditional categories (hearsay, circumstantial evidence, writings, judicial notice, presumptions, etc.) are examined with the objective of training students to understand the rationale behind evidence rules so that they can reason about and use all rules of evidence with maximum effectiveness.

#### FACT INVESTIGATION (2 OR 3)

Cases are determined by applying a set of rules or laws to the particular facts of a controversy. In the cases studied in previous courses, facts were provided by appellate courts in their opinions. As a case develops at trial, however, the facts are provided not by the court, but by the attorney. This course explores the process by which factual information is obtained, the manner in which facts shape legal claims, and, in turn, the way in which legal issues shape factual investigation and the presentation of facts at trial.

#### FAMILY LAW (3)

Examines the legal aspects of the family unit, including establishment of the marital relationship, intrafamily rights and responsibilities, marriage dissolution, problems of support and the custody of children, and, if time allows, the role of the state in protecting the welfare of children. The changing role of women is explored in each area.

#### FEDERAL COURTS (4)

See Federal Jurisdiction.

#### FEDERAL ESTATE, GIFT, AND TRANSFER TAX (3)

Pre- or corequisites: Cannot be taken without prior or contemporaneous enrollment in Wills and Trusts. This course is a prerequisite for Estate Planning. Basic course in federal transfer taxes on gratuitous transfers during life or at death. Deals with the principles, concepts, and rules for gift and estate taxes, and introduces the generation-skipping tax. Examines the subjects in much greater detail than the Wills and Trusts course. Fundamental to the drawing of wills or trusts in practice, and required for further estate planning work at the law school.

#### FEDERAL INCOME TAX (4)

Basic course in the structure and operation of the federal income tax and its application to individuals and business organizations.

#### FEDERAL INCOME TAX—CORPORATIONS AND SHAREHOLDERS (3)

Prerequisite: Federal Income Taxation. Recommended: Business Associations. An introduction to the application of federal income tax laws to business entities (including corporations, partnerships, and limited liability companies) and their owners. Compares the three principal regimes under the Internal Revenue Code for taxation of a business enterprise: the rules for C corporations, for S corporations, and for partnerships. Particular focus on the following aspects of the business enterprise: formation, operations, and distributions (including liquidating distributions).

#### FEDERAL JURISDICTION (3)

Not open to students who have taken Federal Courts. An inquiry into the powers of the various federal courts, into their relations among themselves and to other arms of governments (state and federal), and into the science, art, and politics of successfully invoking their powers. The major focus is on the role of the federal courts in our constitutional system. Analysis of the types of cases the federal courts should adjudicate, the circumstances under which they should hear cases, when they should defer to proceedings in state courts or decisions by state officials, and the extent to which Congress can alter federal court jurisdiction.

#### FEMINIST JURISPRUDENCE (3)

Explores the philosophical and political backgrounds of competing conceptions of equality for women. For example, the philosophical basis for the "difference equality split" that has dominated so much of the literature in feminist legal circles. Required texts have been authored by thinkers as divergent as Simone de Beauvoir, Luce Irigaray, bell hooks, Patricia Williams, and Toni Morrison.

A crucial focus of the class is on whether or not an adequately formulated theory of equality for women can be devised unless we understand the intertwinement of any conception of our sexual difference with our race, class, and nationality. The cases covered in this course are put in the context of how law has attempted to expand its own conception of equality so as to address the specific situation of women and, more particularly, women of color. The topical issues of abortion, pornography, and sexual harassment from the perspective of competing theories of equality, also are examined.

#### HOUSING LAW AND POLICY (3)

Selected topics in housing and urban developments include some of the more interesting policy issues sometimes not covered in Property because of time constraints, such as landlord-tenant reform movements, public housing, homelessness, squatting, rent control, and private government by homeowners' associations.

#### ILLICIT DRUGS: POLICY AND PRACTICE (3)

Illicit drugs pose a unique problem in our criminal justice system. In many jurisdictions, drug offenses outnumber every other category of offense combined, and drug offenses are the only serious crimes for which there are respectable alternatives to using the criminal justice system. This course examines the statutes and cases regulating illicit drugs, considering how criminal law doctrines and procedures are affected by their application to drug crimes. It also considers drug policy, inquiring into the scope and limits of the criminal sanction, and why the social problems involving drug use fall outside these limits.

#### IMMIGRATION AND NATURALIZATION LAW (2)

Survey of laws dealing with the defense of alien rights. An analysis of current law governing the admission, exclusion, and deportation of aliens is addressed along with discussions of eligibility requirements in various immigrant and nonimmigrant visa categories. Reviews of laws pertaining to acquisition of U.S. citizenship also is covered.

#### INDEPENDENT RESEARCH (BA)

The limit on credit in any one term with any one faculty member is 3 credits. Students may, with the permission of the dean, engage in independent research activities under the supervision of a full-time member of the law school faculty. Credit varies with the amount and difficulty of work to be completed and is determined after submission of a research proposal and consultation with the faculty member and the dean.

#### INNER-CITY ECONOMIC DEVELOPMENT (3)

Why has the economic plight of inner-city neighborhoods remained so intractable? How can legal approaches work to combat redlining while stimulating growth? This course examines the myths, realities, and conventional interventions applicable to the inner-city landscape. Drawing upon multiple areas of the law, including civil rights models, land use, local government, and consumer law, students develop and defend workable approaches to planning and legal advocacy.

#### INSURANCE (2)

The study of the insurance carrier, public regulations, supervision and control, and types of insurance organizations. The interests protected by insurance on property and life as well as liability insurance considered. The selection and control of risks, problems of marketing insurance, investigation of claims, and interpretation of policy forms also are covered.

#### INTERNATIONAL BUSINESS TRANSACTIONS (3)

A study of the private law aspects of international transactions. General topics include U.S. law as it affects the entry of persons, goods, and investment to national markets, multinational corporations, export controls, international institutions that affect private transactions, such as GATT and the EEC, and the comparative study of similar topics in both developed and developing countries.

#### INTERNATIONAL ENVIRONMENTAL LAW AND SUSTAINABLE DEVELOPMENT (3)

Enrollment limited to twelve law students.

An interdepartmental course offered by the law school and Graduate School of Management that examines combining business and legal measures to make nature conservation more profitable and effective in developing nations and to make environmentally destructive practices comparatively less profitable. Focuses on topics raised by economic incentive strategies for promoting international environmental protection. These include the integration of sustainable development and conservation programs, creation of start-up businesses in poor countries linked to new conservation commitments, intensive eco-marketing of the resulting products and services in wealthy developed nations, using information disclosure mandates and other legal mechanisms in consumer nations to reduce the value of goods produced in an ecologically harmful manner. Also, overcoming legal and political barriers to international trade in conservation-compatible goods.

Students also participate in implementing combined sustainable development and conservation projects in several developing nations. These small-group projects are designed to support the activities of EcoVitality, a nonprofit environmental organization established to promote more effective conservation efforts in developing countries.

Students may read more about this integrated business/legal approach and about particular conservation projects on the EcoVitality web site at [ecovitality.org](http://ecovitality.org) or [ecovitality.com](http://ecovitality.com).

#### INTERNATIONAL LAW AND A JUST WORLD ORDER (3)

The role of legal processes, institutions, and organizations in the evolving world community. Covers the manner in which traditional international law arose and analyzes the basic concepts of international law: sources, subjects, sovereignty, treaties and agreements, jurisdiction, state responsibility, the use of force, and peaceful settlement of disputes. Insofar as possible, deals with the interrelated problems of war, poverty, social injustice, and ecological stability throughout the globe.

#### INTERNATIONAL TAX (3)

Prerequisite: Federal Income Taxation.

Overview of U.S. taxation of income from international transactions. U.S. income taxation of foreign persons and of foreign-source income derived by U.S. persons are examined. Topics include operation of the foreign tax credit and of U.S. income tax treaties, the new definitions of U.S. residency under the Tax Reform Act of 1984, U.S. taxation of foreign investment in U.S. real estate, deferral of U.S. tax on income derived by foreign subsidiaries of U.S. companies, and U.S. tax consequences of differing methods of conducting international business transactions. Accountability is based upon classroom discussion and an examination.

#### INTERNET LAW (2)

The explosive growth of the Internet as a medium for commerce and communications poses novel legal challenges. Addresses issues that must be considered when transacting business, offering services, or merely using the Internet. Covers electronic commerce, intellectual property protection, state process and regulations, contracts, privacy, torts, taxation, speech, crime, security regulations, advertising, and jurisdiction, among others.

#### INTRODUCTORY JURISPRUDENCE (3)

Most of the discussion in law school classes deals quite properly with what the law is. Questions of what the law should be are often reached but seldom pressed for fear that the class discussion will degenerate into an exchange of mere opinion. But the rational justification of a legal decision, law, or legal principle can be carried much further than most lawyers are accustomed to going. The course includes reading of classic, ancient, and modern texts in ethics and social and political philosophy with an eye to their application to contemporary legal problems.

#### LABOR LAW (3)

A study of the creation and operation of the process of collective bargaining between unions and employers under the National Labor Relations Act, The Labor-Management Relations Act of 1947, and the Labor-Management Reporting and Disclosure Act of 1959. Application of these statutes to employee caucuses, teams, joint committees, and informal employee group action also is considered.

#### LAND USE CONTROLS (2 OR 3)

An analysis of various legal controls that are available to carry out planning policy, with special emphasis on the relationship between implementing various planning goals and the basic principles of Constitutional law. Review of the legal problems involved in zoning ordinances and in various types of housing and redevelopment legislation. Special attention given to the implications of such control for civil liberties and basic democratic values. Current land use issues, including Mount Laurel.

#### LAW AND COMPUTERS (2)

A study of the various ways in which computer technology affects and is affected by the law.

#### LAW AND ECONOMICS (3)

Legal and public policy institutions are increasingly using economic analysis to make or justify critical social decisions. Introduces students to basic economic concepts and a range of common legal applications. Selected torts, contracts, and property law problems are examined in depth. Emphasizes how economic analysis can provide useful legal insights and, equally important, how it is often misused to rationalize decisions reached primarily on ideological or distributional grounds. Prior background in economics is not required.



#### LAW AND HUMANITIES (3)

Brings together selected writings (e.g., Plato, Aeschylus, Job, Measure for Measure, Notes from the Underground, Native Son, and others) to examine such questions as (1) What is the nature of the universe with which law interacts? (2) Do people have control over making moral or immoral, just or unjust, and legal or illegal decisions? (3) Do legal institutions bring about changes that "improve" the community or the individual? (4) Do legal institutions necessarily distort the truth? (5) What is the proper role of truth, love, beauty, passion in a just society or one governed by law?

#### LAW AND HUMANITIES II (2)

Law and Humanities is not a prerequisite. Enrollment limited to twenty students. The theme is fiction and law's matrix. Readings in U.S. literature on class, religion, gender, and race: examples from prior years include S. Lewis, Babbitt; Hawthorne, The Scarlet Letter; Dreiser, Sister Carrie; Wharton, The House of Mirth; and Morrison, Beloved. Readings on change and the third world: examples from prior years include Achebe, Things Fall Apart; Malraux, Man's Fate; Paton, Cry, The Beloved Country; and Mahfouz, Palace Walk.

#### LAW AND MASS COMMUNICATIONS (3)

Communications law with emphasis on First Amendment problems which arise in connection with activities of the big media, e.g., freedom of information and access to public proceedings; defamation and privacy; regulation of broadcasting, particularly the electronic media; public rights of access to the media; and the impact of new technologies on law. The problems of developing a coherent theory of freedom of the press in the context of the media today.

#### LAW AND MEDICINE (2)

Explores the interaction of the legal and medical professions, with particular emphasis on newly developed legal doctrines and the impact of new medical technologies. Right-to-die litigation is one focus of the term, but an effort is made to cover a broad range of topics of current interest.

#### LEGAL ACCOUNTING (1 OR 2)

This minicourse meets two hours a week for seven weeks. It is intended for persons who have never studied accounting. The course begins with an explanation of double-entry bookkeeping and some practice in making bookkeeping entries, and progresses through the preparation and understanding of financial statements of corporations, the stockholders' equity accounts, and the principles used in determining net corporate income. There will be extra review hours included.

#### LEGAL MALPRACTICE (2)

The number of suits against lawyers is growing, as is the law of malpractice and the involvement of other lawyers representing plaintiffs or defendants. This course considers such issues as the applicable cause of action, suits by nonclients, the role of experts and professional rules, defenses, and the prevention of malpractice.

#### LEGAL PROFESSION (2)

Deals with a series of practical problems that members of the legal profession face in their practices. At the center of the course are the Model Rules of Professional Conduct with an emphasis on the ethical aspects of a number of factual situations. Consideration is given to the machinery by which the profession is regulated.

#### LEGISLATION (3)

Introduction to the problems and skills involved in coping with the following tasks of the lawyer: gauging the efficacy of proposed legislation; ascertaining the meaning of vague and ambiguous language; drafting; influencing and guiding legislative activity; counseling in legislative investigations.

#### MEDIATION (3)

Mediation, in which a neutral third party assists people in resolving their disputes, has witnessed a phenomenal growth. Many court systems use mediation as a way to settle cases without a trial. Lawyers may urge their clients to try mediation to get better agreements without the expense, hostility, and aggravation that often accompany litigation. Even if they do not act as mediators themselves, lawyers may find themselves representing parties in mediation sessions, or drafting mediation clauses for contracts. This course covers key skills that mediators should have, using simulated mediations in which students participate, and also covers the conceptual issues that should be understood to make sound judgments about the use of mediation. After initial skills training, students may have the opportunity to act as mediators in real disputes, and should have flexibility to make themselves available for this kind of work. May be used to satisfy part of the requirements for the Certificate in Conflict Management. Follows up in a more intensive way some of the concepts introduced in Alternative Dispute Resolution.

#### MENTAL HEALTH LAW (3)

Examining various ways in which American law responds to the existence of mental illness, this course includes readings and discussions that explore such matters as privacy and the psychiatrist/patient privilege, the psychiatrist's duty to warn potential victims of a patient's violent impulses, a patient's right to refuse medication, the standard for confining those mentally ill individuals who are "dangerous" in mental institutions, and the implications of mental illness for crime and punishment, including such issues as the insanity defense and competency to be executed.

#### NEGOTIATIONS (3)

Lawyers may negotiate more than they engage in any other single task. Arranging business deals, setting the terms of employment (both union and nonunion), transferring real estate, guiding divorces, settling all kinds of civil litigation, and plea bargaining are all familiar features of lawyers' work. Students participate in and critique several simulated negotiation exercises, drawn from varied aspects of legal practice. The course also surveys key modern ideas about negotiation. The last few decades have seen a substantial growth in the breadth and richness of negotiation theory, and the course will pay attention to how theory can usefully inform practice. May be used to satisfy part of the requirements for the Certificate in Conflict Management; follows up in a more intensive way some concepts introduced in Alternative Dispute Resolution.

#### NEW JERSEY MUNICIPAL LAW (2)

Municipal court procedure and practice is introduced in this course, including claims against public entities and municipal land use practice. Topics include limitation of actions, jurisprudence, court room decorum, and applicability of court rules.

Municipal land use practice covers jurisprudence of planning boards and boards of adjustment, including the Open Public Meetings Act and the impact of the Regulatory Reform Act.



### NEW JERSEY PRACTICE (3)

Organization and jurisdiction of the courts; civil actions; process; pleading; joinder of parties, claims, and remedies; discovery, venue, selection of division; pretrial motions, including summary judgment; pretrial conferences; consolidation; trial motions; verdicts, findings, and judgments; post-trial motions; execution; procedure in lieu of prerogative writs; contempt; attachment and capias; injunctions and special proceedings; appeals, final and interlocutory; certification; scope of review; mandate and judgment.

### NEW YORK PRACTICE (2)

A study of the New York civil practice law: organization and jurisdiction of the courts; civil actions, process; joinder of parties, claims, and remedies, venue; discovery; pretrial motions, including summary judgment; pretrial conferences; consolidation; trial motions, verdicts, finding, and judgments; posttrial motions; executions; Article 78 proceedings; contempt; attachment and capias; injunctions and special proceedings; appeals, final, interlocutory, and discretionary; scope of review; mandate and judgment.

### PATENT LAW (2)

This course has three goals: to give students a taste of what patent law is—a unique mix of law and science sifted through a burgeoning government bureaucracy and a somewhat technically uninformed judiciary; to give students a firm theoretical understanding of the patent statutes and their case law-developing meaning; and to give students a practical view of how the patenting process works and how patents are used, infringed, challenged, and litigated over in the real world.

In the first class, students are given information about the qualifications required for eligibility for admission to practice before the U.S. Patent and Trademark Office. Students also are instructed how this course, other courses, and certain supplemental study materials might be combined by those wishing to prepare to take the patent bar exam.

Although no particular scientific background is required, achieving the above-stated goals requires discussing some inventions and technologies. Technical areas will be explained in sufficient detail to allow everyone to grasp their fundamental aspects. Those who are technophobes may find such sojourns less enjoyable than those who are not.

### PRODUCTS LIABILITY (3)

Examines the evolution, doctrinal requirements, and social policies underlying the three branches of strict products liability law—manufacturing, design, and warning defects. The latter part of the term focuses on sources of confusion and inconsistency in current doctrines, such as the state-of-the-art defense and the unavoidably dangerous exception, and on possible common law and legislative reforms.

### REAL ESTATE TRANSACTIONS (3)

A survey course encompassing typical residential and commercial transactions; title assurances and financing techniques.

### REMEDIES (3)

Devoted to discussion of the theory and practice of judicial remedies, the focus will not be on the calculation of damages in particular cases, but on the evaluation of alternative litigation theories to redress injuries to various kinds of personal and business or property interests. Substantial attention is devoted to the examination of remedial goals in relation to societal values and to an evaluation of our present remedy structure.

### SECURED TRANSACTIONS (3)

It is recommended, but not required, that students take this course in conjunction with Bankruptcy in order to gain a full understanding of debtor-creditor relations. Not open to students who have taken Advanced Commercial Law.

Study of borrower, lender, and third-party rights in personal property used as collateral in secured sale and loan transactions. Creation and perfections of security interests, priority among conflicting interests, and enforcement of contract rights under UCC Article 9 constitute the focus of this course. Related issues arising under finance leases will lead into limited coverage of UCC Article 2A.

### SECURITIES AND MARKET REGULATION (4)

Prerequisite: Business Associations.

Analyzes the series of statutes collectively referred to as the federal securities laws and examines the structure and practices of the key capital markets. The basic materials are court decisions, the Securities Act of 1933 and Securities Exchange Act of 1934, and SEC rules and regulations. Areas covered include public offerings of securities, tender offers, regulation of broker-dealers, and continuous disclosure requirements.

#### SPORTS LAW (2)

Explores the legal issues presented in professional and amateur sports. Focuses on judicial, administrative, and private decisions that have created a cohesive body of principles for the resolution of disputes involving athletes, clubs, leagues, spectators, and fans. These decisions address issues of antitrust, labor, tort, agency, and constitutional law. Particular attention is paid to recent events involving professional baseball and hockey, cases involving free agency, the reserve system and player contracts, collective bargaining and salary arbitration, violence in sports, league structure and governance, and NCAA rules and regulations.

#### STATE AND LOCAL GOVERNMENTS (3 OR 4)

A study of "applied" constitutional law and the distribution of power among competing majorities. Topics include a review of the sources of local government authority; the legal relationships among local, state, and federal government; the concept and operation of home rule; constitutional and statutory limitations on local government power; the overlapping authority of special governments; and the future of localized authority.

#### STATE AND LOCAL TAXATION (2)

Surveys the basic legal structure of nonfederal revenue-raising techniques; property taxation and assessments; sales taxes, and state and local income taxes; user charges; and bond financing.

#### TOPICS IN AMERICAN LEGAL HISTORY TO 1860 (3)

Recommended: Knowledge of contract law. Open to all graduate and law students. An introduction to the relationship between law and history, and the subject of legal history in general. Attention given to recent studies dealing with the legacy of the common law after the American Revolution, the emergence of legal instrumentalism, and the evolution of tort, contract, and damages in the context of industrialism and economic growth.

#### TRIAL PRESENTATION (2)

Prerequisite: Evidence.

Practice in preparing for and conducting trials, including development of trial strategy; opening statements and summations; the making of a trial record; direct and cross-examination of witnesses; and preparation and introduction of exhibits. Intensive classroom exercises culminate in simulated bench trials, in which students participate as members of trial teams.

#### TRUSTS AND ESTATES (4)

Pre- or corequisite: This coverage of estate and gift taxes is limited, and will not fully prepare students for estate planning. The next course to be taken in the estate planning sequence is Federal Estate, Gift, and Transfer Taxes (which may be taken concurrently when Trusts and Estates and the tax course are offered in the same term). The latter course—and not Trusts and Estates—also is a prerequisite for Estate Planning.

A survey of basic estate planning techniques, including wills and trusts, and the estate and gift tax implications of these techniques. This coverage of estate and gift taxes is limited, and will not fully prepare students for estate planning. The next course to be taken in the estate planning sequence is Federal Estate, Gift, and Transfer Taxes (which may be taken concurrently when Trusts and Wills and the tax course are offered in the same term). The latter course—and not Trusts and Wills—also is a prerequisite for Estate Planning.

#### WHITE COLLAR CRIME (2)

Considers legal and sociological aspects of the phenomenon commonly called white collar crime. In initial meetings, the origins of the concept and the growth of public concern about white collar crime are assessed, focusing in particular on differences between white collar and "street" crime. Then distinctive characteristics of investigation procedures, prosecution, and defense of white collar cases are examined, as well as the difficulties faced by judges in sentencing persons convicted of white collar crimes. The assessment of special prosecution and defense functions focuses attention on the problem of defining legal responsibility and setting a boundary between criminal and civil liability. Fraud in insider trading is examined closely in order to assess the issue of choice of sanctions.

#### WORKERS' COMPENSATION (2)

Covers the workers' compensation system nationwide, including the case law, its relation to its statutory base, and its practical implementation in this country.

## INDEPENDENT RESEARCH, EXTERNSHIPS, AND ASSISTANTS

#### INDEPENDENT RESEARCH (1 TO 3)

Independent study under the supervision of a member of the faculty on a discrete topic in the law, resulting in a research paper.

#### JUDICIAL EXTERNSHIP (2 OR 3)

Students work in the chambers of a federal or New Jersey state judge as a member of the judge's legal staff for a term. Students also are required to participate in a weekly seminar on matters related to the judicial process, conducted by the law school.

#### NATIONAL LABOR RELATIONS BOARD (NLRB) EXTERNSHIP (3)

The National Labor Relations Board (NLRB) enforces federal statutes governing industrial relations. All NLRB externs are assigned a wide variety of tasks related to the processing and handling of "live" cases. Students assist NLRB attorneys in their day-to-day responsibilities, with a significant portion of their time devoted to researching substantive, evidentiary, and procedural issues that they document through legal memoranda. Participants also are called upon to interview witnesses and prepare affidavits, and, if possible, handle a few simple investigations on their own (under their supervisor's close supervision). Students are invited to attend staff-training seminars that are conducted during their tenure. In addition, NLRB externs attend occasional externship seminars at the law school. Available to second- and third-year students who have successfully completed or are concurrently enrolled in Labor Law.

#### NEW JERSEY ATTORNEY GENERAL EXTERNSHIP (3)

The externship is available during the fall and spring terms and the summer session. It is limited to approximately 10 students each term and is open only to second- and third-year students.

The externship emphasizes research and writing in one of five areas: civil rights, consumer protection, health law/professional regulation, securities, and transportation. Students have the opportunity to the maximum extent possible to assist Deputy Attorneys General with trial preparation and to observe trials and appellate arguments in cases on which they have worked. Each extern also participates in a series of in-house training seminars. Offered for 3 credits on a fifteen-hour per week, fourteen-week basis, the externship will be graded on a *Pass/D, F* basis with a written evaluation at the end of the term by the coordinator in the Division of Law.

#### RESEARCH ASSISTANT (1 TO 3)

Students provide research assistance to members of the faculty in areas of the faculty's scholarly interest.

#### TEACHING ASSISTANT (1 OR 2)

Students provide teaching assistance to members of the faculty.

## SECOND- AND THIRD-YEAR SEMINARS\*

ADVANCED LEGAL RESEARCH AND WRITING (2)  
 ADVANCED PROBLEMS IN CONSTITUTIONAL LAW (2)  
 AFFIRMATIVE ACTION (2)  
 AIDS (2)  
 ALTERNATIVE DISPUTE RESOLUTION (2)  
 ANIMAL RIGHTS AND THE LAW (2)  
 BANKING LAW (2)  
 BUSINESS PLANNING (2)  
 CHILDREN AND THE LAW (2)  
 CHURCH-STATE RELATIONS (2)  
 CLIENT INTERVIEWING AND COUNSELING (2)  
 COMPARATIVE CONSTITUTIONAL LAW (2)  
 CONTROL OF TOXIC CHEMICAL POLLUTION (2)  
 CORPORATE GOVERNANCE (2)  
 CORPORATE LEGAL THEORY (2)  
 CORPORATE REORGANIZATION (2)  
 CRIMINAL JUSTICE AND RACIAL VIOLENCE (2)  
 CRIMINAL JUSTICE, LAW, AND POLICY (2)  
 CRITICAL ISSUES IN DISPUTE RESOLUTION (2)  
 CURRENT ISSUES IN FEDERAL CRIMINAL LAW (2)  
 CURRENT SUPREME COURT TERM (2)  
 DEATH AND DYING (2)  
 DEATH PENALTY (2)  
 DOUBLE JEOPARDY (2)  
 ELDER LAW (2)  
 ELECTION LAW AND THE POLITICAL PROCESS (2)  
 EMPLOYMENT LITIGATION (2)  
 ESTATE PLANNING (2)  
 EUROPEAN HUMAN RIGHTS (2)  
 FEDERAL APPELLATE PRACTICE (2)  
 FEDERAL CRIMINAL LAW (2)  
 FEDERAL TAX CONTROVERSY (2)  
 FINANCIAL INSTITUTIONS (2)  
 FOOD AND DRUG REGULATORY LAW (2)  
 GENDER AND LEARNING IN THE LAW SCHOOLS (2)  
 GENOCIDE: HISTORY, SOCIOLOGY, AND LAW (2)  
 GUNS AND THE LAW (2)  
 HUMAN SEXUALITY AND THE LAW (2)  
 INNER-CITY ECONOMIC DEVELOPMENT (2)  
 INTERNATIONAL DEVELOPMENT LAW AND POLICY (2)  
 INTERNATIONAL ENVIRONMENTAL LAW (2)  
 INTERNATIONAL TRADE REGULATION (2)  
 LABOR ARBITRATION (2)  
 LABOR LAW REFORM (2)  
 LABOR LAWYERS (2)  
 LABOR NEGOTIATIONS (2)  
 LAW AND THE AMERICAN LABOR MOVEMENT, 1776–1999 (2)  
 LAW AND MEDICAL TECHNOLOGY (2)  
 LAW AND NATIONAL SECURITY (2)  
 LAW OFFICE MANAGEMENT (2)  
 LAWYERING PROCESS (2)  
 LAYOFFS AND EMPLOYMENT OPPORTUNITIES (2)  
 MENTAL HEALTH LAW (2)  
 MIRANDA (2)  
 PARTNERSHIP AND SUBCHAPTER S TAXATION (2)  
 PARTNERSHIP TAX (2)  
 PRETRIAL CIVIL PRACTICE (2)  
 PSYCHODYNAMICS OF LAWYERING (2)  
 PUBLIC INTEREST ADVOCACY (2)  
 PUBLIC EDUCATION LAW (2)  
 PUBLIC LAW (2)

PUBLIC SECTOR LABOR LAW (2)  
 PUNISHMENT AND SENTENCING (2)  
 RACE, GENDER, AND TORT LAW (2)  
 RACE LAW THEORY (2)  
 RIGHTS AND FEDERALISM (2)  
 SEPARATION OF POWERS (2)  
 SOCIAL SCIENCE RESEARCH ON LAW (2)  
 TAX POLICY (2)  
 THE LAW OF SEXUAL HARASSMENT (2)  
 WOMEN AND THE CRIMINAL LAW (2)  
 WOMEN AND THE LAW (2)  
 WORKERS AND THEIR UNIONS (2)

## CLINICAL PROGRAMS

Within the limits of available resources the school offers a variety of clinical opportunities to meet the interests and needs of students.

### ANIMAL RIGHTS LAW CLINIC (6)

Litigation is an important tool for furthering animal rights, and this clinic involves legal and administrative actions that concern animal issues. The clinic also is involved in producing educational materials on animal rights. Students work on projects addressing a range of issues, including animal experimentation, hunting, and the use of animals in entertainment. Clinic cases also examine the connections between animal rights and civil rights, including students' rights not to harm animals in the classroom, prisoners' rights to vegetarian food, and a broad range of free speech, assembly, and exercise of religion issues. Students also assist in maintaining the clinic's award-winning web site (at [www.animal-law.org](http://www.animal-law.org)). There also is a weekly seminar during which general animal rights topics are discussed.

### CLINIC IN CONSTITUTIONAL LITIGATION (6)

Students enrolling in this clinic for the first time are expected to enroll for 6 credits. Returning students may enroll for 2 or 4 credits. Part-time students may enroll only with the permission of the instructor and are expected to have sufficient flexibility in their other obligations so that they can handle daytime work, such as investigation, depositions, and court hearings when necessary. The Constitutional Litigation Clinic focuses on cases involving civil rights and international human rights which are litigated by the clinic and sponsored by public interest organizations such as the ACLU, the Center for Constitutional Rights, and the NAACP. Cases are primarily large ones, raising complex factual and legal issues. Students work in teams supervised by clinical teachers and are involved in the strategy, development, and analysis of legal and factual issues and in research and writing of legal memoranda and briefs, as well as working with individual clients and client groups. As with all the clinics, students also participate in a seminar. The Constitutional Litigation Advocacy seminar combines substantive constitutional law, federal and state procedure, and litigation strategy and advocacy techniques.

### ENVIRONMENTAL LAW CLINIC (6)

Second-year students cannot appear in court, but may participate in all other aspects of the clinic. Preference will be given to second- and third-year students who have taken an environmental course or seminar. Students may sign up for a second clinic term if space is available. They are excused from those seminar sessions which would be repetitive and may elect 4 or 6 credits. Evening students may enroll with permission of the instructor, if they can attend the seminar, make any appearances required, and undertake some case and consultation responsibilities during working hours.

The Environmental Law Clinic is a one- or two-term program in which students engage in environmental litigation, mediation, administrative representation (commenting on state and federal agency rules, testifying before state and federal agencies), or legislative advocacy (statutory drafting, testifying in legislative hearings). Students work under the supervision of clinical faculty and staff attorneys on a docket of cases which focus on major environmental issues facing New Jersey and the Mid-Atlantic region, such as litigation combating the lead poisoning of children,

\* Seminars listed are those that have been offered in the past few years and are likely to be offered again. Seminar offerings change frequently in response to the research activity of individual faculty members and expressions of student interest. Prerequisites for individual seminars may be announced by the instructor at the time of registration.

protection of public health from air and water pollution, promoting sound land use, and the proper disposal of solid and hazardous wastes. The clinic has undertaken major projects in transportation reform and environmental justice. Because clinic clients may often be co-plaintiffs with other environmental organizations, students will have significant contact with those groups. Clinic representation will be predominantly on behalf of low income clients and community organizations, making it one of the few public interest "law firms" specializing in environmental impact on the poor. Students are involved in all aspects of representation, e.g., deciding which cases to take, preparing pleadings, handling factual investigations, developing statistical data, drafting and arguing motions, writing briefs, conducting discovery, and trying cases. Students are assigned to a mix of short and long term projects.

There is a weekly seminar that includes substantive discussions of clinic cases and will involve videotaping of students doing dry runs of court and other appearances; this provides individual feedback on substance and style.

#### FEDERAL TAX LAW CLINIC (6)

Prerequisite: Basic Income Tax.

The Federal Tax Law Clinic is designed to expose law students to cases involving disputes with the Internal Revenue Service. It is the first of its kind in New Jersey. Students enrolled in the clinic have approval from the IRS National Office and the U.S. Tax Court to represent taxpayers living in New Jersey who have disputes with the IRS. The Tax Court notifies individuals scheduled to appear in court of the availability of legal services provided by the clinic.

The Federal Tax Law Clinic litigates and explores an important area of substantive law. Under the supervision of an attorney with extensive IRS experience, students interview and counsel clients, conduct factual and legal research, and represent clients in negotiations with the IRS or in Tax Court trials. The weekly clinic seminar combines instruction in tax law with training in professional skills and the ethical standards of the profession. The seminar includes presentations by private tax lawyers and IRS representatives. Students also engage in simulation exercises involving motion practice, negotiation with an IRS appeals officer, and a mock Tax Court trial.

The clinic provides legal services only to taxpayers who cannot afford private representation in disputes with the IRS or who have a case docketed in the U.S. Tax Court under the small-case procedures. It does not provide assistance in the preparation of tax returns, nor does it handle disputes related to New Jersey state income taxes.

#### URBAN LEGAL CLINIC SECTION 1 (8)

Prerequisite or corequisite: Evidence. Open only to third-year students who are authorized to appear as trial counsel in the state trial courts.

The clinic is a one- or two-term program that provides practical training in the resolution of legal issues typical of the practice of law in an urban environment. Students work under the supervision of clinic faculty and staff attorneys on a docket of cases, selected from the fields of domestic relations, housing, landlord-tenant disputes, health and welfare rights, consumer credit financing, equal employment opportunity, immigration, labor, police-community relations, and criminal and civil rights. Students are involved in all aspects of representation, including some case selection and interviewing clients, fact investigation, and the trying of cases.

#### URBAN LEGAL CLINIC SECTION 2—THE SPECIAL EDUCATION CLINIC (8)

The clinic provides representation to children from indigent families, primarily in urban, northern New Jersey districts, who are entitled to education services under the federal Individuals with Disabilities Education Act.

Recent studies indicate that approximately 10 percent of all public school children in New Jersey are classified in need of special education. The decisions of the New Jersey Supreme Court in *Abbott v. Burke* confirm the need to improve the services provided to these students, especially in poorer school districts such as Newark. One obstacle to obtaining special education services is the limited number of attorneys who are familiar with this highly specialized area of the law. The clinic provides intensive training to

law students in representing these clients effectively at mediation proceedings and at administrative hearings challenging the appropriateness, adequacy, or implementation of their school's plan to meet the children's educational needs.

The goal of the Special Education Clinic is to develop a contingent of New Jersey lawyers capable of assisting the parents of students with educational disabilities to obtain appropriate programs and services for their children and to advise boards of education about their responsibilities under the law. The clinic also helps to educate parents from the poorer districts—who are often less likely to challenge the decisions of school districts—about their right to participate in planning for their children's education.

#### URBAN LEGAL CLINIC SECTION 3—COMMUNITY LAW PROGRAM (8)

The clinic focuses on providing assistance to poor clients and poor communities beyond traditional litigation. Tasks can include providing legal information and counseling to individuals and groups; and representing individuals and groups in transactional work, such as not-for-profit incorporation, microenterprises, real estate improvement and development, and other matters important to improving conditions in poor communities. Students spend substantial time in the field meeting and working with current and prospective clients.

#### WOMEN'S RIGHTS LITIGATION CLINIC SECTION 1 (6)

This clinic offers students the opportunity to participate in a broad range of cases, legislation, and administrative proceedings relating to sex discrimination. Under the direction of a faculty member, students work on litigation in areas such as employment discrimination, reproductive freedom, violence against women, and domestic relations; they also draft and comment on legislation at the state and federal level.

Students working individually or in teams confer on an ongoing basis with the attorney-instructor concerning their projects. There is a weekly seminar that addresses theoretical problems in the developing law of women's rights, litigation skills, and special problems in legislative and administrative remedies. A recurring theme is whether women in all these various capacities, including client and litigator, have special traits and problems that justify or require special treatment.

#### WOMEN'S RIGHTS LITIGATION CLINIC SECTION 2—WOMEN AND AIDS CLINIC (6)

While there are no prerequisites for this course, space is limited to eight students. Provides legal assistance to women with AIDS and their children, including problems relating to guardianship, benefits, and discrimination. Open to second- and third-year students.



# Academic Policies and Procedures

## STUDENT RESPONSIBILITY TO KEEP INFORMED

In addition to this catalog, students should consult the Student Handbook for rules and regulations pertaining to requirements for the Juris Doctor degree. Students are presumed to have knowledge of the contents of this catalog and the Student Handbook.

## REGISTRATION AND COURSE INFORMATION

Formal admission to the academic program of the School of Law–Newark and payment of all charges to the university cashier are prerequisites to registration. Registration is a prerequisite to class attendance.

### Change of Courses

A course may be added without obtaining approval during the first week of classes. Thereafter, a student may add a course only with the permission of the instructor and the associate dean for academic affairs.

An upperclass student may drop a course without approval up until the examination for the course has been distributed, provided that the student has not seen the examination questions and that the student is not thereby in effect withdrawing from school. A course with a take-home examination may be dropped until the day on which the take-home examination first becomes available. In a course or seminar with a small enrollment where student participation is relied upon, the instructor's permission is required and the course must be dropped by the last official meeting of the course or seminar. With the instructor's permission, a clinic may be dropped up until the final official meeting with the class, and Independent Research may be dropped up until the last day of classes for the term. A student may not drop a required course.

After ten class days, the transcripts of students who withdraw from a course reflect the grade of W. Add/Drop forms are available in the academic services office, Room 823. There is a \$5 charge for each course added or dropped after the first ten days of classes.

### Credit Load

Consistent with American Bar Association Standards, the minimum credit load for a full-time student is 10 credits. A student declining full-time status must sign an affirmation each term stating that he or she will not engage in outside employment of more than 20 hours during any week classes or examinations are conducted. A part-time student must register for a minimum of 8 credits. Residency credit is not earned from a course load of 7 or fewer credits in one term.

The maximum course load for which a full-time student may enroll is 16 credits per term. Permission to enroll in more than 16 credits may be sought from the associate dean for academic affairs. A part-time student may not register for more than 11 credits in any term, except with the permission of the associate dean for academic affairs.

### Interdisciplinary Courses

Law school students may take up to 6 credits of graduate-level courses at other Rutgers divisions, for credit toward the J.D. degree. Twelve credits of interdisciplinary work may be approved for students enrolled in joint-degree programs at the doctoral level, and 9 credits may be approved for students in dual-degree programs at the master's level. Interdisciplinary courses intended to meet the J.D. academic and residence requirements must be approved in advance of registration by the associate dean for academic affairs. Permission is based on the following criteria: 1) the course must be reasonably related to the law; and 2) the course may not duplicate a course offered in the law school curriculum, or be one that the student has taken prior to entering law school. Students working simultaneously for two degrees must ensure that they are carrying sufficient credits for J.D. residence purposes.

Students may not take courses at another school, even a course not for credit toward the J.D., without prior approval of the associate dean for academic affairs. The course is subject to the school's maximum credit load.

### Enrollment in Courses at Other Law Schools

Students may enroll in courses at other A.B.A./A.A.L.S. accredited law schools for credit toward their Rutgers–Newark J.D. degree with the prior approval of the associate dean for academic affairs.

## GRADES AND RECORDS

Students enrolled in the School of Law–Newark have the option of choosing between a letter-grade system and a Pass, D, F system. The letter grades are: A+, A, A–, B+, B, B–, C+, C, C–, D, and F.

The following numerical equivalents are used only for internal purposes such as determining honors and grade-based prize winners at the law school:

Grade	Numerical Equivalent
A+	4.33
A	4.00
A–	3.67
B+	3.33
B	3.00
B–	2.67
C+	2.33
C	2.00
C–	1.67
D	1.00
F	0.00

### Other Grade Symbols

I—Incomplete. Used when the student is absent from the final examination with permission of the associate dean for academic affairs and when, with permission of the instructor, the student has not completed the required course work by the end of the semester.



TT—Temporary Grade. A temporary grade given upon completion of the first term of a two-term course, e.g., Legal Research and Writing I and II.

W—Withdrawn without evaluation. Used when a student has withdrawn with permission of the proper authority.

N—Not taken for credit.

### Pass, D, F Grading Option

A letter grade for every student will be entered by the faculty member. A student may choose to be graded on a *Pass, D, F* system whereby a grade of A, B, or C (including pluses and minuses) is entered on the student's transcript as a Pass. A grade of D or F is in all cases recorded as such. The *Pass, D, F* option is available each term and must be exercised separately for each course for which the student does not wish to have a letter grade entered. To be eligible to graduate with honors, a student must have 68 academic credits of letter grades. Therefore, graduating students who have elected the *Pass, D, F* option for courses totaling 16 or more credits ordinarily are not eligible to graduate with honors.

The following enterprises are graded only on a *Pass/F* basis: International and Interscholastic Moot Court; Intramural Mock Trial and Moot Court Boards and Competitions; Judicial Externship; Negotiations and Client Counseling Competitions; New Jersey Attorney General Externship; *Rutgers Computer and Technology Law Journal*; *Rutgers Law Review*; *Women's Rights Law Reporter*; and Teaching Assistant.

### Transcripts

Requests for official transcripts of a student's academic record should be made in writing to the registrar's office. A fee of \$3 per copy is assessed for transcripts to be sent outside Rutgers; there is no charge for transcripts used within the university.

### 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.

## SCHOLASTIC STANDING

The rules of the School of Law–Newark governing scholastic standing—including statements on academic probation and dismissal—may be found in the Student Handbook, which is provided to each student at the beginning of the academic year.

## GRADUATION

Degrees are conferred by the university on the recommendation of the faculty of Rutgers School of Law–Newark. Degrees are conferred and diplomas issued at the annual commencement each May or June. A student who completes degree requirements at another time during the academic year may request an interim certificate for use in lieu of the diploma until the commencement exercises. Requests for interim certificates should be made to the registrar's office. It is the responsibility of each student to make certain that all the graduation requirements of the law school have been fully met before the graduation date.

Any candidate who is absent from the commencement exercises is asked to notify the campus registrar, in writing, of the address to which the diploma should be mailed in June or July. Graduating students are urged to clear up all outstanding debts prior to graduation so that issuance of the diploma and certification to the bar examiners are not delayed.

### Graduate Diploma Application

A form, obtainable in the academic services office, must be completed and the form submitted by each candidate as follows:

For diploma dated	Submit form by
October	September 15
January	December 1
May/June	March 1

A separate diploma application is required for each degree being earned. Thus, a law student working for an M.B.A. or an M.C.R.P. also must file a diploma application with the Graduate School of Management or the Graduate School–New Brunswick, respectively.

## ATTENDANCE

Prompt and regular class attendance, with preparation adequate for full class participation, is expected of all students. A faculty member is permitted to count classroom performance, both good and bad performance, in grading, provided the students are informed of that information at the beginning of the term. Furthermore, an instructor may require a student to drop the class for poor attendance.

### 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 shall not be scheduled on those days when these students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. A student absent from class because of required religious observance will be given an opportunity to make up the examination without penalty.

## Cancellation of Classes

It is the general policy of the university not to cancel classes because of inclement weather. However, because of the occasional hazards of night driving in winter, exceptions may be made for evening classes and, under exceptionally hazardous conditions, exceptions may be made for daytime classes. During severe weather conditions, announcements will be made over the following radio stations concerning the cancellation of classes: WCBS-AM, WINS-AM, WJDM-AM, WERA-AM, WMTR-AM, WDHA-FM, WCTC-AM, WMGQ-FM, WRSU-FM, WHWH-AM, WPST-FM, WRNJ-AM, WJLK-AM and FM, WZVU-FM, WBUD-AM, and WKXW-FM.

The law school rarely cancels classes or examinations because of inclement weather. Individual instructors occasionally cancel a class because of the weather; students may learn of this by telephoning the law school's "CLOSE-LINE" (973/353-5936) or by announcement on the class-assignment board. In the event of bad weather, the commencement of an examination may be delayed.

Closings due to bad weather also can be obtained by dialing the Newark campus switchboard (973/353-1766).

## POLICY ON ACADEMIC INTEGRITY SUMMARY

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

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

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

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

## Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

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

### Level One Violations

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

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

### Level Two Violations

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

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

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

### Level Three Violations

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

Examples: Copying from or giving others assistance on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final 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 associate dean for curriculum and instruction for the law 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 associate dean or his or her designee to assess the evidence and determine if it is sufficient to proceed to a hearing. The dean conducting this review also assesses the seriousness of the charges. The most serious charges can, upon a finding of responsibility, result in separation from the university (suspension or expulsion) and are heard at university hearings. Less serious offenses (nonseparable offenses) are heard according to the procedures in place at the student’s college or school of affiliation.

#### Separable Offenses

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

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing
7. violation of the university’s Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students’ office.)
8. unauthorized entry into, unauthorized use of, or misuse of university property, including computers and data and voice communication networks
9. intentionally or recklessly endangering the welfare of any individual or intentionally or recklessly interfering with any university activity or university sponsored activity
10. use, possession, or storage of any weapon, dangerous chemical, fireworks, or explosive, whether or not a federal or state license to possess the same has been issued to the possessor
11. the distribution of alcohol, narcotics, or dangerous drugs on university property or among members of the university community, if such distribution is illegal, or the possession of a sufficiently large quantity as to indicate an intention to distribute illegally
12. theft of university services or theft of, or intentional or reckless damage to, university property or property in the possession of, or owned by, a member of the university community, including the knowing possession of stolen property (Intentional or reckless misuse of fire safety equipment is regarded as damage under this section of the code.)

13. the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession
14. violations of federal, state, or local law where such violations have an adverse effect on the educational mission of the university
15. failure to comply with the lawful directions of university officials, including campus police officers acting in performance of their duties
16. knowingly providing false testimony or evidence; disruption or interference with the orderly conduct of a disciplinary conference or hearing; violating the terms of any disciplinary sanction imposed in accordance with this code, or any other abuse of the university's disciplinary procedures.

#### Campus Advisers

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

#### Attorneys

Complainants and respondents may also, at their own expense, seek the advice of an attorney in addition to that of a campus adviser. Attorneys are free to advise students, to assist in the preparation of their cases, and to attend hearings, but may not speak on behalf of their clients or question witnesses 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 (with students always being in the majority). It is the hearing board's responsibility to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the vice president for student affairs. The vice president for student affairs considers the hearing board recommendation and determines the sanction.

#### Appeals

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

#### Authority for Student Discipline

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

Affairs will provide copies of the code upon request and is available to answer any questions about the code or related judicial matters.

## UNIVERSITY SAFETY AND SECURITY

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

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

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



## Public Safety Information

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

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

## ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

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

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

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

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

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

## NONDISCRIMINATION POLICY

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

## POLICY PROHIBITING HARASSMENT

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

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

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



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

## POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

### Statement of Principles

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

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

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

### Prohibited Conduct

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

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as a "threat of...physical abuse.")

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

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

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

Brian 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, 609/225-6050;

Raymond T. Smith, associate provost for student affairs, S.I. Newhouse Center, Newark campus, 973/353-5541.

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

## STUDENT RECORDS AND PRIVACY RIGHTS

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

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

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

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

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

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

that a substitute number be obtained only if student privacy concerns outweigh the possibility of a serious disruption in financial aid.

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

## STUDENT RESIDENCY FOR TUITION PURPOSES

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

### Procedure

#### The Initial Determination

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

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

#### After the Initial Determination

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

#### Request for a Change of Status

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

### Appeals

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

within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting will be final.

### Students' Responsibilities

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

### Penalties

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

## RESEARCH POLICY AND RESEARCH CENTERS

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

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

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

## PATENT POLICY

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

## POLICY REGARDING SOLICITATIONS

The university does not permit personal or mail solicitations or requests for contributions for charitable or other purposes, including the sale of chances, lottery tickets, and raffle tickets or the sale of magazines, Christmas cards, and similar items. Exceptions are made for the United Fund Drive and the Annual Hospitals Appeal.

The issuance or distribution of products or samples of products or leaflets or other printed materials and the posting of signs or advertisements in any building of the university requires the approval and permission of the vice president and treasurer or of the appropriate business manager.

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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 five thousand students, it offers exceptional educational opportunities in addition to providing the advantages and resources associated with a major state university.

#### Faculty of Arts and Sciences–Camden

Margaret Marsh, Ph.D., Dean

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

#### School of Business–Camden

Milton Leontiades, Ph.D., Dean

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

#### Camden College of Arts and Sciences

Margaret Marsh, Ph.D., Dean

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

#### University College–Camden

Margaret Marsh, Ph.D., Dean

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



## Graduate School–Camden

Margaret Marsh, Ph.D., Dean

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

## School of Law–Camden

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

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

## Summer Session–Camden

Thomas Venables, Ed.D.

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

## Newark

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

## Faculty of Arts and Sciences–Newark

Steven J. Diner, Ph.D., Dean

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

## Newark College of Arts and Sciences

Steven J. Diner, Ph.D., Dean

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

## College of Nursing

Hurdis Margaret Ann Griffith, Ph.D., Dean

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

## University College–Newark

Steven J. Diner, Ph.D., Dean

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

## Faculty of Management

Rosa Oppenheim, Ph.D., Acting Dean

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

## Graduate School–Newark

Norman Samuels, Ph.D., Dean

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

## School of Criminal Justice

Leslie W. Kennedy, Ph.D., Dean

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

## School of Law–Newark

Eric Neisser, J.D., Acting Dean

The university's graduate programs in law originated in other institutions. The New Jersey School of Law, founded in 1908, and the Mercer Beasley School of Law, founded in 1926, merged in 1936 to become the University of Newark School of Law, which became part of Rutgers in 1946.

## Summer Session–Newark

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

## New Brunswick

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

### Faculty of Arts and Sciences–New Brunswick

Richard F. Foley, Ph.D., Dean

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

### Douglass College

Barbara Shailor, Ph.D., Dean

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

### Livingston College

Arnold Hyndman, Ph.D., Dean

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

### Rutgers College

Carl Kirschner, Ph.D., Dean

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

### University College–New Brunswick

Emmet A. Dennis, Ph.D., Dean

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

### Cook College

Bruce C. Carlton, Ph.D., Dean

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

### College of Engineering

Michael T. Kline, Ph.D., Dean

Instruction in engineering began at Rutgers in 1864, when New Jersey designated Rutgers College to be the State College for the Benefit of Agriculture and Mechanic Arts. The College of Engineering became a separate unit in 1914 and is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in even disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

### College of Pharmacy

John L. Colaizzi, Ph.D., Dean

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

### Mason Gross School of the Arts

Marilyn Feller Somville, Ph.D., Dean

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

### School of Business–New Brunswick

Rosa Oppenheim, Ph.D., Acting Dean

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

## School of Communication, Information and Library Studies

Gustav Friedrich, Ph.D., Dean

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

## Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, Ph.D., Dean

Founded in 1992, the Edward J. Bloustein School of Planning and Public Policy provides focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. The school offers undergraduate programs in urban studies and public health, each leading to the baccalaureate degree. On the graduate level, the school confers Master of City and Regional Planning, Master of Public Health, and Doctor of Public Health degrees; the latter two degrees are offered jointly with the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School. A dual-degree program in public health and applied psychology leading to the Master of Public Health and Doctor of Psychology degrees is offered with the Graduate School of Applied and Professional Psychology. Programs are also offered that lead to the Master of Science and Doctor of Philosophy degrees in urban planning and policy development; these latter two degrees are conferred by the Graduate School–New Brunswick.

## School of Management and Labor Relations

John F. Burton, Ph.D., Dean

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

## Graduate School–New Brunswick

Richard F. Foley, Ph.D., Dean

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than sixty disciplines and is responsible for all Doctor of Philosophy degrees at Rutgers–New Brunswick. The faculty is drawn from virtually all academic divisions of the university.

## Graduate School of Applied and Professional Psychology

Sandra L. Harris, Ph.D., Dean

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

## Graduate School of Education

Louise C. Wilkinson, Ed.D., Dean

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

## School of Social Work

Mary E. Davidson, Ph.D., Dean

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

## Summer Session–New Brunswick

Thomas A. Kujawski, Ed.M.

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

## ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

Advanced Food Technology, Center for. Food Science Building, Cook Campus

Agricultural Experiment Station, New Jersey. Martin Hall, Cook Campus

Alcohol Studies, Center of. Smithers Hall, Busch Campus

American Affordable Housing Institute. 33 Livingston Avenue, College Avenue Campus

American Woman and Politics, Center for the. Wood Lawn, Douglass Campus

Animal Behavior, Institute of. Smith Hall, Newark Campus

Art Museum, Jane Voorhees Zimmerli. College Avenue Campus

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

Biostatistics, Institute for. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment. Cook Campus

Ceramic Research, Center for. Engineering Building, Busch Campus

Coastal and Environmental Studies, Center for. Doolittle Hall, Busch Campus

Computer Aids for Industrial Productivity, Center for. Hill Center, Busch Campus

Computer Science Research, Laboratory for. Hill Center, Busch Campus

Controlled Drug-Delivery Research Center. Pharmacy Building, Busch Campus

Crime Prevention Studies, Center for. S.I. Newhouse Center for Law and Justice, Newark Campus

Criminological Research, Institute for. Lucy Stone Hall, Livingston Campus

Critical Analysis of Contemporary Culture, Center for the. 8 Bishop Place, College Avenue Campus

Discrete Mathematics and Theoretical Computer Science, Center for. Hill Center, Busch Campus

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

Economic Research, Bureau of. New Jersey Hall, College Avenue Campus

Edison Papers, Thomas A. Van Dyck Hall, College Avenue Campus

Employment Policy and Workforce Development, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Engineered Materials, Institute for. Engineering Building, Busch Campus

Engineering Research, Bureau of. Engineering Building, Busch Campus

Fiber Optic Materials Research Program. Engineering Building, Busch Campus

Fisheries and Aquaculture Technology Extension Center. Martin Hall, Cook Campus

Government Services, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Health, Health Care Policy, and Aging Research, Institute for. 30 College Avenue, College Avenue Campus

Historical Analysis, Center for. 88 College Avenue, College Avenue Campus

Human Evolutionary Studies, Center for. 131 George Street, College Avenue Campus

International Business Education, Center for. Janice H. Levin Building, Livingston Campus

International Conflict Resolution and Peace Studies, Center for. Hickman Hall, Douglass Campus

International Faculty and Student Services, Center for. 180 College Avenue, College Avenue Campus

Jazz Studies, Institute of. Bradley Hall, Newark Campus

Jewish Life, Center for the Study of. 12 College Avenue, College Avenue Campus

Journalism Resources Institute. 185 College Avenue, College Avenue Campus

Marine and Coastal Sciences, Institute of. Martin Hall, Cook Campus

Materials Synthesis, Center for. Engineering Building, Busch Campus

Mathematical Sciences Research, Center for. Hill Center, Busch Campus

Mathematics, Science, and Computer Education, Center for. Science and Engineering Resource Center, Busch Campus

Molecular and Behavioral Neuroscience, Center for. Newark Campus

Negotiation and Conflict Resolution, Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Operations Research, Center for. Hill Center, Busch Campus

Packaging Engineering, Center for. Engineering Building, Busch Campus

Physics Research, Bureau of. Serin Physics Laboratories, Busch Campus

Rutgers Cooperative Extension. Martin Hall, Cook Campus

Surface Modification, Laboratory for. Serin Physics Laboratories, Busch Campus

Transportation Policy Institute. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Urban Policy Research, Center for. 33 Livingston Avenue, College Avenue Campus

Waksman Institute of Microbiology. Hoes Lane, Busch Campus

Walt Whitman Center for the Culture and Politics of Democracy. Hickman Hall, Douglass Campus

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

Women, Institute for Research on. Voorhees Chapel, Douglass Campus

### Centers Operated Jointly

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



## UNIVERSITY LIBRARY SYSTEM

Alcohol Studies Library. Smithers Hall, Busch Campus

Annex. Annex Building, Busch Campus

Archibald Stevens Alexander Library. 169 College Avenue,  
College Avenue Campus

Art Library. Hamilton Street, College Avenue Campus

Bailey B. Pepper Entomology Library. John B. Smith Hall,  
Georges Road and Jones Street, Cook Campus

Blanche and Irving Laurie Music Library. Douglass Library,  
Chapel Drive and George Street, Douglass Campus

Chemistry Library. Wright Chemistry Laboratory Building,  
Busch Campus

Chrysler Herbarium Library. Nelson Biology Laboratories,  
Busch Campus

Criminal Justice Library. S.I. Newhouse Center,  
15 Washington Street, Newark Campus

East Asian Library. Alexander Library, College  
Avenue Campus

Institute of Jazz Studies Library. Bradley Hall,  
Newark Campus

John Cotton Dana Library. 185 University Avenue,  
Newark Campus

Kilmer Area Library. Avenue E, Livingston Campus  
Library of Science and Medicine. Bevier Road,  
Busch Campus

Mabel Smith Douglass Library. Chapel Drive and George  
Street, Douglass Campus

Mathematical Sciences Library. Hill Center, Busch Campus

Media Services. Kilmer Area Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street,  
Camden Campus

Physics Library. Serin Physics Laboratories, Busch Campus

School of Law–Camden Library. Fifth and Penn Streets,  
Camden Campus

School of Law–Newark Library. Washington Street,  
Newark Campus

School of Management and Labor Relations Library.  
Ryders Lane, Cook Campus

SERC Reading Room. Science and Engineering Resource  
Center, Frelinghuysen Road, Busch Campus

Special Collections and University Archives. Alexander  
Library, College Avenue Campus

Stephen and Lucy Chang Science Library. Foran Hall,  
Cook Campus



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