

# CONTENTS

DEAN'S LETTER	1
ABOUT THE UNIVERSITY	2
ABOUT THE SCHOOL	2
DEGREE PROGRAMS AVAILABLE	3
TUITION AND FEES	4
FINANCIAL AID	6
STUDENT LIFE AND SERVICES	10
ACADEMIC POLICIES AND PROCEDURES	16
JOURNALISM RESOURCES INSTITUTE	26
LIBRARY AND INFORMATION SCIENCE	28
M.L.S. PROGRAM IN LIBRARY AND INFORMATION SCIENCE	30
PROFESSIONAL DEVELOPMENT STUDIES	37
M.C.I.S. PROGRAM IN COMMUNICATION AND INFORMATION STUDIES	38
PH.D. PROGRAM IN COMMUNICATION, INFORMATION, AND LIBRARY STUDIES	43
FACULTY AND ADMINISTRATION	46
GOVERNANCE OF THE UNIVERSITY	47
DIVISIONS OF THE UNIVERSITY	48
INDEX	63
ACADEMIC CALENDARS	<i>inside back cover</i>

## Special Notice

Undergraduate students in communication, or journalism and mass media should consult the *New Brunswick Undergraduate Catalog* for course descriptions, and for the academic regulations, degree requirements, and student life information for their college of enrollment. Students in the Ph.D. program in communication, information, and library studies should consult the *Graduate School–New Brunswick Catalog* for academic regulations and degree requirements.

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.

# SCHOOL OF COMMUNICATION, INFORMATION AND LIBRARY STUDIES

---

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

*I* am pleased that you are reading this catalog and thus demonstrating an interest in learning more about the graduate programs at the School of Communication, Information and Library Studies at Rutgers. As we approach the twenty-first century, there has never been a more exciting time for individuals with scholarly interests in the interdisciplinary study of communication and library and information science.

As you will learn in this catalog, the goal of our graduate programs is to develop individuals with specialized competence who understand where their skills and knowledge fit within the larger context of an interdisciplinary view of communication and library and information science. The areas of specialized competence offered by our programs include information structures and systems, communication processes (including interpersonal, organizational, and media studies), information policy and institutions, and library science. Two master's programs, one in Library and Information Science, and one in Communication and Information Studies, as well as a Ph.D. program in Communication, Information, and Library Studies are available.

Students who enter our programs work with faculty members who are internationally recognized scholars and teachers, and with talented and dedicated support staff to achieve their greatest potential. As a result, graduates of our programs are placed in excellent positions, both nationally and internationally, in academic, business, and industrial settings.

Please read the catalog, come visit us, both in person and at our web site ([www.scils.rutgers.edu](http://www.scils.rutgers.edu)), and ask current students and alumni about our programs. I believe that you will find us a community of scholars who enjoy and excel at educating individuals who make lasting contributions to the interdisciplinary study of communication and library and information science.

Cordially,

Gustav W. Friedrich  
*Dean*

# About 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: twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen in New Brunswick.

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

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914, and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions were also 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 and labor relations, social work, criminal justice, planning and public policy, applied and professional psychology, the fine arts, and communication, information, and library studies. A number of these schools offer undergraduate programs as well. Livingston College was founded in 1969 to provide a diverse community of students with the opportunity to pursue undergraduate degrees in the liberal arts and professions.

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

# About the School

The School of Communication, Information and Library Studies (SCILS) was created in 1982 with the merger of the Graduate School of Library and Information Studies (established in 1953 as the Graduate School of Library Service) and the School of Communication Studies with its departments of communication and of journalism and mass media. The school leads the university in responding to the information revolution and the fast-paced changes occurring in the fields of communication, journalism and mass media, and library and information science. Rapidly expanding communication and information technologies are drawing these distinct but allied fields closer together while, at the same time, extending beyond them and exerting a major influence on our society and its economic and cultural endeavors.

The focus of the school's programs is on the nature and functions of communication and information processes; the institutions and technologies central to the creation, transmission, storage, and retrieval of information; and the impact of information and communication on individual, social, organizational, national, and international affairs.

The generation, organization, and retrieval of information and its effective communication to appropriate users has become the driving force in our nation's social, cultural, and economic progress. The role of the information and communication specialist lies at the core of this information revolution. This specialist plays an increasingly central part as both public and private sectors expand their use of new information technologies. The school is committed to meeting the present educational needs of information and communication specialists, as well as preparing for future needs, by providing students with a strong base for fundamental and applied research in the field. The faculty strongly believes that tomorrow's leaders in these growing and rapidly changing professions need to acquire a solid technical knowledge together with an understanding of the impact of the new technology on people and their social, political, and economic institutions.

To provide leadership in theory and research, the school has greatly expanded the scope of the Ph.D. program, which offers concentrations in information systems and structures, communication processes, information policy and management, and library studies. It has upgraded the rigor and focus of its master's programs in library service and its undergraduate programs in communication, and journalism and mass media. A new program that leads to the Master of Communication and Information Studies (M.C.I.S.) degree was introduced in 1988. The M.C.I.S. program provides graduate professional education encompassing both theoretical and practical approaches to the analysis, evaluation, design, implementation, and management of integrated communication and information systems in complex organizations. The program emphasizes the impact of these systems and associated technologies on individuals, organizations, and society.

## Facilities

The school has offices and classrooms in New Brunswick at 4 Huntington Street, in the adjacent DeWitt House at 185 College Avenue, and at 192 College Avenue. The school has three main computing laboratories at 4 Huntington Street.

The microcomputer laboratory is equipped with Pentium-based personal computers with Internet connections. All students have access to electronic mail, terminal emulation, and graphical browsing tools, as well as word processing, statistical analysis, and desktop publishing applications. This facility also has access to several commercial database services, including Dialog, Lexis-Nexis, DowJones, and HWWilson. The MAC Multimedia laboratory is equipped with the latest PowerMac systems, which are specifically designed for creating audiovisual applications and multimedia services. These systems are equipped with HTML editors, graphical development applications, desktop publishing, and scanning software. All systems are connected to the Internet, complete with the latest worldwide web browsers.

The PowerMac/Pentium PC mixed-environment laboratory consists of multiple-platform word processing, web browsing, electronic mail, and other Internet applications.

SCILS also has ten minicomputer SUN Sparc workstations and servers, to be utilized for ongoing research by faculty and students.

# Degree Programs Available

The School of Communication, Information and Library Studies offers programs at both the graduate and undergraduate levels. Bachelor of Arts degrees in communication, and journalism and mass media are conferred by the faculties of several of the undergraduate colleges in New Brunswick. The Master of Library Service and the Master of Communication and Information Studies degrees are conferred by the faculty of SCILS, and the Doctor of Philosophy degree in communication, information, and library studies is awarded by the Graduate School–New Brunswick.

## UNDERGRADUATE PROGRAMS

### Communication

The major program in communication focuses on the communication process and the creation, transmission, interpretation, and use of information.

### Journalism and Mass Media

The major program in journalism and mass media focuses on theory and practice, with special attention to the impact of journalism and mass media on society.

## GRADUATE PROGRAMS

### Communication and Information Studies

The master's program in communication and information studies offers a variety of options to address the preparatory and continuing educational needs of the communication/information professional in contemporary society. The program prepares students within a communication theoretic framework that stresses the interrelated demands and responsibilities of work, society, and self within the context of the dramatic transformations characteristic of the information age. It offers students the opportunity to attain skills, tools, and methodologies to design, implement, and manage communication and information processes and technologies and the ability to critically anticipate and evaluate not only the products, but also the unforeseen by-products of communication and information processes and technologies.

Students motivated to pursue careers in research and scholarship related to communication/information studies also are encouraged to apply and may enroll in colisted courses offered in the doctoral program in communication, information, and library studies.

## Library and Information Science

The master's program in library and information science offers concentrations in several areas of information service. These include contemporary public, technical, or administrative services in libraries of all kinds, for information users of all ages and types; and information retrieval, system design, and data management services in information-dependent organizations of all kinds.

The doctoral program in communication, information, and library studies focuses on advanced research in communication processes, information structures and systems, information policy and management, and library services.

## Professional Development

This is a sixth-year specialist program that includes workshops for continuing education in communication, information, and library studies.

## DISTANCE EDUCATION AT SCILS

[Http://scils.rutgers.edu:80/de/deabout.html](http://scils.rutgers.edu:80/de/deabout.html)

SCILS has been at the forefront of the development of distance education at Rutgers. The mission is to extend university resources into the global community, providing access to and fostering academic success in university-level study through excellence and innovation in alternative delivery systems. SCILS has certificate programs in Communication Management and in Youth Literature and Technology. In addition, the school's graduate degree and professional development programs offer a number of distance education courses. These courses use techniques that permit asynchronous study, meaning that the student does not have to appear at a classroom or other site at an appointed time to sit with other students who are hearing the same lecture. Instead, the student receives and sends information at personally convenient times, using the Internet, the World Wide Web, video, and fax.

For more information about courses offered through distance education, consult the distance education web site above or contact the SCILS director of distance education, Professor Kay E. Vandergrift, at [kvander@scils.rutgers.edu](mailto:kvander@scils.rutgers.edu) or at 732/932-7969.

# Tuition and Fees

## FEE SCHEDULE

1998–1999 Academic Year

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

**Application Fee**, nonrefundable \$ 50.00

### Tuition\*

Full-time New Jersey resident, per term	3,246.00
Full-time non-New Jersey resident, per term	4,760.00
Part-time New Jersey resident, per credit	267.60
Part-time non-New Jersey resident, per credit	395.00

### Student Fee

, per term

Full-time (12 or more credits)	325.00
Part-time (11 or fewer credits)	87.00
Matriculation continued or 1 credit of research	7.00

### Meal Plans

, per term

Any 105 meals to any 285 meals	960.00–1,350.00
Any 50 meals to any 75 meals (commuter)	395.00–575.00

### Miscellaneous Fees

Computer fee (full-time)	75.00
Computer fee (part-time)	20.00–47.00
Basic health insurance program (optional) †, per term (part-time students only)	90.73
Major medical insurance plan, per year † ‡	257.00/337.00
Spouse/each child, per year † ‡	257.00/337.00
Late registration fee	50.00
Late payment fee (for one day to one week and/or check not honored for payment)	50.00
Partial payment fee	10.00
Late payment fee for partial payments (for one day to one week)	10.00
For each additional week or part thereof	5.00
Drop/add fee, per change	5.00
(applies to change of registration due to student error or choice after the second week of classes)	
Microfilming of doctoral dissertation	50.00
Transcript of record fee, per copy	3.00
Student I.D. fee	4.00

### Restoral Fee

Fee per term in which student failed to register	222.00
Maximum fee (through five terms) (applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	1,110.00

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

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

† Required for international students.

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

## TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the first and second terms with due dates indicated. Students who do not receive a term bill by July 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. Checks or money orders are preferred and should be made payable to Rutgers, The State University. Cash should not be sent through the mail.

### Returned Checks

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

## PARTIAL PAYMENT PLAN

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

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

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

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

## TUITION REMISSION

Exemption from payment of tuition is granted to teaching and graduate assistants if they carry a minimum of 9 credits per term. All graduate students are subject to student fees and fees for application, late registration, microfilming of the dissertation, and transportation and parking.

## REGISTRATION

### Activation of Registration

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

### Termination of Registration

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

### Cancellation of Registration

To cancel registration and obtain a full refund of tuition and fees, students must notify the registrar in writing prior to the first day of classes. A student whose registration is cancelled by the registrar 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 a withdrawal and a refund is made based on the general refund policy.

## GENERAL REFUND POLICY

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

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

No reduction is granted after the sixth week.

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

No reductions are granted after the tenth day of classes to students who withdraw from 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.

# Financial Aid

The staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, is 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 the university, every effort is made to assist these students in finding the funds to finance their educations.

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. The availability of support is often dependent upon the specific graduate program and degree status. Support ranges from grants covering tuition charges to awards sufficient to pay all educational and living expenses. The sources of support include university funds, federal and state government funds, corporate and individual bequests to the university, and grants from educational and scientific foundations.

Limited funds are available from scholarships, 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.

All students are strongly encouraged to file an application for financial aid.

## **HOW TO APPLY**

All applicants must complete the Free Application for Federal Student Aid (FAFSA) annually and submit it to the federal processor at the address listed on the envelope provided with the form. Applications should be received by the federal processor by March 15 of the academic year preceding the academic year for which aid is sought. The forms are available at all 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.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are limited and awards are made based on financial need and limited by the March 15 priority filing date. Therefore, there is a definite advantage to submitting an early, accurate, and complete application.

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember that charges often differ significantly from school to school. Therefore, the important thing to consider is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

Applications for fellowships and assistantships are due on or before March 15, although awards are occasionally available at later dates. A prospective graduate student

may apply for an assistantship or fellowship at the time of application or before admission is complete. Applicants completing the appropriate section of the admission application are considered for those financial awards granted by the university for which they may be eligible. To be considered for an assistantship or fellowship, the student must be a full-time student. Please keep in mind that applications for assistantships and fellowships are competitive and the number of requests exceeds availability.

## Part-Time Students

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

The federal student financial aid sources (Federal Perkins Loan, Federal Work-Study, 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

**Rutgers Excellence Fellowship Awards.** This award is issued by departments of the university on the basis of merit, as evidenced by scholarly promise. The award is for \$10,000 to \$14,000 plus tuition remission and is renewable for three additional years. Outstanding students in the Graduate School–New Brunswick are eligible for the Marion Johnson Fellowship and Graduate School–New Brunswick Fellowships, many carrying comparable stipends.

**Graduate and Professional Scholar Awards.** Outstanding students in the graduate and professional schools are eligible for merit scholarships of \$2,200 per year for full-time study for up to two academic years. 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 \$12,000 per academic year to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage. To apply, check the appropriate box on the graduate and professional school application form and attach a statement (in duplicate) with the application that describes the reasons for consideration

in the program. Only those applicants receiving awards are notified. The award is contingent upon acceptance to a graduate and professional school program and upon full-time enrollment. The application deadline for fall term awards is March 1, unless the program to which the student is applying has an earlier deadline. In that case, the student must submit an application form to the appropriate admissions office by the program deadline date.

**Minority Advancement Program (MAP) in Teaching and Research. Trustees' Minority Graduate Fellowships in the Humanities and Social Sciences.** MAP excellence and Trustees' Minority Graduate Fellowship awards support African-American, Hispanic, or native American students who are seeking a doctorate. These fellowships include stipends of \$8,000 to \$14,000 plus tuition. For more information, contact MAP, Rutgers, The State University of New Jersey, 25 Bishop Place, New Brunswick, NJ 08901-1181 (732/932-7034 or 1563).

**Minority Academic Career Programs (MAC).** MAC fellowships offer a stipend of \$5,000 plus a loan of up to \$10,000 for minority students planning to enroll as full-time students for Ph.D., Ed.D., or Psy.D. degrees. The loan may be redeemable by faculty service in New Jersey at the rate of 25 percent of indebtedness forgiven per year for four years. Applications are available from the MAC office, Rutgers, The State University of New Jersey, 25 Bishop Place, New Brunswick, NJ 08901-1181.

**Helen G. Michaels Scholarship.** This scholarship derives from the interest on funds donated in her memory by her family. Ms. Michaels, a graduate of one of the first classes at the school, was an educational media specialist. The scholarship is awarded to an academically talented person who shows professional excellence in the field of library and information studies; preference is given to students seeking degrees in educational media services.

**Jane Torrence Minckler Memorial Fellowship.** Established in memory of Jane Torrence Minckler this endowed fellowship provides tuition and fees for a student in the Department of Library and Information Science. The recipient is chosen on the basis of need and/or academic excellence by appropriate administrators in the department.

**Elizabeth Meier Scholarship.** This award is provided by the interest on a bequest by the late Ms. Meier, a friend of the school. Under the terms of the bequest, the available funds are used to support needy students.

**LIS Scholarship Fund.** This fund is supported by contributions from alumni and friends of the school. Scholarship grants and emergency loans are available from this fund.

**Johnson & Johnson Fellowships.** At least one M.C.I.S. student each year is selected as a Johnson & Johnson (J&J) M.C.I.S. Fellow. The J&J Fellow receives full tuition plus fees, and a stipend of more than \$10,000—the same amount paid to graduate teaching assistants—in return for which the fellow works fifteen to twenty hours a week in Johnson & Johnson's public relations department (or for one of J&J's family of companies) during the school year. Selection of the fellow is competitive, with a committee of the faculty recommending finalists to Johnson & Johnson for interviews and final selection. Applicants for the fellowship must have a portfolio of writing samples that demonstrate skill in preparing news releases, articles, and other public relations-related materials. If the company decides to support



more than one fellow in a school year, competitions may be held both in the fall and the spring terms. For more information about the J&J M.C.I.S. Fellow program, contact the director of the M.C.I.S. program.

**Educational Opportunity Fund (EOF).** New Jersey residents who are full-time students and who can demonstrate backgrounds of financial and academic hardship are eligible for EOF grants ranging from \$200 to \$2,650. Students who received EOF grants as undergraduates are presumed eligible if they fall below the maximum income parameters required for all recipients of this state grant. Graduate students who did not receive EOF grants as undergraduates, but 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.

**Nonuniversity Fellowships.** Some graduate students at the university are supported by fellowships funded by sources outside the university. Students should consult standard reference material for sources of nonuniversity fellowships.

The New Jersey Library Association administers several scholarship funds, with values up to \$1,000 per year. These scholarships are awarded to New Jersey residents only. Application is made to the scholarship committee of the association. Awards are made on a competitive basis. Contact the chairperson of the Department of Library and Information Science before December 1 of each year for further information. Other sources of financial aid are listed in the following publications:

*Financial Assistance for Library Education* (Annual booklet available for \$1 from Order Department, American Library Association, 50 East Huron Street, Chicago, IL 60611).

*Bowker Annual of Library and Book Trade Information* (Bowker Corporation, New York).

*American Association of School Librarians, Scholarships, Fellowships, Loans, Grants-in-Aid for School Librarianship* (ALA, Chicago).

Students should be aware that each department is continually seeking funds from outside agencies to help defray student expenses. Grants and awards of this nature vary each year. Inquiries regarding the availability of such monies can be made through program advisers.

Students should contact clubs, fraternal, religious, national professional organizations, and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid.

## Loans

**Federal Perkins Loan (formerly National Direct Student Loan-NDSL).** Federal Perkins Loans are available to students who are enrolled in a minimum of 6 credits per term, who are citizens or permanent residents of the United States, and who demonstrate need through the FAFSA. The maximum amount a graduate student can borrow under this program at Rutgers is \$3,000 per academic year, with maximum aggregate loan amount not to exceed \$30,000 (including undergraduate NDSL and Perkins loan total).

Interest at the rate of 5 percent simple begins nine months after the borrower ceases to enroll in a minimum of 6 credits per term and extends over a maximum repayment period

of ten years. Monthly payments of at least \$40 are required. Deferral of repayment is permitted for certain kinds of federal service and cancellation of loans is permitted for certain public services.

Consistent with federal regulations, all first-time Federal Perkins Loan borrowers at Rutgers are required to attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan. In addition, Federal Perkins Loan recipients must attend an exit interview prior to graduation or withdrawal from school. Further details and procedures regarding the repayment of the Federal Perkins Loan are sent to each student recipient by the student loan office, Division of Accounting, Rutgers, The State University of New Jersey, Administrative Services Building, New Brunswick, NJ 08903.

**William D. Ford Federal Direct Loans.** Federal Direct Student Loans (Direct 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 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. Effective July 1, 1994, the maximum rate for the Federal Direct Stafford/Ford Loan was 8.25 percent. Additionally, borrowers are charged an origination fee of 4 percent. Graduate students may borrow \$8,500 per year. The total debt may not exceed \$65,000 including loans for undergraduate years.

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

**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 this amount are required, an appointment with a counselor is recommended. Students do not need to be recipients of financial aid nor have filed a financial aid application to be considered for these loans.

## Employment

**Assistantships Awarded by the University.** The beginning salary for teaching and graduate assistantships is \$12,136 (1998–1999) for an academic year.

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

**Preceptorships and Counselorships.** Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. The offices of the deans of students of those colleges will, on request, provide information regarding the duties required of preceptors and counselors, the benefits, such as room, board, and tuition grants, and the procedures for application. Applications for September appointments must normally be received before May 1.

**Formalized Programs in Libraries.** Some libraries provide formalized programs of supervised work in which the student trainees are usually given progressively more responsible jobs as courses are completed. Most libraries require twenty or more hours each week so that more than one year may be necessary to meet the M.L.S. degree requirements. Salary ranges vary depending upon local scales and number of hours worked each week. If the student is receiving financial aid, the aid counselor should be contacted before accepting employment. For additional information, contact the LIS placement services.

**Federal Work-Study Program (FWSP).** Federal work-study employment may be offered as a self-help portion of the financial aid award. Application for this program is made by filing the FAFSA. On-campus jobs are available in many areas. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work between five and fifteen hours weekly throughout the fall and spring academic terms; in the case of summer assignments, the expectation is that the student will work between fifteen and thirty-five hours per week. Once a job is assigned, it is anticipated that the student will continue in that position through the entire academic

year since the Office of Financial Aid may be unable to place the student in another position. Off-campus employment is usually limited to returning students. No assurance can be given regarding the duration or quality of off-campus employment since it is beyond control of the university. (Contact the Student Employment Office.) No job assignments are made until all paperwork required to accept the aid is completed.

## Other Sources of Aid

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

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

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

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

## RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Graduate students may not ordinarily accept two different financial awards from the university simultaneously. Students who have applied for two different awards and are offered both should inquire at the deans office of the school of matriculation before acceptance. Students who hold fellowships, assistantships, internships, or Russell Scholarships may not accept employment outside of their academic department without the permission of the graduate director and the dean of the school of matriculation.

Graduate students who have received aid administered by the Office of Financial Aid must report to that office any change in income, such as scholarships, loans, gifts, assistantships, or other employment received subsequent to the original aid award.

# Student Life and Services

## LIBRARIES

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

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

There is a reading room for graduate students located in the Alexander Library. In addition to study space, the Graduate Reading Room includes the graduate reserve collection, a noncirculating collection of standard works in the social sciences and humanities, and locked carrels for students working on their dissertations.

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

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

Of particular interest to faculty and graduate students is Rutgers' membership in the Research Libraries Group, a nationwide consortium that allows members of the university community access to the collections of the most distinguished research libraries in the country, including those at Yale, Berkeley, Stanford, and the New York Public Library. Through a shared database, there is access to most of the books and other materials of Research Libraries Group members that are available for interlibrary loan.

Additional services provided by the library system include computer-assisted searches of online databases in a variety of disciplines. Members of the reference departments provide assistance in both computerized and noncomputerized reference searches. Reference librarians are available to assist with research projects, classroom instruction, or research strategies and with intra- and inter-library loans.

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

## COMPUTER FACILITIES

Rutgers University Computing Services (RUCS) provides extensive centralized and decentralized computing and network services for students, faculty, and staff of all academic and administrative units of the university. In addition to the RUCS facilities, many departments and schools operate computing facilities of various types.

For instructional applications and general student use, a group of SUN computer systems collectively called "eden" is available. Any registered student can create his or her own account on these systems. These systems run the UNIX operating system and provide: electronic mail; access to the Rutgers University data communications network, RUNet; access to the Internet; applications software such as SAS and SPSS; and programming language compilers. Machine readable data files are available for census data, social science data, and other areas.

For research applications, a second group of SUN computer systems with greater capacity is available.

Public computing facilities are located on each campus. These facilities include Apple Macintosh and DOS/Windows personal computers and X-terminals. All of the workstations in the hubs are connected to RUNet. Software is available for word-processing, spreadsheets, desktop publishing, graphics, statistical analysis, and other applications.

For further information, call 732/445-2296 or write Rutgers University Computing Services, Information Center, Rutgers, The State University of New Jersey, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854-8045.

## STUDENT INFORMATION AND ASSISTANCE CENTER

The Student Information and Assistance Center is a clearinghouse for student information and referrals for the New Brunswick and Piscataway campuses. Trained student staff members are available to answer questions about any area of campus or community life. Typical questions regard admissions, locations of classes, registration, upcoming cultural and recreational events, and bus and train schedules, to name but a few. The center may be reached by calling 732/932-9090. During off-hours, questions may be recorded and are answered promptly when staff returns.

## HOUSING

Attractive and comfortable residence facilities for graduate students are available on all of the New Brunswick campuses.

Single graduate students may choose to reside in residence halls located on the Douglass, College Avenue, and Livingston campuses or in furnished apartments available on the Cook and Busch campuses. All residence halls offer single occupancy rooms. Ford Hall on College Avenue is a suite style arrangement, Quad III at Livingston provides traditional residence hall living, and the quaint Corwin and Old Gibbons houses at Douglass each offer accommodations for nine women. All residence halls have shared bath and kitchen facilities. The graduate apartments (Starkey Apartments at Cook College and Buell Apartments at Busch Campus) house four students in single bedroom accommodations and offer full kitchens and bathrooms.

Graduate families are housed in efficiency and one- and two-bedroom unfurnished apartment units located on the Busch campus. These units are generally filled to capacity and a waiting list is maintained.

Students may select housing for a full calendar year or for the academic year. For additional information, call the Division of Housing at 732/445-2215 (single graduate housing) or 732/445-3222 (graduate family housing).

There are private and commercial housing accommodations located in New Brunswick and the surrounding communities. Listings for many of these off-campus units are maintained in the university's Off-Campus Housing Office, located at 542 George Street on the College Avenue campus.

## DINING SERVICES

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

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

## STUDENT HEALTH SERVICE

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

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch/Livingston Health Center (732/445-3250), located on Hospital Road and Avenue E

on the Livingston campus and the Willets Health Center (732/932-9805), located on Suydam Street on the Douglass campus, are open 8:30 A.M.–5:30 P.M., Monday through Friday, during the fall and spring terms when classes are in session. The Hurtado Health Center (732/932-7401), located at 11 Bishop Place on the College Avenue campus, is open 8:30 A.M. to 5:00 P.M., Monday through Friday, and, for urgent care, 5:00 P.M. to 8:00 P.M. For urgent care on Saturday or Sunday when classes are in session during the academic year, the center is open from 9:00 A.M. to 5:00 P.M. Physicians are available 9:00 A.M.–5:00 P.M., Monday through Friday. At other hours, a physician is on call for emergencies. The Hurtado Health Center is the only clinic that operates year-round. During the summer, its hours are 8:30 A.M.–4:30 P.M., Monday through Friday.

The health centers are staffed by physicians, nurse practitioners, registered nurses, and other professional staff. A wide range of services is provided, including evaluation and treatment, general primary care, gynecology, mental health, alcohol and other drug counseling, health education, physical examinations, laboratory tests, X ray, orthopedics, immunization, allergy treatment, and referral to other providers.

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

Pharmacies are located at each health center and are open during the following hours: Busch/Livingston, 9:30 A.M.–5:00 P.M., Monday through Friday; Hurtado, 9:00 A.M.–6:00 P.M., Monday through Friday and 10:00 A.M.–3:00 P.M., Saturday; Willets, 9:00 A.M.–5:00 P.M., Monday through Friday.

## SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance offers 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 across the university for students, faculty, and staff to promote ways of reducing the risk of becoming 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.

## 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 that provides more extensive coverage. Students may also purchase coverage for their spouse and children at additional cost. Any student not covered by individual or family policies, particularly international students, should consider this coverage. Information and applications are available from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-8285).

### **Compulsory International Student Insurance Fee**

All students in F or J immigration status whose visa documents are issued by Rutgers are required to have both the basic and the major medical insurance coverages. The costs for insurance are charged to such students on their term bills. All accompanying family members (spouse and children) must also be insured. Insurance coverage for spouses and children must be purchased at the Center for International Faculty and Student Services, Rutgers, The State University of New Jersey, 180 College Avenue, New Brunswick, NJ 08901-8537 (732/932-7015).

## **DAY-CARE CENTERS**

In New Brunswick, day care is available in each campus area. Centers are operated by the state of New Jersey and are monitored by university staff on a yearly basis.

The university Office of Community Affairs provides a list of centers. The list may be obtained by calling 732/932-7823. Since priority at some centers is given to university staff, faculty, and students, early contact is recommended.

## **COUNSELING SERVICES**

### **Psychological Counseling Centers**

Psychological counseling for graduate students is available through the counseling centers connected with the undergraduate colleges. The Rutgers College Counseling Center (50 College Avenue, 732/932-7884) has traditionally been the service most utilized by graduate students on the College Avenue, Busch, and Livingston campuses, with other centers (Psychological Services–Douglass Campus, Federation Hall, 732/932-9070; Cook Counseling Center, Cook Campus Center, 732/932-9150) available when they are more convenient. Services are free for students, and strict confidentiality is maintained. All centers are primarily staffed by clinical or counseling psychologists.

Each counseling center offers individual and group psychotherapy and sees couples for marital/relationship issues. Therapy groups specifically for graduate students are available at several of the counseling centers. Most counseling is short-term. Referral is available to other agencies or private practice when ongoing psychotherapy is needed or desired.

Because some graduate students in helping fields receive practical training at the counseling centers, other students in these fields may meet a friend or colleague when seeking help. However, special efforts are made to ensure confidentiality for these students and therapy for them is provided by senior staff psychologists.

Psychological services are also available through the psychiatrists at the Rutgers Student Health Service (732/932-7827).

### **Services for International Students**

The Center for International Faculty and Student Services, 180 College Avenue (732/932-7015), coordinates services for the university's international students, scholars, and faculty. The center provides direct support in the following areas: U.S. immigration regulations and procedures; liaison to campus offices, community groups, and U.S. and foreign government agencies; advice on nonimmigrant status, employment, medical care, adjustment to American life, cross-cultural differences, family concerns, financial planning, and other personal matters. In addition, the center sponsors programs of interest to the international community, including a comprehensive orientation, a community-based International Friendship Program that gives students the opportunity to get to know American families, informational and cross-cultural seminars, and a variety of support programs for students and their families.

To ensure personal contact, all international students are assigned an international student adviser at the center and are encouraged to establish and maintain a close working relationship with center staff throughout their stay at Rutgers.

Nonimmigrant students in F-1 or J-1 status must register with the center upon arrival in New Brunswick and inform the center of any change in their academic program, address, or enrollment status. All questions regarding one's status as a foreign student or exchange visitor in the United States are addressed to this office.

### **Services for Students with Disabilities**

Students with disabilities on the New Brunswick campus of Rutgers University are entitled to the same benefits of the university's educational mission, the same quality of student life, and are subject to the same academic and procedural requirements as other students. Committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs, Rutgers' services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities may also contact the New Brunswick campus coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information. The New Brunswick campus coordinator is TDD-accessible through the Student Information and Assistance Center, also located at Bishop House (732/932-9090). The vice president for student affairs, the designated employee for university compliance with the Americans with Disabilities Act of 1990, is located in Van Nest Hall (College Avenue Campus) and may be contacted at 732/932-7255.

## Career Services

The university provides a comprehensive career service for students enrolled in graduate and professional studies throughout New Brunswick. Graduate students concerned with career issues, career decisions, preparing résumés/vitae, developing interviewing skills, and conducting a job search are encouraged to take advantage of this service. Seminars, workshops, and special programs designed to meet the needs of students with advanced degrees are offered each term. Individual counseling is available by appointment.

Career libraries at three locations house resource materials to assist in the career development and job search process. These include career planning and development books, sample résumés/vitae, current job listings, employer directories, federal and state job information, company literature, testing information, and internship, fellowship, and grant information. A credential service is available for students and alumni who wish to compile letters of recommendation for future use in applying for employment or advanced degree programs.

The Career Services Office also participates in the on-campus recruitment program. Through this program, three hundred to four hundred employers from business, industry, and government agencies are invited each year to come to the campus to interview qualified students.

For further information concerning career services at Rutgers, students should visit one of the career offices located at 61 Nichol Avenue on the Douglass campus (732/932-7942), 46 College Avenue on the College Avenue campus (732/932-7997), or the Busch Campus Center (732/445-6127).

## RUTGERS UNIVERSITY POLICE DEPARTMENT

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

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

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

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

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

## TRANSPORTATION AND PARKING

An intercampus bus transportation service, covered by student fees, is available to all Rutgers students, faculty, and staff. This bus service provides transportation within walking distance of all major campus areas and the major public transportation centers in New Brunswick. Schedules for the campus bus service are published each fall and are available at the information booths in the college centers on each campus and at the parking and transportation office, 26 Mine Street, College Avenue campus.

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

For additional information, call 732/932-7744.

## GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA) is the main clearinghouse for information for graduate student affairs on campus and is entirely governed by students. It sponsors a variety of social and cultural activities for graduate students and represents their interests to the university and the agencies of the state through its legislative body. The GSA provides free legal advice and sponsors academic events, graduate publications, Internet publishing projects, films, and community action programs.

Every graduate student, full-time or part-time, in any of the six New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its Council, which meets once a month. Every graduate program and department may elect one representative for every forty students enrolled; schools not organized into departments elect their representatives at large, one for every forty students enrolled.

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

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

## **PAUL ROBESON CULTURAL CENTER**

The Paul Robeson Cultural Center, established in 1969, serves to document, preserve, and present the contributions of African peoples to world civilizations, with particular reference to the artistic, scientific, social, and political contributions of people of color in the Americas and New Jersey. The center provides leadership, vision, and support for more than 40,000 people each year, including more than 5,000 black students at Rutgers, through cultural programs and educational opportunities that broaden understanding and appreciation of the African diaspora. Further, the center works closely with the tiers of communities served by Rutgers University in local, state, national, and international spheres.

The center is open Monday through Thursday, 8:30 A.M. to midnight; Friday, 8:30 A.M. to 5:00 P.M.; Saturday, noon to 4:00 P.M.; and Sunday, 1:00 P.M. to 5:00 P.M. The center is located at 600 Bartholomew Road, Busch campus, adjacent to the Busch Campus Center. For more information, call 732/445-3545.

## **CENTER FOR LATINO ARTS AND CULTURE**

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

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

Also housed at the center is the office of the Latino Student Council (LSC), which is made up of representatives of all Latino student organizations from the New Brunswick campuses. Located at 122 College Avenue, the center is open weekdays from 9:00 A.M. to 5:00 P.M. For special events, the center is also open on weeknights and weekends. Please call 732/932-1263, 1494 for further information.

## **OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS**

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

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

## **ACTIVITIES**

### **Athletic Facilities**

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

### **Athletic Ticket Policies**

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

### **Concerts, Dramatic Productions, and Lectures**

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

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

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

## STUDENT ORGANIZATIONS

### Library and Information Studies Student Association

Students in the M.L.S. program are members of the Library and Information Studies Student Association (LISSA) and are urged to participate in the activities of the association. LISSA sends representatives to faculty meetings and departmental committees. LISSA representatives also participate in the governance of the Graduate Student Association, a university-wide organization, and in the University Senate. LISSA receives a portion of student fees to be spent in accordance with student needs. Guest speakers, panels, and workshops are often sponsored by LISSA, as well as trips to the Library of Congress and other important library and information institutions. Wine and cheese parties, potluck suppers, and graduation celebrations are arranged as well. Participation is one of the best ways to meet classmates and future professional peers and to communicate with the faculty and administration.

### Graduate Student Association

The Graduate Student Association (GSA) is the main clearinghouse for information for graduate student affairs on campus and is entirely governed by students. It sponsors a variety of social and cultural activities for graduate students and represents their interests to the university and the agencies of the state through its legislative body. It publishes the *Graduate Student Newsletter* which is available free to all graduate students. The GSA provides free legal advice and marriage counseling, and it sponsors academic events, graduate publications, Internet publishing projects, films, and community action programs.

Increasingly, the GSA has assumed a lobbying role to speak for graduate student needs in such areas as housing, tuition policy, financial aid, departmental governance, health services, and rights of teaching assistants through liaison with the American Association of University Professors (AAUP). It also represents individual students in difficulties with departments or administrative offices of the university. All graduate students are encouraged to participate in the GSA and its activities.

The offices of the GSA are located in the Graduate Lounge in the Student Center on the College Avenue campus (732/932-7994 or 7995).

### Professional Associations

Students are urged to join and participate in the activities of professional associations related to their goals and interests as soon as possible. Contact with active professionals and the issues of concern to them is an excellent complement to the academic programs of the school. Most associations have reduced membership fees for students and many sponsor meetings and workshops close to the school. Professional associations active locally include the New Jersey

Library Association, which is affiliated with the American Library Association; the American Society for Information Science; the Special Libraries Association; the Educational Media Association of New Jersey; Documents Association of New Jersey, Inc.; Health Sciences Library Association of New Jersey; Art Libraries Association; American Society of Indexers; New York Technical Services Librarians, and Public Relations Society of America (PRSA). The LIS placement adviser has membership forms for these organizations.

### Beta Phi Mu

The Omicron Chapter of Beta Phi Mu, the international honor society in library service, was established at Rutgers in 1970. Students who meet the requirements (a cumulative grade-point average of 3.75 or better, placement in top 25 percent of the class, and the recommendation of the faculty) are invited to join and participate in its activities.

## ALUMNI

### Alumni Relations

The university seeks the support of its alumni and, in return, offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering over 270,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling its educational goals. Second, the department encourages alumni to continue their college friendships after graduation through social, educational, and reunion activities.

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

The university publishes an award-winning magazine for alumni and friends of the university.

The department's New Brunswick office is located at Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1262 (732/932-7061).

### Rutgers University Foundation

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

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



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

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

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, exceeding \$53 million during the 1996-97 fiscal year, and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: the Campaign for the Center for the Study of Jewish Life, the Campaign for the School of Law-Newark, the 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.

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

# Academic Policies and Procedures

## STUDENT RESPONSIBILITY TO KEEP INFORMED

This catalog provides a compendium of the rules governing graduate work at the university, and students are therefore advised to keep their copy as a reference handbook.

In addition to the contents of this catalog, students are also responsible for keeping informed of policies and procedures published in the school's *Schedule of Classes* and of notices posted on bulletin boards in the School of Communication, Information and Library Studies building.

Curriculum changes in existing programs may be under development. Consequently, students should be aware that the information in this catalog may be revised, and should consult with department chairpersons for current information on the status of all programs.

## REGISTRATION AND COURSE INFORMATION

Formal admission to one of the academic programs of the School of Communication, Information and Library Studies and payment of all charges to the university cashier are prerequisites to registration. Registration is a prerequisite to class attendance. All students who complete registration on time receive registration information by mail for the following term, and those who take part in registration receive term bills for the following term. All students, regardless of method of payment, must make contact with the cashier each term or their registration is canceled. Students who do not receive registration information by March 15 for the fall term and by October 15 for the spring term should contact the appropriate departmental office.

Newly admitted students receive complete registration instructions at the time of their admission.

Summer Session registration must be accomplished in accordance with instructions contained in the Summer Session catalog.

### Change of Courses

Students may not add a course after the first week of classes. No refund is granted for a course dropped after the second week of classes. No course may be dropped after the twelfth week of the term. A student who drops a course and fails to give notice to the registrar will receive a failing grade in that course. The date on which the registrar receives notice from the student governs the academic and financial consequences of the withdrawal.

## Withdrawal

A graduate student who wishes to withdraw from the term does so by submitting a written notice to the registrar, or by completing a withdrawal form in person at the registrar's office. The appropriate SCILS program director should also be consulted. A student who leaves the university without officially withdrawing in this manner will receive a failing grade in each course. The date on which the registrar receives the written notice governs the academic and financial consequences of withdrawal. The privilege of official withdrawal is not granted after the twelfth week of the term; students who leave school during this period are still considered officially enrolled and will receive final grades for the term.

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

## Full- and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 12 or more credits. Those taking less than 12 credits are part-time students. All courses, including those taken "not-for-credit," are counted in computing the credits taken, except for VA certification. In summer session, a credit load of 6 credits is considered full-time.

## Transfer of Credit

See information under M.L.S. and M.C.I.S. program listings.

## Interdepartmental Registration

With the approval of their adviser, students may register for courses in other departments of Rutgers. They may also be required to obtain permission from the department offering the course. Students in other Rutgers departments, schools, or colleges must apply to the SCILS program directors for permission to enroll in courses offered by the programs.

## Multiple School Registration

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

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

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

## Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the advanced degrees. Certain advanced undergraduate courses numbered in the 300s and 400s may also be approved for a given graduate student, either as a regular part of his or her graduate program or as a means of

remediating a deficiency in preparation. When a graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the student's adviser is required and the credit prefix *G*, *N*, or *E* appears on the transcript. See Grades and Records later in this chapter for rules related to credit prefixes. Students registering in undergraduate courses are subject to the policies of the undergraduate division offering the course.

## Undergraduate Enrollment in M.L.S. Courses

Upper-level Rutgers undergraduate students may apply to the chairperson of the Department of Library and Information Science or the director of the master's program in communication and information studies for permission to register for selected M.L.S. or M.C.I.S. courses. Permission is based on student's academic record and professional and academic goals. Undergraduates may transfer credits for M.L.S. or M.C.I.S. courses toward the M.L.S. or M.C.I.S. degree if they are subsequently admitted to either program, provided such credits were not used for their undergraduate degree. Students wishing to make such transfers must register for *E* credit while in the undergraduate unit.

## Courses Taken "Not-for-Credit"

Students who wish to enroll in a course without receiving credit may do so if they secure the advance approval of their advisers. When they register they must indicate "not-for-credit" status. They must pay the normal graduate tuition fee for the course and fulfill the same requirements during the term, including the execution of any written assignments, as all other students. At the end of the term, however, they may not take the final examination, and they will be assigned a grade of *S* (satisfactory) or *U* (unsatisfactory). The course and the grade are included on the student's record, but no credit toward a degree is given. See also Grades and Records in this chapter for information regarding credit prefixes.

## GRADES AND RECORDS

Students are graded in each course at the end of each term as follows:

<b>A</b>	Outstanding.
<b>B+</b>	
<b>B</b>	Good.
<b>C+</b>	
<b>C</b>	Satisfactory. Only a limited number of courses with a grade of <i>C</i> are accepted for graduate credit; see Scholastic Standing.
<b>F</b>	Failing.
<b>S/U</b>	Satisfactory or unsatisfactory. Used for courses with the credit prefix <i>N</i> .
<b>P/NC</b>	Pass or no credit. Assigned upon completion of the work for courses 17:610:502 and 592.
<b>W</b>	Withdrawn without evaluation. Used when a student officially drops a course or withdraws during the first eight weeks of a term.
<b>IN</b>	Incomplete. When a portion of course work is incomplete and the instructor is unable to judge a student's course performance, the instructor may elect to assign a grade of <i>IN</i> . An incomplete remains on a student's record until course requirements are completed and the instructor

assigns an appropriate letter grade. When a grade of *IN* is assigned, course work must be completed within one year if the incomplete is to be converted to a grade. If unconverted, an incomplete becomes part of a student's permanent record.

**T** Temporary. An instructor may assign a *T* followed by a grade when a portion of course work is incomplete and the instructor is able to make a tentative judgment of a student's course performance on the basis of the portion completed. The grade assigned in conjunction with the *T* grade becomes the final grade, unless a better grade is reported as a result of the completion of course work within the time allowed by the instructor. That time cannot extend beyond the end of the spring term for fall grades or September 15 for spring and summer grades. The symbol *T* has no meaning except when preceding a regular grade. A *TZ* may be assigned in lieu of an *F* or *TF* to a student who does not appear to have attended class. The *TZ* will be converted to an *F* if not resolved during the following term. The *TZ* grade is not used for doctoral-level courses.

### Provisional Grades

A provisional grade is either an incomplete (*IN*) or Temporary (*T*) grade. Students whose records bear two or more provisional grades in credit-bearing courses are not permitted to register for subsequent terms. Acting for the department, the chairperson will disallow the registration of any student with multiple provisional grades. Students with one provisional grade may continue to register for courses.

### Credit Prefixes

The number of credits appearing on course transcripts may be preceded by a letter prefix as follows:

- E** Course excluded from credit toward a degree. The student must complete all course work, including the final exam.
- G** A 300- or 400-series undergraduate course for which credit toward the graduate degree sought has been approved.
- N** Course is taken "not for credit"; examination not required; final grade of *S* (satisfactory) or *U* (unsatisfactory) assigned.

Registration instructions issued each term by the registrar will inform students how to accomplish registration with a credit prefix.

### Warning Notices

Instructors shall personally warn students who are making unsatisfactory progress in a course, if appropriate to the course. Students are advised to consult with each instructor concerning such warning and with advisers if warned in more than one subject.

### Student Complaints about Grades

Students wishing to file a complaint about a course grade or a grade received for a particular piece of work in a course should first attempt to resolve the matter through discussion with the instructor. If the issue cannot be satisfactorily resolved between student and instructor, the student may

specify in writing the basis for the complaint and request a review by the departmental chairperson or program director. A written complaint about a grade for work completed while the course is in progress must be submitted to the chairperson or program director no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade to the departmental chairperson or program director no later than four weeks after the postmarked date of the official notification of grades. A student who wishes to appeal the decision of the department or program shall appeal in writing to the office of the dean of the faculty offering the course. Written notification of the action taken by either the chairperson or by the program director, or by the dean will be sent to the student within four weeks of the filing of the appeal, excluding those weeks in which classes are not in regular session.

### Transcripts

Requests for official transcripts of a student's academic record should be made in writing to the Department of Records and Transcripts, Rutgers, The State University of New Jersey, Office of the Registrar, 65 Davidson Road, Room 200, Piscataway, NJ 08854-8096. Requests should include the school of enrollment and the dates of attendance. A fee of \$3 per copy, payable to Rutgers, The State University, must accompany the request. At least ten days should be allowed for processing the request.

### Holds

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

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

### Student Identification Cards

Student identification cards for new graduate students admitted for the fall term, who registered prior to August 1, are available in the departmental offices at the beginning of the term. Cards for students who register subsequent to August 1 are available in October. Similarly, for the spring term, new students may expect to have their cards available in January or February, dependent upon the date of admission. Students who do not receive cards should contact the registrar's office, room 200-L, Administrative Services Building, Busch campus. Replacements for lost or mutilated student identification cards are available through the registrar's office upon payment of a \$5 replacement fee. Validation decals for the current school year are distributed to new and continuing students through the office of the dean in October prior to the November 1 expiration date of the card.

## CANCELLATION OF CLASSES

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

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

Arrangements for makeup work are announced by individual instructors.

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

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

## SCHOLASTIC STANDING

Candidates for the M.L.S. or M.C.I.S. degree are expected to earn grades of *B* or better in their course work. Within each program, no more than 6 credits bearing a grade of *C* or *C+*, and no credits bearing a grade of *F* or *IN* may be used in meeting requirements for the master's degree. A total of no more than 42 credits may be taken to meet degree requirements for the M.L.S. degree, or a total of no more than 54 credits may be taken to meet degree requirements for the M.C.I.S. degree, including credits bearing the grade of *IN*.

### Poor Academic Performance

**Academic Review.** The Scholastic Standing Committee, composed of elected and appointed faculty members, shall review and may take action on the record of every student who has received 6 credits of *C* or *C+*, or 3 credits of *F* grades, or expired incomplete grades since he or she began the M.L.S. or M.C.I.S. program.

**Warning.** A student shall be warned in writing when he or she has received 6 credits of *C* or *C+* grades, 3 credits of *F* grades, or expired incomplete grades or at any time the faculty feels that the student's academic performance is such that he or she may be in difficulty unless the work improves. (See also Warning Notices under Grades and Records.)

**Probation.** A student receives written notification of being placed on probationary status if he or she has received more than 6 credits of *C* or *C+* grades, more than 3 credits of *F* grades, or expired incomplete grades. Being on probation means that the student is scholastically deficient and is continuing at the school with the understanding that he or she must improve the level of work and meet the conditions of probation set by the Scholastic Standing Committee and approved by the program faculty.

**Dismissal.** Students are informed in writing of academic dismissal if they have earned more than 6 credits of *C* or *C+* grades, or more than 3 credits of *F* grades, or expired incomplete grades. Students who are dismissed will be dropped from the program and will not be permitted to take courses for credit unless they are formally readmitted to SCILS. The minimum dismissal time before readmission is one full term, not including the summer.

**Appeal.** Students desiring to appeal a decision of the Scholastic Standing Committee must follow the following procedure.

1. Applicants must appeal in writing to the program office concerned within 30 days of the decision date.
2. Upon receipt of the written appeal, the program director reviews the appellant's file to ensure the scholastic standing review was handled according to established policies and procedures. After this procedural review, the file is returned to the faculty scholastic standing committee which made the original decision with the request that the decision be reconsidered. The program office sends a letter to the student stating that the case is being reconsidered.
3. The faculty scholastic standing committee reconsiders the case using any additional information submitted by the applicant with the appeal. Either a new decision or a confirmation of the original decision is to be sent to the program office which will inform the student accordingly.
4. Should the student be dissatisfied with the disposition of the first appeal, a subsequent appeal may be made in writing directly to the dean of the school within 30 days. The dean will review the file and consult as necessary with the faculty scholastic standing committee and the program office. The dean's decision is made in writing to the student with copies of the decision to the faculty scholastic standing committee and to the program office concerned. The dean's decision is final.

**Readmission.** Students who have been dismissed for academic reasons are not considered for readmission until they provide evidence that they can successfully complete the program. Such students shall apply to the LIS or M.C.I.S. Admissions Committee. The faculty may stipulate one or both of the following:

1. A minimum period of time following the dismissal (at least one term not including summer session) before an application for readmission will be considered.
2. Any other evidence (e.g., medical report) or requirement which might be deemed appropriate to a particular student. Students are not usually readmitted after a second dismissal action.

# GRADUATION

The M.L.S. (Master of Library Service) and M.C.I.S. (Master of Communication and Information Studies) degrees are conferred by the university upon recommendation of the faculty of the School of Communication, Information and Library Studies. Degrees are conferred and diplomas issued only at the annual commencement each May or June. For this reason, a student who completes degree requirements before October 1 may request a suitable certificate for use until commencement. This request should be sent to the university registrar accompanied by a stamped, self-addressed envelope and is honored shortly after October 1 provided the student has a Graduate Diploma Application (Application for an Advanced Degree) on file and has in fact completed all other requirements for the degree by that time. A similar certificate is available, upon request, to the student who completes all requirements by the end of the fall term. Students issued these certificates receive diplomas dated October or January respectively.

Any candidate who does not wish to attend commencement is asked to indicate that fact on the diploma application. When this is not indicated on the application, the candidate is asked to write to the university registrar requesting that the degree be conferred *in absentia* at the annual commencement exercises. Since arrangements for commencement are complex, and well advanced by April 1, it is appreciated if such requests are placed before that date, although they will be accepted any time before commencement. Candidates whose attendance is prevented by some last minute emergency are asked to communicate with the university registrar within twenty-four hours of commencement. In all cases the candidate should indicate the address to which the diploma may be sent when it is mailed in June or July.

## Graduate Diploma Application

A form entitled Graduate Diploma Application (Application for an Advanced Degree), obtainable from the registrar, M.C.I.S., or LIS departmental office, must be completed and the form submitted by each candidate as follows:

For diploma dated	Submit form by
October	October 2
January	January 2
May or June	April 2

Unless the form is submitted at the appropriate time by the candidate, the degree is not conferred and graduation is deferred, in some cases as much as one year.

If, after filing the application, a candidate is unable to complete the degree requirements by the end of the term specified, another application must be filed.

## 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.

The Academic Integrity Policy of the university recognizes four levels of violations. For graduate students, however, all violations are considered level four violations, the most serious breaches of academic integrity. The sanction for level four violations of the policy is “permanent expulsion from the university. . . . Notation of ‘academic disciplinary separation’ will be placed on a student’s transcript and remain permanently” (*Policy on Academic Integrity*, page 11).

According to the policy, the following actions constitute a level four violation:

Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one’s own in a senior thesis, within a master’s thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one’s own as a graduate student (italics added for emphasis).

*Rutgers–New Brunswick Policy on Academic Integrity for Undergraduate and Graduate Students* (page 10).

Thus, for graduate students, any form of dishonesty will be viewed as a level four violation and is cause for separation from the university.

A copy of the full *Policy on Academic Integrity* may be obtained from the Office of the Dean.

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

The New Brunswick Committee on Academic Integrity monitors this policy. Questions concerning the policy can be addressed to faculty members, to the offices of the college or school deans, or to the assistant vice president for student affairs (732/932-7747). Copies of the complete policy are available at deans’ offices. The procedures followed and the due process rights afforded to students facing disciplinary charges are described in the University Code of Student Conduct.

# UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

*A university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Its rules should be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.*

*All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the university. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.*

*Preamble  
University Code of Student Conduct*

## Overview

Communities establish standards in order to ensure that they are able to fulfill their mission and keep their members from harm. The University Code of Student Conduct (referred to as “the code” in the remainder of this summary) defines those kinds of behavior that violate the standards of the Rutgers University community and also provides the mechanism for addressing alleged violations. In doing so, the code protects the rights of those accused of offenses (referred to as “respondents” in the remainder of this summary) by providing due process while also protecting victims of those offenses and the university community as a whole.

## Process

The following summary presents key aspects of the code. Students should consult the code itself for complete information on each point.

### **Filing a Complaint**

Any individual may file a complaint against a student suspected of violating the code by notifying the dean of students (or equivalent) of the respondent’s college or school, or the director of judicial affairs in the Division of Student Affairs.

### **Preliminary Review**

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

## **Separable Offenses**

The following offenses are deemed serious enough to 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.
4. Defamation, which is judicially defined to mean, and here means, the unprivileged oral or written publication of a false statement of fact that exposes the person about whom it is made to hatred, contempt, or ridicule, or subjects that person to loss of the goodwill and confidence of others, or so harms that person's reputation as to deter others from associating with her or him. Defamation is considered a separation offense under the University Code of Student Conduct.

While any of the four categories of acts listed above is a separation offense, that, if proven, could lead to a sanction of expulsion or suspension from the university under the provisions of the University Code of Student Conduct, clearly minor instances of such prohibited behavior should be resolved at the college level and not be treated as separation offenses requiring a university-level hearing. The initial 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.

## 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.

## EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

In compliance with the Equity in Athletics Disclosure Act, Rutgers provides information on men's and women's athletic programs, and the participation rates for male and female athletes. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library), and at the intercollegiate athletics offices.

# Journalism Resources Institute

Jerome Aumente, *Director*

The Journalism Resources Institute (JRI) is active in a broad range of mass media and communication issues related to journalism and the dissemination of news and information to all segments of society. It works closely with professionals from all segments of the print and electronic media—newspapers, magazines, broadcast and cable television, radio, book publishers, telecommunications, the computer industry, and the newer emerging information technologies.

The institute provides opportunities for students and faculty with special interests in mass communication studies and research. It assists individuals and organizations from government, corporate and private agencies, and a wide spectrum of the public sector and nonprofit service agencies, which depend upon the mass media for effective distribution of their news and information. The institute works with these organizations to improve the quality of information reaching the public in an atmosphere of press freedom and press responsibility.

The JRI is a unit of the School of Communication, Information and Library Studies. It also has university-wide concerns and cooperates with other units of Rutgers in joint projects linking the institute's expertise with the needs and concerns of the mass media. The institute has particularly close ties to the Department of Journalism and Mass Media and the master's program in communication and information studies at SCILS.

The institute offers seminars, workshops, conferences, symposia, visiting lectureships, research, and special fellowship opportunities. Professional development programs for journalists and other media professionals are a high priority. Students and faculty cooperate in courses, research, internships, and work-study programs. The institute develops curriculum-related projects at the undergraduate and graduate levels as part of its professional continuing education studies. The JRI also offers undergraduate research scholarships in a program originally developed with seed money from the Times Mirror Foundation and the university, and with John H. Cook and Laurie Ackerman scholarship funds.

More than 14,000 media professionals have participated in institute programs since its founding in 1980, as well as thousands of additional persons outside the news media. Major areas of funding have supported work in mass media coverage of health, science, and technology; media and law; press freedom and responsibility; international affairs; business/financial journalism, and assistance to independent news media in Central and Eastern Europe.

The institute has a special interest in new communication technologies and policy issues as telecommunications, computers, and the news and entertainment industries converge, profoundly affecting traditional mass media institutions and creating new opportunities and challenges such as electronic publishing and interactive media and communications.

The JRI has extensive experience training print and broadcast journalists and assisting universities with curriculum development in Poland. It undertook major media needs assessments for the U.S. government in Poland and the Czech and Slovak Republics. It has periodically sent teams of American media specialists to train Polish media professionals, and Polish journalists have studied at Rutgers. The institute established a media resources center in Warsaw with funding from the International Media Fund. Important projects in Eastern Europe were conducted with a grant from the Florence and John Schumann Foundation. The JRI assisted Jagiellonian University in Krakow in creating a School of International Journalism, the Academy of Economics in business journalism, the Higher Business School in Novy Sacz in media studies, and a consortium of universities in creating Academic Radio Krakow, a public radio station. It is also assisting other media professionals and universities in the Central and Eastern European regions, including Bosnia and Herzegovina, Russia, the Ukraine, and the Baltic States.

The JRI has devoted attention to the mass media and its impacts on the courts and the civil and criminal justice system; environmental and life quality issues; urban and metropolitan affairs; minority concerns; government and public policy; culture and the arts; issues of aging; mental health concerns, and information policy over a broad spectrum. It has conducted funded projects in most of these areas.

With support from the Merck Foundation, the JRI established the Merck Science Journalism Student Awards program, which brought faculty and students from major universities to Rutgers each year for seminars with top scientists and journalists who specialize in health and science coverage. The JRI conducted major evaluations of professional journalism training and midcareer study programs funded by the Knight Foundation and the German Marshall Fund. The institute helped found statewide programs for high school journalists and journalism advisers, and a program of awards for business/financial journalists. It has run a series of practical training seminars for the New Jersey Press Association. Its media and law activities included a three-year "Press, Bar, and Bench" program in cooperation with the New Jersey Supreme Court and funded by the S.I. Newhouse Foundation. It initiated the Hugh N. Boyd visiting lectureship funded by the *Home News and Tribune*. Its interests in health and media coverage have been supported by major grants from *The Record* newspapers and the New York Times Foundation. A current project focuses on media coverage of prostate cancer. Its development of professional training and new media technology projects was supported by a grant from the *Asbury Park Press*.

The institute published a monograph, "Preparing Health, Medical and Science Journalists for the Future," summarizing the first three years of the Merck Science Journalism Student Awards program, which was distributed nationally to journalism schools and major media organizations. The institute is creating multimedia educational materials to train journalists in health and medical coverage, and cooperated in a program to create similar materials for journalists in Latin American through a U.S. Agency for International Development and Voice of America-U.S. Information Agency project. It has launched a series of health, medical, and science workshops in Poland and other world sectors. The JRI presented journalism education strategies at the Latin American Journalism Center in Panama and plans follow-up work in the region. The institute also has cooperated with Complutense University in Madrid in presenting two series of lectures at major universities in Spain on new media technologies and their impact on journalism and library studies. In 1998, JRI launched an ongoing research project on this topic with universities in Poland and sponsored an international videoconference to initiate the program. It is publishing various reports related to the above areas through its web site listed below.

Funding has come from The International Media Fund; the U.S. Information Agency; the Florence and John Schumann Foundation; the John S. Knight Foundation; the German Marshall Fund; the Rockefeller Family and Associates; the Ford Foundation; the John and Mary R. Markle Foundation; the New Jersey Health Products Council; the New York Times Foundation; the S.I. Newhouse Foundation; the Merck Foundation; the Times Mirror Foundation; the American Broadcasting Company; RKO-Television; WWOR-TV and MCA Corp.; the CIT Group; Johnson & Johnson Co.; the U.S. Environmental Protection Agency; Dow Jones News Retrieval; the Dow Jones Newspaper Fund; the Society of Professional Journalists (SDX/SPJ); various New Jersey state governmental agencies including Community Affairs (Division of Aging) and Human Services (Division of Mental Health and Hospitals); *The Asbury Park Press*; *The Record* of Hackensack; the *Home News and Tribune*, and the New Jersey Press Association.

The institute welcomes inquiries from the mass media, foundations, government, and the private sector on potential future collaborative projects involving the news media, improved coverage of selected topics, and technology and policy issues. It wishes to build upon its expertise involving emerging democracies and independent news media in Central and Eastern Europe as well as other world sectors.

For further information about any of the JRI's activities, contact Professor Jerome Aumente, Director, Journalism Resources Institute, Rutgers, The State University of New Jersey, 185 College Avenue, New Brunswick, NJ 08901, U.S.A. (732/932-7369 or 8567, Fax: 732/932-7059). Send email to: [aumente@scils.rutgers.edu](mailto:aumente@scils.rutgers.edu).

Visit the JRI web site at [www.scils.rutgers.edu/jri](http://www.scils.rutgers.edu/jri).

# Library and Information Science

Kay E. Vandergrift, *Chairperson; Director, Master of Library Service Program*  
[Http://www.scils.rutgers.edu/lis/index.html](http://www.scils.rutgers.edu/lis/index.html)

The Department of Library and Information Science educates the new generation of leaders in global, networked librarianship and information services. Its special emphasis is on people seeking and using information in the context of advances in technology, policy, access, and organization.

The new environment of digitized information, including the Internet and the World Wide Web, offers serious challenges to the education of information professionals. The department's curriculum demands technical competence on the part of the matriculating student and requires that students come to an understanding about the involvement of global information networks as they relate to shifting geopolitical and social realities. As students familiarize themselves with new technologies and global circumstances, they also learn about the ethical values and the historical roots of modern information mediation. This knowledge enables students to appreciate those aspects of librarianship that are relevant to the twenty-first century, chief among them being library and information science's focus on people seeking and using information.

Since it was founded in 1953, the Rutgers M.L.S. program has taught future information professionals to understand the basic processes of information and their relation to society. Through courses taught by theoreticians and practicing professionals, the department's curriculum has combined the principles of librarianship and information science to educate students to help users to function effectively in their diverse worlds. Theory has been consistently connected with the requirements of professional practice.

The globalization of information requires that the Rutgers M.L.S. program extend its goal of educating the leaders of the profession through exposure to the social and policy aspects of information access across borders, as well as to cutting-edge technology. We position our students to be innovative in the global use of the new information media to serve the needs of diverse populations.

The faculty offers the Master of Library Service (M.L.S.) degree in library and information science. The faculty offers continuing education to professionals in the field, and it contributes to both the Master of Communication and Information Studies (M.C.I.S.) and Doctor of Philosophy (Ph.D.) degree programs, described in this catalog. While the faculty's research projects and teaching interests are diverse, they center on the provision of information to people and the effects of information on their experiences and learning. Faculty are interested in the array of institutions where information is disseminated in culture and the phenomena surrounding this transfer, in the society that information sustains and makes possible, and in the work that information specialists do as they live up to the challenging responsibilities implicit in their work.

The department has three goals: to teach, to inquire, and to serve.

## Instruction

The Master of Library Service degree program prepares students who seek careers in the information professions, including service in libraries, businesses, and research settings. The program's curriculum emphasizes understanding the needs of information seekers, identifying and organizing information resources, and creating systematic connections between users and tools. Students are prepared to offer expert help, to evaluate the quality of available information, to use the range of appropriate technologies and formats to resolve problems of information need, and to pursue careers in areas such as information retrieval, general and specialized reference services, library management and policy, information services to children and youth, school media services, and the technologies of information management, control, and dissemination. The graduate program changes as the nature and future of information change, but it is firmly committed to transmitting essential knowledge, long-lasting cognitive skills, and an attitude of welcome responsibility for information in social and private life.

In collaboration with other departments in the school, the department also contributes to the Master of Communication and Information Studies degree program, preparing students to understand and manage the information and communication systems of complex organizations. The M.C.I.S. program develops competence in the analysis, evaluation, design, and implementation of information and communication systems, and their impacts on individuals and society. Such systems encompass all types of information and communication: both oral and written, informal and formal, proprietary and published. The program emphasizes the contributions of emerging technologies to the integration of information and communication both inside and outside complex organizations. In view of our common ideals, students in the two master's degree programs occasionally share classes.

In a similar way, the department contributes to the Doctor of Philosophy program in communication, information, and library studies, leading to a degree granted by the Graduate School–New Brunswick. This challenging program emphasizes theory and research about the nature of information and its exchange in psychological, social, and economic contexts, among individuals, groups, organizations, and society. All of the scholarly and research interests of the Department of Library and Information Science are represented in the Ph.D. program as well. Faculty contributions to doctoral studies include such areas as information media and technology, information services and education, library management and policy, information retrieval, organization and dissemination of information, and school and youth services. The Ph.D. program maintains its longstanding national reputation for leadership in the profession by selecting students of the greatest promise from an national group of distinguished beginning and midcareer scholars and professionals, some of whom have earned their master's degrees from our own program.

## Research

Faculty members of the department conduct research, publish prominently, and advance knowledge in all aspects of library and information science. They pursue an array of fundamental and applied studies on the nature and history of information and its use; the psychological, cultural, and economic role of information in the lives of individuals, groups, and societies; the implications and uses of emerging information technologies and innovative media; the organization

and dissemination of information throughout the environment; the design, management, and evaluation of information services, agencies, and systems; and professional education for library and information science. These research interests appear regularly in the faculty's publications and classrooms, in individual studies conducted by advanced students, and in faculty presentations as part of SCILS colloquia. Members of the LIS faculty are active nationally and internationally as primary participants in the critical discourse that advances the field, its theory, and its applications to practice.

### **Service**

As scholars and educators, the faculty is committed to an advocacy for accurate and current information, for wide public and professional access to information, and for the critical use of information to address the needs and problems of our society. The department advances these values through personal and professional leadership and service in regional, national, and international organizations, societies, and councils. As citizens of Rutgers University, the faculty serves its academic community by offering advice in matters related to information education, and by representing the interests of colleagues and students in governance and academic affairs. Beyond Rutgers, the faculty serves community, business, and government organizations in areas relating to information and its technologies, the provision of information and research services, and the development of libraries, information agencies, and cultural institutions of all kinds.

## **CAREERS IN THE LIBRARY AND INFORMATION PROFESSIONS**

Students preparing for careers in the library and information professions have many possibilities before them; these vary widely across settings, communities, and forms of professional service. Some professionals address information at its most fundamental levels, acting to design, organize, produce, and retrieve information in systems. The exponential growth of knowledge at the edge of the twenty-first century means that this role has become increasingly critical to our society and economy, and vital to the personal lives of citizens. The basic organizing function principally occurs in the information industry, including the production of indexes and abstracts, the design and construction of databases, publication of print and electronic resources, and in the development of libraries as organized information systems.

Information users are most diverse in public libraries, where specialists assist in meeting the recreational, economic, occupational, and educational information needs of entire communities. Those who prepare for public library service may choose to center on the information needs of individuals across the life span, or on the needs of specific groups by age (such as children, youth, adults), circumstances (such as illiteracy, special needs), or by subject interest (such as business, local history, government information).

School and academic libraries offer situations where information services support and enhance diverse curricula and scholarly research. Educational media specialists in elementary and secondary schools create collections, provide information education, and serve the information needs of students, faculty, and administrators. Librarians and information specialists in academic and research libraries focus on the curricular and research information needs of

students and faculty at the college and university level. Instruction in the use of bibliographic and electronic tools has become a critical part of academic librarianship at all levels.

Every information organization requires skilled managers and contemporary applications of information technologies. Students who specialize in management pay particular attention to the theory and practice of administration; issues relating to human resource management; legal, political, professional, social, and community contexts of information organizations; the applications and evaluation of technology; and the components of responsible financial management. The SCILS faculty believes that each student holds the potential for professional leadership; experience suggests that administrative responsibilities are typically an important part of every professional career.

Students engaged in the study of technical and automated services are prepared to provide essential support for information users in the forms of catalogs and indexes; to master an array of electronic data retrieval systems; to maintain automated acquisitions and ordering processes; to capture information in multiple formats; and to explore the expanding presence of information through the Internet and its worldwide extensions. In the contemporary world, these aspects of library and information science are expanding both technically and conceptually, with significant implications for information users in libraries, homes, and workplaces.

Information science also offer opportunities for careers outside traditional institutions. Information brokers, entrepreneurs, library planning and technology consultants, researchers, and evaluators are all well-served by programs in this discipline. Such professionals use their skills in service to libraries and other institutions, organizations and corporations, government and specialized nonprofit entities. These situations require information skills in areas such as business information, marketing, finance, and administration. They also require services such as information retrieval and analysis, database development, the analysis of archival collections, and advice on information and documentation formats.

In all applied areas of library and information science, it is essential to emphasize the central importance of information technology in all of its forms. The contemporary student of information should anticipate early and continuous engagements with information in new formats and must be prepared to understand and evaluate forms of information that have not yet appeared. The value of these technologies varies with academic disciplines and the situations of users, but the use of electronic tools and services is relevant to all users of information. The world of the Department of Library and Information Science remains a stimulating and exciting world of books and journals, to be sure; with equal assurance it is also a promising and engaging world of computers, electronic information retrieval, telecommunications, digital images, multimedia, the Internet, the World Wide Web, and whatever expansive technology may be emerging in the future.

By anticipating a career and making appropriate choices, students experience and interpret library and information studies in different ways. Whatever their concentrations or aims may be, their professional lives will demand careful inquiry and critical thinking about information and the changing lives and needs of information users. In all of its variations, this is the core that informs the Master of Library Service degree. We welcome students to discover their own futures, and the future of library and information studies, in the Department of Library and Information Science.

# M.L.S. Program in Library and Information Science

The Master of Library Service program provides professional education for a wide variety of service and management careers in libraries, information agencies, the information industry, and in business, industry, government, research, and similar environments where information is a vital resource. The curriculum is based on present and probable future characteristics of library and information professions, emphasizing the essential knowledge, skill, and professional attitude needed by beginning professionals in these fields.

The courses in the M.L.S. program have been divided into four areas of knowledge: human information behavior; information structures, sources, and special materials; information technology; and organizational behavior. A few additional courses comprise the "special topics" area. The human information behavior area contains courses that focus on the varieties of human information behavior and methods and techniques for satisfying human information needs. The information structures, sources, and special materials area treats the structure and dissemination of knowledge as it is represented in the humanities and social and natural sciences. Attention is paid to information resources and materials for special groups. The information technology area includes courses dealing with technology and its use in storing, organizing, retrieving, and disseminating information as well as courses in the techniques that have been developed for organizing and preserving information. The organizational behavior area focuses on the management and administration of libraries and information service agencies and on the assessment and evaluation of information services.

With this organization of the courses as a base, seven plans of study are suggested:

1. Generalist
2. Information Retrieval
3. Management and Policy Issues in Library and Information Service Organizations
4. Reference Services
5. School Media Services
6. Technical and Automated Services
7. Youth Services

The Rutgers program in library and information studies is accredited by the Committee on Accreditation of the American Library Association, under the Standards for Accreditation, 1992. Its most recent reaccreditation was awarded in 1997.

## OBJECTIVE OF THE M.L.S. PROGRAM

To educate students for professional positions of leadership and responsibility as librarians and information specialists in diverse types of libraries and information agencies.

## DEGREE REQUIREMENTS

A minimum of 36 credits of graduate study in the Department of Library and Information Science are required for the M.L.S. degree. The maximum course load is 15 credits per term, and 36 credits under this plan requires two terms and a summer on a full-time basis. The program may also be taken on a full-time basis by registering for 12 credits during each of the three regular terms. The faculty encourages students to avoid the maximum course load except in cases of special need.

Study may be pursued on a part-time schedule by completing the program within a three-year period. On a part-time basis, students must register for a minimum of 6 credits per term unless special permission is obtained from the chairperson of the department. While some courses may be scheduled during evening hours, students should be aware that the completion of the program may require attendance during the day in order to obtain the benefit of the full range of electives. The program may not be completed by attendance at summer sessions only. A maximum of 12 credits may be earned by attendance at summer sessions. No more than 9 credits may be taken in any one summer without permission of the chairperson.

There are no language requirements for the M.L.S. degree, and there is no thesis or comprehensive examination. Internships are recommended but not required.

### Course Waiver Policy

Students who, because of prior study and/or experience, believe that they possess the competencies covered in a course may request to be excused from taking the course. The student should make the request to the course coordinator and should be prepared to discuss his or her knowledge and skills related to the course content with that faculty member. The course coordinator may ask the student to take an assessment examination. If the student's request is based on prior course work, the coordinator may ask for a copy of the course description and should also consult the student's official transcript. If the course coordinator agrees to the waiver, the coordinator places a note to that effect in the student's file and gives a copy of the note to the student. If the coordinator does not agree to a waiver and the student wishes to appeal that decision, he or she should make such appeal to the chairperson who will put the issue to other instructors of the course. The majority view prevails.

Waiver of a course does not reduce the number of credits required for the M.L.S. degree, but increases the number of credits that may be taken in elective courses. A list of course coordinators is available in the departmental office.

## ADMISSION

### Requirements

In evaluating credentials, the admissions committee looks for both potential for graduate study and potential for service to the profession. A bachelor's degree or its equivalent from a recognized institution of higher education is required of applicants to the M.L.S. program. Evidence of potential for graduate study is demonstrated by letters of recommendation, a personal essay, scores on the Graduate Record Examination (GRE) general test, and by an average of *B* or

better in previous academic work. A combined verbal and quantitative or verbal and analytical GRE score that approximates the mean combined verbal and quantitative GRE scores most recently reported to the American Library Association Committee on Accreditation will normally be expected for admission to the M.L.S. program. In 1995, the mean combined verbal and quantitative score was 1140; in 1998, it was 1200. Applicants reporting combined GRE scores falling more than 100 points below the most recent mean may be asked to retake the GRE before a decision is rendered. *Applicants reporting scores below the twentieth percentile on any of the exams will not be admitted to the M.L.S. program.* Applicants should refer to the current application form and instructions for procedures. Admission is competitive and is affected by the quality and academic promise of the pool of candidates.

## Technological Competency

Before matriculating in the Master of Library Service program, students should be proficient in the use of computers for word processing, electronic mail, and user interfaces such as those found on the World Wide Web. Familiarity with either the Windows or the Macintosh environment is acceptable, but proficiency with both is valuable for the program's course work.

In fall 1998, a detailed description of the program's technological prerequisites will be available from the department office, with a description of the Technology Gateway Exam, required of all beginning students entering in January 1999 and thereafter. Information about technology workshops or alternative technology instruction is included in this supplementary material.

Current information about the changing technological skills required of M.L.S. students will be found among program documents on the program's web site.

## Applications

While the department strongly recommends that students begin their studies in a fall term to ensure the most appropriate sequencing of courses, the Admissions Committee reviews applications for both the fall and spring terms.

Admission materials are available from the Office of Graduate and Professional Admissions, Van Nest Hall, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530 (732/932-7711). A complete application consists of the application form, letters of recommendation, a nonrefundable application fee, official transcripts of previous academic work, personal statement, and test scores. Instructions accompany the application forms.

## Deadlines

Applications for the fall term should be submitted by May 1, and for the spring term by November 1. International students applying from abroad must submit applications by April 1 for the fall term, and by November 1 for the spring term. The school reserves the right to close admission prior to these deadlines or extend deadline dates.

## Tests

Applicants to the M.L.S. program must submit official scores from the Graduate Record Examination (GRE) general test. Applicants who hold another graduate degree may request to be excused from the GRE requirement by writing to the

chairperson of the M.L.S. program. GRE information and application forms may be obtained by writing the Graduate Record Examination Program, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. Test scores are normally reported about six weeks after the GREs are administered. Accordingly, applicants are advised to factor this delay into their application schedule so that their applications will be complete for the review of all credentials.

It is the policy of the university that tests taken within a period of three years prior to the time of application are not questioned on grounds of age. The program may require that test scores more than three years old be validated either by evidence of continued work in the field or by a reexamination.

## International Applicants

International applicants are required to take the Test of English as a Foreign Language (TOEFL) if English is not their native language. For further test information, write to TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541. Satisfactory English proficiency is a prerequisite for graduate study at the university, and a minimum TOEFL score of 600 is expected. Applicants of questionable English proficiency will be required to take a test upon arrival at the university and, if necessary, to take course work in the English as a Second Language Program before commencing their M.L.S. studies. Nonimmigrant students must present evidence of adequate financial resources. The university may deny admission to nonimmigrant students for lack of English proficiency, for lack of financial support, or because of improper visa status.

## Notification of Decisions

Applicants will receive written notification of admission decisions from the Office of Graduate and Professional Admissions. Notification may list certain conditions which must be satisfied prior to registration unless otherwise indicated. Students who wish to defer admission to a subsequent term should contact the program chairperson. Ordinarily, admission may be deferred up to one year; after one year, a new application is required.

## Transfer of Credit

Applicants who have completed graduate work in library and information studies in other ALA-accredited library service programs may apply for transfer of 6 credits if the work was completed with a grade of *B* or better within three years prior to admission to the Rutgers M.L.S. program. No transfer of credit is granted for undergraduate course work applied toward an undergraduate degree. No credit is awarded for prior work experience in library and information service. Students having prior course work in library and information service are encouraged to discuss with their adviser the development of a program that avoids the substantial repetition of content.

After admission to the school, students may, with their adviser's prior approval, take up to 6 credits of work in another department at Rutgers or in another library and information studies program accredited by the American Library Association.



## Nonmatriculated Students

At the discretion of the faculty, M.L.S. applicants may be required to complete, on a nonmatriculated basis, courses with satisfactory grades and obtain the written recommendation of a professor before being admitted to the degree program.

## PLANS OF STUDY

The faculty regularly revises the M.L.S. curriculum to assure that our students interact with the most up-to-date information, technologies, and professional issues. Current program changes will be available on the departmental web site at [www.scils.rutgers.edu/lis/index.html](http://www.scils.rutgers.edu/lis/index.html).

Seven plans of study are offered within the M.L.S. curriculum. Students should meet with an adviser to establish the sequence of their program and to determine a plan of study. For full-time students, the order in which courses are taken requires careful planning because of the pre- and/or corequisites for some of the advanced courses.

### Generalist

The generalist plan of study requires successful completion of two noncredit courses, five required courses (15 credits), and seven courses (21 credits) chosen in consultation with the student's adviser.

#### Required courses

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)
- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:530 Information Structures (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:570 Management of Library and Information Service Organizations (3)
- 17:610:572 Needs Assessment and Evaluation (3)

#### Recommended electives

- 17:610:531 Basic Information Sources (3)
- 17:610:532 Collection Development and Management (3)
- 17:610:552 Cataloging and Classification (3)
- 17:610:554 Automation of Library Technical Services (3)

### Information Retrieval

The plan of study for information retrieval is structured as a set of required courses, amounting to 21 credits, and a set of recommended electives. The latter are to be taken as suggestions for courses to take beyond the requirements, which are especially relevant to this specialization, but they are neither prescriptive nor exclusionary. Choosing electives from outside this list requires permission from the student's faculty adviser.

#### Required courses

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)

- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:511 Information Interaction, Mediation, and Searching (3)
- 17:610:513 Information Retrieval (3)
- 17:610:530 Information Structures (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:556 Knowledge Representation for Information Retrieval (3)
- 17:610:572 Needs Assessment and Evaluation (3)

#### Recommended electives

- 17:194:541 Systems Theory for Information Service Planning (3)
- 17:194:543 Knowledge-Based Systems for Information Services (3)
- 17:194:546 Management and Information Technology (3)
- 17:610:512 Information Analysis, Synthesis, and Presentation (3) \*
- 17:610:531 Basic Information Sources (3)
- 17:610:540 Information Resources in the Humanities (3)
- 17:610:541 Government Information Resources (3)
- 17:610:542 Information Resources in Science and Technology (3)
- 17:610:543 Information Resources in Business and Economics (3)
- 17:610:544 Information Resources in the Social Sciences (3)
- 17:610:551 Multimedia Structure, Organization, Access and Production (3)
- 17:610:554 Automation of Library Technical Services (3)
- 17:610:555 Database Management Systems (3)
- 17:610:562 Advanced Database Searching (3)
- 17:610:570 Management of Library and Information Service Organizations (3) \*
- 17:610:573 Management Information Systems (3)

### Management and Policy Issues in Library and Information Service Organizations

The management and policy issues in library and information service organizations plan of study requires successful completion of two noncredit courses, five required courses (15 credits), and seven elective courses (21 credits) chosen in consultation with the student's adviser.

#### Required courses

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)
- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:530 Information Structures (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:570 Management of Library and Information Service Organizations (3)
- 17:610:572 Needs Assessment and Evaluation (3)

\* Strongly recommended.

### **Recommended electives**

- 17:610:511 Information Interaction, Mediation, and Searching (3)
- 17:610:531 Basic Information Sources (3)
- 17:610:532 Collection Development and Management (3)
- 17:610:554 Automation of Library Technical Services (3)
- 17:610:555 Database Management Systems (3)
- 17:610:573 Management Information Systems (3)
- 17:610:574 Financial Management (3)

### **Reference Services**

The reference plan of study requires successful completion of two noncredit courses, six required courses, (18 credits), three courses from the range of advanced reference courses (9 credits), and three elective courses (9 credits). Note that 17:610:530, 17:610:531, and 17:610:550 are prerequisites for advanced reference course work.

#### **Required courses**

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)
- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:530 Information Structures (3)
- 17:610:531 Basic Information Sources (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:570 Management of Library and Information Service Organizations (3)
- 17:610:572 Needs Assessment and Evaluation (3)

#### **Recommended electives**

- 17:610:511 Information Interaction, Mediation, and Searching (3)
- 17:610:512 Information Analysis, Synthesis, and Presentation (3)
- 17:610:532 Collection Development and Management (3)
- 17:610:540 Information Resources in the Humanities (3)
- 17:610:541 Government Information Resources (3)
- 17:610:542 Information Resources in Science and Technology (3)
- 17:610:543 Information Resources in Business and Economics (3)
- 17:610:544 Information Resources in the Social Sciences (3)
- 17:610:545 Bibliographic Instruction Seminar (3)
- 17:610:552 Cataloging and Classification (3)
- 17:610:559 Internet Interfaces (3)
- 17:610:562 Advanced Database Searching (3)
- 17:610:581 Information Resources for Medical and Health Sciences (3)

### **School Media Services**

The school media services plan of study requires successful completion of two noncredit courses and twelve courses (36 credits) chosen in consultation with the student's adviser. This plan of study meets New Jersey certification requirements for educational media specialists when combined with a valid teaching certificate and one year's teaching experience.

### **Required courses**

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)
- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:514 Information, Media and the Curriculum (3)
- 17:610:530 Information Structures (3)
- 17:610:531 Basic Information Sources (3)
- 17:610:547 Materials for Children (3)
- 17:610:548 Materials for Young Adults (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:551 Multimedia Structure, Organization, Access, and Production (3) †
- 17:610:552 Cataloging and Classification (3)
- 17:610:559 Internet Interfaces (3) †
- 17:610:571 Organizational Context of Library and Information Services (3)
- 17:610:592 Field Experience (3)

#### **Recommended courses**

- 17:610:516 Children's and Youth Services (3)
- 17:610:554 Automation of Library Technical Services (3)
- 17:610:572 Needs Assessment and Evaluation (3)

### **Technical and Automated Services**

The Technical and Automated Services Specialization is structured as a set of required courses amounting to 18 credits, a choice of specialty requirements amounting to 6 credits, and a set of recommended electives. The latter are to be taken as suggestions for courses to take beyond the requirements. The electives are chosen as especially relevant to the specialization, but are neither prescriptive nor exclusionary. Electives should be chosen with the aid of an adviser.

#### **Required courses**

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)
- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:530 Information Structures (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:552 Cataloging and Classification (3)
- 17:610:554 Automation of Library Technical Services (3)
- 17:610:572 Needs Assessment and Evaluation (3)

#### **Specialty requirements**

*Students will choose two of the following:*

- 17:610:551 Multimedia Structure, Organization, Access, and Production (3)
- 17:610:553 Advanced Cataloging and Classification (3)
- 17:610:556 Knowledge Representation for Information Retrieval (3)

† Either 17:610:551 or 17:610:559 fulfills the technology requirement for this area of concentration.

### **Recommended electives**

*Students will choose four of the following:*

- 17:610:511 Information Interaction, Mediation, and Searching (3)
- 17:610:513 Information Retrieval (3)
- 17:610:531 Basic Information Sources (3)
- 17:610:532 Collection Development and Management (3)
- 17:610:555 Database Management Systems (3)
- 17:610:557 Conservation and Preservation (3)
- 17:610:562 Advanced Database Searching (3)
- 17:610:570 Management of Library and Information Service Organizations (3)
- 17:610:573 Management Information Systems (3)
- 17:610:592 Field Experience (3)
- 17:610:594 Special Topics (3)
- Other relevant special topics courses

### **Youth Services**

The youth services plan of study requires successful completion of two noncredit courses, eight required courses (24 credits), and four elective courses (12 credits) chosen in consultation with the student's adviser.

#### **Required courses**

- 17:610:501 Introduction to Library and Information Professions (0)
- 17:610:502 Colloquium in Library and Information Studies (0)
- 17:610:510 Introduction to Human Information Behavior (3)
- 17:610:516 Children's and Youth Services (3)
- 17:610:530 Information Structures (3)
- 17:610:547 Materials for Children (3)
- 17:610:548 Materials for Young Adults (3)
- 17:610:550 Technology for Libraries and Information Agencies (3)
- 17:610:570 Management of Library and Information Service Organizations (3)
- 17:610:572 Needs Assessment and Evaluation (3)

#### **Recommended electives**

- 17:610:514 Information, Media, and the Curriculum (3)
- 17:610:531 Basic Information Sources (3)
- 17:610:535 Storytelling (3)
- 17:610:536 History of Children's Literature (3)
- 17:610:551 Multimedia Structure, Organization, Access, and Production (3)
- 17:610:552 Cataloging and Classification (3)
- 17:610:571 Organizational Context of Library and Information Services (3)

## **OTHER ACADEMIC OPPORTUNITIES**

### **Field Experience**

The library and information science faculty urges all students who have not had significant experience in library or information service to apply for 3 credits of supervised professional field experience (17:610:592). Students are placed in a wide variety of public, academic, and special library and information service agencies. Although students must have completed at least 15 credits in the M.L.S. program before they are eligible, they should consult with the director of field experience well in advance in order to make necessary arrangements.

### **Colloquium Series**

The Library and Information Studies Colloquium Series is an integral part of the M.L.S. curriculum providing students with the opportunity to hear presentations from leaders in the library and information professions and to discuss current issues with them. All students must enroll for the colloquium series 17:610:502 during a term late in their program of study.

### **Individual Study**

Students who wish to engage in special projects or special individual study in areas not covered by regular courses may apply for up to 6 credits of individual study (17:610:599). The student must submit a brief statement in writing of his or her proposed investigation, with a preliminary outline of the methodology to be used. The study must be approved by the faculty member who agrees to supervise it. Individual study is normally pursued toward the end of the M.L.S. program.

### **Extern Program**

The Department of Library and Information Science, in cooperation with the SCILS Graduate Alumni Association, offers a noncredit extern program which provides students opportunities for participant observation in a library or information center during recess or vacation periods. The purpose of the program is to give students an opportunity to experience a working environment relevant to their proposed careers. Students interested in this program should contact the LIS placement adviser.

## **COURSES**

#### **17:610:501. INTRODUCTION TO LIBRARY AND INFORMATION PROFESSIONS (0)**

*Required of all students at the beginning of the first term of study. No credit for this course.*

Orientation to the M.L.S. program, the information professions, basic concepts and vocabulary, and the literature of the field.

#### **17:610:502. COLLOQUIUM IN LIBRARY AND INFORMATION STUDIES (0)**

*Required of all students during one term late in their program of study. No credit for this course.*

A colloquium series showcasing current issues and problems in the information professions.

### **Human Information Behavior**

#### **17:610:510. INTRODUCTION TO HUMAN INFORMATION BEHAVIOR (3)**

Discussion of the varieties of human information behavior, why people engage in them, and how the behavior can be described and understood. Explores information seeking and search for and use of information and related processes. Explicitly addresses the problems of evaluation and effectiveness of communication in information processes.

#### **17:610:511. INFORMATION INTERACTION, MEDIATION, AND SEARCHING (3)**

*Prerequisites: 17:610:510, 530, 550.*

Interactive processes and variables in human information seeking and searching, including human-computer interaction. Mediation and interviewing process, principles and tactics in searching, evaluation of search results in information retrieval.

**17:610:512. INFORMATION ANALYSIS, SYNTHESIS, AND PRESENTATION (3)**

*Pre- or corequisite: 17:610:511.*

Concepts in strategic intelligence. Special attention to the information audit, selecting and analyzing information of value and utility to given user groups, establishing criteria for synthesis and the synthesizing process, formats and methods of presentation of information for given users, and information marketing.

**17:610:513. INFORMATION RETRIEVAL (3)**

*Prerequisites: 17:610:510, 550, 556.*

Theory, design, use, and evaluation of text-based information retrieval systems. Design principles for information retrieval systems and their implementation, characteristics of operational and experimental information retrieval systems, and evaluation of information retrieval systems.

**17:610:514. INFORMATION, MEDIA, AND THE CURRICULUM (3)**

*Pre- or corequisite: 17:610:547 or 548 or experience in a media center.*

Design of media center programs based on learning theories and information studies. Integrating information literacy across the curriculum. Emphasis on reading, listening, viewing, creating, and learning from a variety of resources.

**17:610:516. CHILDREN'S AND YOUTH SERVICES (3)**

*Prerequisites: 17:610:547, 548; or permission of instructor.*

Design of programs and services based on cognitive and developmental abilities. Emphasis on research and evaluation.

**Information Structures, Sources, and Special Materials**

**17:610:530. INFORMATION STRUCTURES (3)**

Overview of organized knowledge. Introduction to the development of the structure of knowledge, the generation of its products, and their dissemination in the areas of the humanities, natural, and social sciences. Emphasis on the growth and spread of knowledge institutions and the information channels, both scholarly and popular, in the separate disciplines. Attention given to trends in ideology and popular culture that have affected modern information structures.

**17:610:531. BASIC INFORMATION SOURCES (3)**

*Pre- or corequisites: 17:610:530, 550.*

Full range of information resources studied and used in applied contexts. Emphasis on access to information through reference tools and the uses of information by learners. Strategies for searching and evaluating these works, with special emphasis on comparisons between printed and electronic media.

**17:610:532. COLLECTION DEVELOPMENT AND MANAGEMENT (3)**

*Prerequisite: 17:610:530.*

Overview of creation, production, and distribution of materials. Emphasis on community analysis, collection development planning, criteria and methods for selection, collection evaluation, and collection management procedures and techniques.

**17:610:533. MANUSCRIPTS AND ARCHIVES (3)**

*Prerequisite: 17:610:530 or permission of instructor.*

Emphasis on fundamental theory and practice of manuscript and archival administration and its relationship to records management. Focus on accepted methodology and current issues relating to the collection, organization, preservation, and use of historical materials.

**17:610:535. STORYTELLING (3)**

*Prerequisite: 17:610:547.*

Study and appraisal of traditional and contemporary literature suitable for oral presentation. Techniques of introducing literature through picture book programs, story hours, creative dramatics, and multimedia with emphasis on the art of storytelling as a medium of communication. Guidance in the conduct of programs in libraries and on radio and television.

**17:610:536. HISTORY OF CHILDREN'S LITERATURE (3)**

Historical overview of literary content, illustration, social values, and publishing of children's literature, primarily in England and the United States. Consideration of scholarship and resources in the field.

**17:610:538. INTERNATIONAL LIBRARIANSHIP (3)**

Reviews national models of professional librarianship since the mid-nineteenth century and their role in international cooperation and development. Topics include the rise of documentation and information science after 1930, the impact of totalitarianism on librarianship, and postwar library development through organizations such as IFLA and UNESCO.

**17:610:540. INFORMATION RESOURCES IN THE HUMANITIES (3)**

*Prerequisite: 17:610:531.*

Overview of the information structure of the humanities. Attention given to generation and dissemination of knowledge in the humanities over time, as well as to principal modern information tools, research centers, and agencies. Sources reviewed from the point of view of the search techniques of the various disciplines, and consideration given to interdisciplinary research tools.

**17:610:541. GOVERNMENT INFORMATION RESOURCES (3)**

*Prerequisite: 17:610:531 or permission of instructor.*

Introduction to the nature and use of federal, state, local, foreign, and international government information resources. Problems relating to the acquisition, bibliographic organization, and reference use of public documents. Major emphasis on information resources of federal government of the United States.

**17:610:542. INFORMATION RESOURCES IN SCIENCE AND TECHNOLOGY (3)**

*Prerequisite: 17:610:531 or permission of instructor.*

Study of generation, communication, use, bibliographic structure, and resources of scientific and technical information for managing collections and providing reference and information retrieval services. Special attention to the fields of biology, medicine, chemistry, physics, mathematics, engineering, agriculture, and environment.

**17:610:543. INFORMATION RESOURCES IN BUSINESS AND ECONOMICS (3)**

*Prerequisite: 17:610:531 or permission of instructor.*

Study of generation and dissemination of business and economic information, with an emphasis on the societal implications of communication and use of this information by private and public agencies. Designed for students interested in business information in the private and public sectors.

**17:610:544. INFORMATION RESOURCES IN THE SOCIAL SCIENCES (3)**

*Prerequisite: 17:610:531 or permission of instructor.*

Study of information structures and reference tools of the social sciences, emphasizing interdisciplinary contributions, applications to social problem-solving, and presentation of literature. Consideration of both scholarly and everyday uses of social sciences information.

**17:610:545. BIBLIOGRAPHIC INSTRUCTION SEMINAR (3)**

*Prerequisites: 17:610:530, 531, and 550; one advanced reference course of a particular discipline.*

Literature, theories, and practices of bibliographic instruction. Academic librarianship is emphasized; applications of bibliographic instruction in other information environments are included. Requires a thorough literature review, design and delivery of bibliographic instruction, and a personal theory of instruction in an information environment.

**17:610:546. LEGAL BIBLIOGRAPHY (3)**

*Prerequisite: 17:610:531. Recommended: 17:610:541.*

Introduction to the bibliography of Anglo-American law. Emphasis on locating the statutes, court decisions, administrative regulations, and administrative decisions of the federal government and the state of New Jersey, as well as secondary sources, including legal periodicals and texts. Sources of international law and problems of law librarianship.

**17:610:547. MATERIALS FOR CHILDREN (3)**

Examination and evaluation of both print and nonprint materials for children; emphasis on picture story books.

**17:610:548. MATERIALS FOR YOUNG ADULTS (3)**

Evaluation and selection of materials based on the biological, sociocultural, psychological, and developmental characteristics of young adults; guidance in their use, emphasizing gender-fair and multicultural materials and the attitudes, interests, problems, and opportunities of young adults in contemporary society.

**17:610:549. MATERIALS FOR ADULTS (3)**

Examination and evaluation of materials for adult library patrons. Use of materials in adult programming. Emphasis on popular culture and adult literacy.

**Information Technology****17:610:550. TECHNOLOGY FOR LIBRARIES AND INFORMATION AGENCIES (3)**

Introduction to modern technology and equipment used for the storage, organization, and dissemination of information. Emphasis on computer and communications technology. Laboratory sessions introduce online database searching and other computer applications suitable to the administration of libraries and information agencies.

**17:610:551. MULTIMEDIA STRUCTURE, ORGANIZATION, ACCESS, AND PRODUCTION (3)**

*Prerequisite: 17:610:550. Recommended: 17:610:552.*

Introduction to emerging information technologies focusing on multimedia presentation techniques and theories of hypertext database development. A lecture and laboratory course with emphasis on designing, producing, and organizing multimedia resources for libraries, media centers, and network-accessible information sites.

**17:610:552. CATALOGING AND CLASSIFICATION (3)**

*Pre- or corequisite: 17:610:550.*

Introduction to organization of information resources in library systems, including descriptive cataloging, subject analysis, and classification. Emphasis on cataloging and classification in an electronic environment with attention to machine-readable record formats and cataloging networks.

**17:610:553. ADVANCED CATALOGING AND CLASSIFICATION (3)**

*Prerequisite: 17:610:552.*

Special problems in the theory and application of descriptive cataloging, with particular attention to corporate and geographic headings, uniform titles, and analytics; serials cataloging; advanced theory and application of subject analysis relevant to organizing the information resources of library systems.

**17:610:554. AUTOMATION OF LIBRARY TECHNICAL SERVICES (3)**

*Prerequisite: 17:610:550. Pre- or corequisite: 17:610:552.*

Use of computers in catalog maintenance, circulation control, acquisitions and order processing, serials control, and the online public access catalog. Additional topics include planning for automation, retrospective conversion, development of system specifications, proposal evaluation, contracts, system administration, and governance of shared systems.

**17:610:555. DATABASE MANAGEMENT SYSTEMS (3)**

*Prerequisite: 17:610:550.*

Fundamentals of relational database management systems (DBMS) as support tools for management decision-making. Database design, data independence, and normalization. Ad hoc querying, transactional processing, and prototyping. SQL. Distributed and extended DBMS models.

**17:610:556. KNOWLEDGE REPRESENTATION FOR INFORMATION RETRIEVAL (3)**

*Pre- or corequisite: 17:610:550 or permission of instructor.*

Theory, research, and practice in indexing, abstracting, and related methods of representation for retrieval of text-based information, visual and aural as well as verbal. Review of current research literature as well as application of representative methods.

**17:610:557. CONSERVATION AND PRESERVATION (3)**

*Pre- or corequisite: 17:610:530.*

Preservation and conservation of library materials. Discussion of physical concerns such as storage, maintenance, and repair of existing collections from a theoretical perspective, with secondary attention to issues in collection development, organization, and access policy.

**17:610:558. RECORDS MANAGEMENT (3)**

*Prerequisite: 17:610:550. Pre- or corequisites: 17:610:533, 556; or permission of instructor.*

Theory and practice of records management in various environments. Emphasis given to the administration of records management programs and to the application of the functions of new and emerging technologies to the acquisition, maintenance, and retrieval of records stored in different media.

**17:610:559. INTERNET INTERFACES (3)**

*Prerequisite: 17:610:550 or permission of instructor.*

A hands-on introduction to computer-mediated communication and information retrieval in a networked environment. Both conceptual and practical expertise as an information networker and Internet user. Preparation to deal with new forms of emerging communication.

**17:610:562. ADVANCED DATABASE SEARCHING (3)**

*Prerequisite: 17:610:550 or equivalent online experience.*

Reviews state-of-the-art online information systems, emphasizing applications to reference services; provides opportunities for applied search strategies; develops skills in need analysis, strategy formulation, database knowledge, search implementation, and evaluation. Explores systems such as DIALOG, NEXIS, and OCLC's Epic.

**Organizational Behavior****17:610:570. MANAGEMENT OF LIBRARY AND INFORMATION SERVICE ORGANIZATIONS (3)**

Introduction to the current state of management practice, focusing on the principal functions of planning, organizing, staffing, leading, communication, and control as well as on managing organizational change.

**17:610:571. ORGANIZATIONAL CONTEXT OF LIBRARY AND INFORMATION SERVICES (3)**

*Prerequisite: 17:610:514. Students in school media services take this course instead of 17:610:570.*

Administration of library and information services within the organizational culture and context of school media centers.

**17:610:572. NEEDS ASSESSMENT AND EVALUATION (3)**

Introduction to systematic inquiry using quantitative research methods to assess user and organizational needs. Use of evaluative methods as an essential component of planning. Data analyses and interpretations using social science and systems research methods. Computer laboratory sessions used for statistical analyses of data. Published research papers critically evaluated.

### **17:610:573. MANAGEMENT INFORMATION SYSTEMS (3)**

*Prerequisite: 17:610:570.*

Management information systems (MIS) as a framework for decision support in libraries and other organizations, including analysis of decision tasks and supportive information requirement; data sources and management information flow patterns; planning and control loops; influence of organizational and end-user characteristics on the MIS design and implementation.

### **17:610:574. FINANCIAL MANAGEMENT (3)**

*Prerequisite: 17:610:570.*

Introduction to fiscal management; development and control of budgets as financial representations of action plans; fiscal and management accounting. Emphasis on concepts and general procedures.

### **17:610:575. SUPERVISION IN THE MEDIA CENTER (3)**

Application of general principles and theories of supervision to current problems in media center administration. An opportunity to learn needed techniques, theories, and competencies to function as a supervisor in schools and in school districts.

### **17:610:581. INFORMATION RESOURCES FOR MEDICAL AND HEALTH SCIENCES (3)**

*Prerequisite: 17:610:542.*

Bibliographic structures and sources used to provide collections and services in medical, dental, pharmaceutical, nursing, and other health fields. Emphasis on audiovisual materials, electronic searching, and networks in medical and dental schools, hospitals, and special libraries.

## **Special Topics**

### **17:610:592. FIELD EXPERIENCE (3)**

*Prerequisite: Successful completion of 15 credits of course work. Enrollment limited; preference given to students with no library work experience.*

Requires a minimum of 150 hours of supervised professional work in an approved information agency or library; attendance at seminars; a journal; and a paper describing a project completed or analyzing the work experience in relation to course work and professional goals. Arrangements must be initiated with the faculty adviser at the beginning of the term prior to that in which the field experience is to be pursued.

### **17:610:594. SPECIAL TOPICS (3)**

Forum for introducing and evaluating new courses or for dealing with topics of special concern in the area of library and information studies.

### **17:610:599. INDIVIDUAL STUDY (3)**

The study must be approved in advance by the faculty member who supervises the investigation. Normally taken near the end of the program.

# Professional Development Studies

The education of professionals does not end with the achievement of a degree. Rather, it entails commitment to lifelong learning and a continuing effort to maintain and update knowledge and skills in order to improve the state of the art of practice as society's needs and technology change. Consequently, the school provides the means for acquiring specialized competencies, skills in new areas, and updating of professional knowledge and techniques.

Opportunities for continuing professional education and development are available to practitioners in fields related to SCILS program offerings. These opportunities include attendance at a wide range of credit and noncredit programs offered by Professional Development Studies, certificate programs involving either credit or noncredit education, or both, enrollment in some graduate courses on a nondegree basis, and contracting for customized in-house training to meet an organization's human resource development needs.

## **Sixth-Year Specialist in Library and Information Studies**

For library and information professionals wishing to earn a certificate acknowledging a planned sequence of study beyond the master's degree, a sixth-year specialist program is available. Individual programs of study are tailored to the career objective of the student and can be interdisciplinary in nature.

The program requires the completion of a minimum of 24 graduate credits beyond the M.L.S. degree within a period of three years. Some courses may be taken in related disciplines while others will be advanced courses in the library and information studies curriculum that include one or more doctoral seminars and a major independent study project culminating in an essay, thesis, survey, film, public lecture, or other appropriate evidence of achievement.

Criteria for admission are:

1. The applicant's academic record should show at least a *B* average and distinction in the proposed area for advanced study.
2. An M.L.S. degree or comparable degree from an accredited library education program.
3. A minimum of two years of successful experience in a library or media center following award of the first professional degree.
4. A description of the applicant's area of interest, career plan, and a proposed independent study project.
5. Two letters of recommendation.

Upon satisfactory completion of the program, a certificate noting the area of specialization is issued.

## Professional Development Studies Certificate

The Professional Development Studies Certificate is awarded through an informal program that allows professionals to take a series of credit and/or noncredit mini-courses in areas such as management, preservation, information services, information systems, youth library services, technical services, and others. Some areas have one or more required core courses and a number of electives. The certificate is issued on the completion of one hundred hours of continuing education over a three-year period.

## Workshops, Short Courses, and Other Programs

Professional Development Studies plans seminars and short courses throughout the year. These sessions are designed to meet the changing learning needs of practitioners in the fields related to SCILS programs. Topics offered recently include multimedia over the Internet, search strategies for the World Wide Web, creating a web site, preserving library and archival collections, and selecting and using children's books.

Organizations interested in arranging for in-house training should contact the director of Professional Development Studies at 732/932-7169, or at [pds@scils.rutgers.edu](mailto:pds@scils.rutgers.edu).

## Off-Campus Credit Courses

Professional Development Studies offers credit courses in topics related to library and information studies, which are held at locations around the state of New Jersey or offered online. These courses generally are held at night or on the weekend for the convenience of working professionals.

## For Current Program Information

Because the programs offered by Professional Development Studies change regularly, a list of classes is not included in this catalog. For information about current offerings, or about admission and registration, contact SCILS Professional Development Studies, Rutgers, The State University of New Jersey, 4 Huntington Street, New Brunswick, New Jersey 08901-1071.

Phone: 732/932-7169

Fax: 732/932-9314

Web site: [www.scils.rutgers.edu/pds.html](http://www.scils.rutgers.edu/pds.html)

Email: [pds@scils.rutgers.edu](mailto:pds@scils.rutgers.edu)

# M.C.I.S. Program in Communication and Information Studies

Robert W. Kubey, *Director*

## PROGRAM

The master's degree program leading to the Master of Communication and Information Studies (M.C.I.S.) offers a program of graduate and professional study drawing on the internationally recognized and the unique interdisciplinary talents and perspectives of the forty-five-member faculty of the School of Communication, Information and Library Studies. The M.C.I.S. program meets the needs of those students who wish to pursue careers in research and scholarship or may eventually pursue a doctoral degree.

The program prepares students for the interrelated demands and responsibilities of the new and dramatic transformations of the information age, providing the knowledge and skills necessary to balance and understand the complex relationships among communication and information processes, technology, and human behavior.

Students have the opportunity to learn how to implement and manage communication and information processes and technologies. The M.C.I.S. particularly stresses the development of the ability to critically anticipate and evaluate results, and also the often unforeseen by-products of communication and information processes and technologies.

The program offers four formal areas of focus: Organizational Communication (including Public Relations), Information Systems, Mass Communication, and Global Processes. Students are encouraged to focus on more than one area, and may develop their own individual program of study in such areas as health communication, telecommunications, public relations management, and mass media criticism, to name a few (see Individual Study Programs for further examples).

The office of the M.C.I.S. program is located in the School of Communication, Information and Library Studies, Room 302, 4 Huntington Street, New Brunswick, New Jersey 08901-1071.

## ADMISSION

Applicants to the M.C.I.S. program are evaluated on the basis of previous academic records, three letters of recommendation from persons who know the applicant in contexts of education or employment, an essay relating experience and career goals to the M.C.I.S. program, and performance on the Graduate Record Examination (GRE) (verbal and quantitative general tests).

Students are expected to have an undergraduate and/or graduate academic record at least at the 3.0 cumulative grade-point-average level. Applicants with significant education or experience in communication, information science, librarianship, computer science, management, psychology, or other social sciences are given preference. Applicants ideally have a combined score of 1000 or higher on the GRE quantitative and verbal tests (preferably 500 or higher on the verbal test). Some students may be required to take certain preparatory courses.

Applications are considered in the spring for fall admission, and in the fall for the spring term. Decisions are made on a rolling basis. Where possible, applications for admission for the fall term are filed before March 15, and by October 15 for the spring term.

Application forms may be obtained directly from the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530; 732/932-7711, or on the web at [www.rutgers.edu](http://www.rutgers.edu).

Applications for the Graduate Record Examination may be obtained from the Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000; One Rotary Center, 1560 Sherman Avenue, Evanston, IL 60201; or P.O. Box 23470, Oakland, CA 94623-0470.

For further information, contact the program director, Dr. Robert W. Kubey, at 732/932-6516, Monday through Friday, from 8:30 A.M. until 4:30 P.M., or send an email inquiry to [mcis@scils.rutgers.edu](mailto:mcis@scils.rutgers.edu).

## FACILITIES

### Research and Computer Facilities

Research and computer facilities for the program are located in the School of Communication, Information and Library Studies on the College Avenue campus.

### Libraries

The Rutgers library system with its holdings of more than three million volumes, ranks among the top twenty-five public research libraries nationally. The Archibald Stevens Alexander Library, located on the College Avenue campus directly adjacent to the school, has extensive holdings in the areas of emphasis within the program.

## CAREER OPPORTUNITIES

The overall picture of information and communication processes in organizations today is one of change, diversity, and rapid growth. The increasing sophistication of technology has led to a widespread recognition of information as a vital resource. Communication of information is now seen as an essential organizational process. Information resources and communication systems are being given increasing attention with a corresponding trend toward the centralization of their management in organizational life.

In addition, the changing nature of work, radical corporate restructuring, ever increasing interactivity across industries, and the radical global redefinitions of social order provide entrepreneurial opportunities for the communication/information professional that have only begun to be appreciated.

Finally, the centrality of communication and information processes and technologies in a marketplace that increasingly defines work in terms of service makes apparent the relevance of an education in communication and information studies across a wide range of traditional occupations.

The changing role of information in contemporary life is creating many new roles for those responsible for dealing with information and communication. Recent graduates attain positions with such titles as: communication manager, media relations manager, broadcast administrator, senior communications representative, corporate communications officer, Internet coordinator, network analyst, manager of systems development, strategic planner, systems engineer, senior public relations officer, publications associate, publicist, manager of marketing information, market research analyst, managing research director, vice president for information service, vice president and director of marketing, information center supervisor, managing editor, editorial consultant, and assistant professor of communication. For a current list and comments about the program from graduates, consult the program's web site at [www.scils.rutger.edu/mcis](http://www.scils.rutger.edu/mcis).

## FACULTY

The M.C.I.S. faculty consists of the full time, tenure-track members of each of the three departments in the School of Communication, Information and Library Studies: communication, journalism and mass media, and library and information science.

## DEGREE REQUIREMENTS

Students may choose among two degree options within the M.C.I.S. program: either a generalist or a specialist Master's in Communication and Information Studies degree. The generalist degree requires the successful completion of a minimum of 36 credits while the specialist degree requires the completion of 45 credits and typically includes an internship assignment in the candidate's elected area of specialization.

Both the generalist and specialist degree options require completion of a series of foundation and core content courses. In addition to the core, the generalist and specialist degree options require a three-course area of specialization (9 credits) and four electives (12 credits)

The 36-credit generalist degree option typically requires three terms of full-time study, while the 45-credit specialist option typically requires four terms; 12 credits per term is the maximum course load. Study is frequently pursued on a part-time basis. Although most courses are scheduled during evening hours, the completion of the program may require attendance during the day in order to obtain the full range of program offerings. Up to 6 credits may be applied from another program. In all cases, however, each degree student must earn 30 credits within the program. Although there are no foreign language requirements for the degree, those students with interest in intercultural/international communication are strongly encouraged to study the language and culture of another society.

In addition to these degree options, the M.C.I.S. program also provides a certificate in Communication and Information Studies with the completion of the 15-credit core courses offered by the program.



# CURRICULUM

## Foundation Courses (15 credits)

The following required foundation courses must be taken by all degree candidates.

### Foundation Courses

- 17:194:500 M.C.I.S. Professional Seminar (0)
- 17:194:510 Communication and Information Processes (3)

### Introductory Core Content Courses

- 17:194:511 Foundations of Organizational Communication (3)
- 17:194:512 Mediated Communication Processes (3)
- 17:194:513 Information Systems (3)
- 17:194:514 Methods of Inquiry (3)

## Areas of Specialization (9 or 15 credits)

Students select three or five courses, depending on the degree option being pursued, from one area to complete an area of specialization. Students are welcome to pursue more than one area of specialization.

### Organizational Communication

The study of organizational communication encompasses interpersonal, group, intercultural, corporate, and public communication within the context of complex organizations.

- 17:194:516 Organizational Decision Making (3)
- 17:194:517 Organizational Cultures and Diversity (3)
- 17:194:518 Organizational Publics and Stakeholders (3)
- 17:194:519 Organizational Assessment (3)
- 17:194:520 Organizational Quality and Communication Improvement (3)

### Information Systems

The study of information systems includes needs analysis; systems analysis, design, implementation, and management in the context of complex organizations; and the impact of expert systems and artificial intelligence.

- 17:194:555 Database Management Systems (3)
- 17:610:512 Information, Analysis, Synthesis, and Presentation (3)
- 17:610:513 Information Retrieval (3)

### Mass Communication

The area of mass communication includes the study of global networks; satellites; broadcast, print, and electronic media in the context of complex organizations; media management; legal and ethical issues; and media institutions.

- 04:192:432 Mass Communication and Politics (3)
- 17:194:531 Mass Communication Theory and Research (3)
- 17:194:534 Information Regulation and Law (3)
- 17:194:561 Communication and Information Ethics (3)

### Global Processes

The study of global communication and information processes includes: international operations of information and communication industries, globalization of the media, cultural diversity and impact on the workplace, production of global cultures, and policy and ethical implications of globalization.

As Global Processes is the program's newest area, a complete list of course offerings is being developed. Course offerings that may currently be used to fulfill this area requirement are listed below:

- 17:194:512 Mediated Communication Processes (3)
- 17:194:517 Organizational Cultures and Diversity (3)
- 17:194:523 Intercultural Communication (3)
- 17:194:552 International Communication (3)

### Individual Study Programs

The following list provides examples of areas of specialization that can be arranged with the permission of the program director. It is not all inclusive.

- public relations management
- international/intercultural communication
- telecommunications
- education for communication/information
- business communication
- environmental communication
- health communication
- mass media criticism
- popular culture
- communication/information ethics
- sociology of mass communication
- indexing and location information
- records management
- gender and diversity in the workplace

## Electives (6 or 12 credits)

Either 6 or 12 credits of electives are to be selected, depending on the degree option being pursued, from among the following courses:

- 17:194:515 Survey Methods in Communication and Information (3)
- 17:194:540 Social Aspects of Computer-Mediated Communication (3)
- 17:194:550 Economics of Communication and Information (3)
- 17:194:551 Multimedia Structure, Organization, Access, and Production (3)
- 17:194:552 International Communication (3)
- 17:194:558 Seminar in Mass Media, Government, and Politics (3)
- 17:194:589 Practicum in Communication and Information Studies (3)
- 17:194:590,592 Internship (3,6)
- 17:194:593,594 Individual Study in Communication and Information Studies (3,3)

Courses in related disciplines such as computer science, communication (upper-level undergraduate courses), electrical engineering, library and information studies, journalism and mass media (upper-level undergraduate courses), psychology, and management (Graduate School of Management) may also be used as electives with permission.

## COURSES

Courses marked with an asterisk (\*) are part of the core curriculum required of all M.C.I.S. students.

**\* 17:194:500. M.C.I.S. PROFESSIONAL SEMINAR (0)**

*Required of all degree candidates.*

Workshops, seminars, and colloquia designed to prepare the M.C.I.S. student for writing, computing, database, and research tasks needed for the curriculum and understanding of technology used in the workplace.

**\* 17:194:510. COMMUNICATION AND INFORMATION PROCESSES (3)**

General theories of communication and information processes as related to individual behavior in special and organizational contexts. Emphasis on interrelationships between communication and information processes.

**\* 17:194:511. FOUNDATIONS OF ORGANIZATIONAL COMMUNICATION (3)**

Theories, research, and analytical techniques that describe and explain interpersonal and structural relationships in organizations and interdependency of those relationships. Analysis of communication in interpersonal relationships and the creation of meaning and transmission of information in organizational contexts. Examination of diversity issues.

**\* 17:194:512. MEDIATED COMMUNICATION PROCESSES (3)**

Theories of mediated communication focusing on telecommunication, networks, and computer-based resources as they affect the gathering, storage, and dissemination of information. Media power and effects, social integration and industries, and impact of new media technologies.

**\* 17:194:513. INFORMATION SYSTEMS (3)**

Examination of user and organization objectives regarding information systems in organizations: system specification, data structure, interface requirements, and evaluation systems. Includes corporate and national information systems.

**\* 17:194:514. METHODS OF INQUIRY (3)**

Emphasis on understanding academic research and its uses in professional settings, including the preparation of research papers and reports. Introduction to qualitative and quantitative methods of inquiry. Discussion of data collection and data analysis techniques.

**17:194:515. SURVEY METHODS IN COMMUNICATION AND INFORMATION (3)**

Introduction to survey methodology. Emphasis on designing, conducting, and evaluating small-scale surveys. The logic of sampling techniques. Evaluation of research studies that use survey methods. Foundations for conducting more complex studies.

**17:194:516. ORGANIZATIONAL DECISION MAKING (3)**

*Prerequisite: 17:194:511 or permission of instructor.*

Theories and research in supervisory/subordinate communication, approaches to leadership and managerial communication, theories of small group development and group decision making, communication research in human relations theory, approaches and research on communication climates, and communication research in organizational behavior and motivation.

**17:194:517. ORGANIZATIONAL CULTURES AND DIVERSITY (3)**

*Prerequisite: 17:194:511 or permission of instructor.*

Development of familiarity with the major theoretical and research orientations to the study of organizational culture. How the construction and management of "culture" is related to power, the representation of interests, decision making, productivity, personnel development, and social well-being. Investigate cross-cultural relations and cultural change related to global organizational developments.

**17:194:518. ORGANIZATIONAL PUBLICS AND STAKEHOLDERS (3)**

*Prerequisite: 17:194:511 or permission of instructor.*

Focus on research and analysis of publics (audiences) of organizational messages, and on theories governing the planning, management, and evaluation of specialized public communication programs designed to reach those publics. Theories of organizational structure, management, and communication effects provide conceptual framework for analyzing and implementing communication programs and campaigns.

**17:194:519. ORGANIZATIONAL ASSESSMENT (3)**

*Prerequisite: 17:194:514, 515, 572, or 16:194:604, or permission of instructor.*

Theoretical and methodological approaches to assessing and facilitating organizational communication through evaluation, training, and development. Development of familiarity with survey (communication audit, communication flow), interpretive (historical analysis, participant observation, in-depth and focus group interviewing), and message analysis (content and interaction) techniques.

**17:194:520. ORGANIZATIONAL QUALITY AND COMMUNICATION IMPROVEMENT (3)**

*Prerequisite: 17:194:511 or permission of instructor.*

Principles and practices in organizational communication and quality improvement in industry, health care, government, and education. Topics include total quality management, benchmarking, gap analysis, work process design, and service satisfaction improvement.

**17:194:521. INTERPERSONAL COMMUNICATION (3)**

Contemporary theories and major lines of classic and current research concerning interpersonal communication.

**17:194:522. ORGANIZATIONAL COMMUNICATION RESEARCH (3)**

Survey of major principles, research, and analytic techniques relative to organizational information processing. Analysis of the functions, transmission, and retention of information in the development and maintenance of organizations.

**17:194:523. INTERCULTURAL COMMUNICATION (3)**

The process of communication among individuals from different cultures or subcultures; influence of value orientations, concepts of time, thought patterns, and nonverbal style.

**17:194:524. PUBLIC RELATIONS MANAGEMENT (3)**

*Prerequisite: 04:192:365 or equivalent.*

Analysis and preparation of case studies in industry, labor, education, government, and trade organizations, and the application of public relations techniques.

**17:194:525. ADMINISTRATIVE COMMUNICATION (3)**

Application of principles and theories of organizational communication in a simulated organization.

**17:194:526. ORGANIZATIONAL TRAINING AND DEVELOPMENT (3)**

Explores theory and practice of intervention in existing organizations and communication systems. Attention to development of communication training programs, consulting, and means of assessing the impact of development programs. Particular attention given to changes and difficulties resulting from the implementation of new information technologies.

**17:194:527. COMMUNICATION AND GENDER (3)**

Effects of gender roles in interpersonal communication; examination of literature and research on differences between male and female patterns of interaction.

**17:194:528. AUDIENCE ANALYSIS (3)**

Principles and methods of identifying, categorizing, and segmenting mass audiences.

**17:194:529. COMMUNICATION AND LEARNING (3)**

Instructional communication theory, research, and technique. Development and evaluation of training and instructional programs.

**17:194:530. INFORMATION STRUCTURES (3)**

Overview of organized knowledge. Introduction to the development of the structure of knowledge, the generation of its products, and their dissemination in the areas of the humanities, natural, and social sciences. Emphasis on the growth and spread of knowledge institutions and the information channels, both scholarly and popular, in the separate disciplines. Attention given to trends in ideology and popular culture that have affected modern information structures.

**17:194:531. MASS COMMUNICATION THEORY AND RESEARCH (3)**

Current mass communication theories and approaches analyzed from a research perspective. Topics include: critical theory; audience ethnography, uses and gratifications; socialization processes and effects; agenda setting.

**17:194:533. TELECOMMUNICATION PROCESSES AND POLICY (3)**

Applications and policy implications of innovative communication and information-processing technology in business, government, and education; emphasis on political, economic, and legal aspects.

**17:194:534. INFORMATION REGULATION AND LAW (3)**

Information law and regulation; focus on the historical and contemporary legal and regulatory issues stemming from the application of information technology in the human endeavor.

**17:194:535. TELECOMMUNICATION AND MASS MEDIA MANAGEMENT (3)**

Examination of the organization and management of telecommunication and mass media institutions. Emphasis on development, planning, organizing, personnel consideration, ownership patterns, and policy using a case-study method.

**17:194:536. INFORMATION POLICY AND TECHNOLOGY (3)**

Impact of modern revolution in information technology; the related challenges of the contemporary problems in information policies at individual, organizational, national, and international levels. Use of information indicators.

**17:194:540. SOCIAL ASPECTS OF COMPUTER-MEDIATED COMMUNICATION (3)**

Focuses on how computers and networks can be involved in the creation, control, content, and flow of communication and information. Special attention given to the literature and research on computing applications for communication, including electronic mail, computer-based conferencing, information services, office automation, text processing, and videotex. Other topics include the concept of an information society and social impacts of computer-mediated communication, interactive multimedia, and virtual reality.

**17:194:541. SYSTEMS THEORY FOR INFORMATION SERVICE PLANNING (3)**

Systems analysis and design emphasizing assessment of information needs and sources; determining data and information flow patterns; defining system goals and objectives; allocating resources; measuring system performance and evaluating outputs.

**17:194:543. KNOWLEDGE-BASED SYSTEMS FOR INFORMATION SERVICES (3)**

Natural language interfaces and expert systems; knowledge representation, inference, and control; production systems and search strategies; rule-based deduction systems; towards inductive, modality-based systems exhibiting learning capabilities distributed systems and parallel processing.

**17:194:546. MANAGEMENT AND INFORMATION TECHNOLOGY (3)**

Mix, distribution, and stages of assimilation of information technology (IT) within the organization; management audit of IT; framework for IT planning; linking organizational strategy; organizational issues in IT development; IT management control; impact of IT on organizational management; role of IT in determining critical success factors (CSFs) and managing organizational change.

**17:594:550. ECONOMICS OF COMMUNICATION AND INFORMATION (3)**

Examination of macroeconomics of information; information as commodity, demand, valuation, supply, availability, costs, scale, regulation, "public good"; microeconomics of information within organizations; cost benefit of information and communication systems.

**17:194:551. MULTIMEDIA STRUCTURE, ORGANIZATION, ACCESS, AND PRODUCTION (3)**

Introduction to emerging information technologies focusing on multimedia presentation techniques and theories of hypertext database development. A lecture and laboratory course with emphasis on designing, producing, and organizing multimedia resources for libraries, media centers, and network-accessible information sites.

**17:194:552. INTERNATIONAL COMMUNICATION (3)**

World communication systems: policies, methods, prospects, and controversies concerning the international flow of information.

**17:194:554. HEALTH COMMUNICATION (3)**

Exploration of communication demands of health care and the development of effective communication strategies and skills for use in health-care practice.

**17:194:555. DATABASE MANAGEMENT SYSTEMS (3)**

Fundamentals of relational database management systems (DBMS) as support tools for management decision making. Database design, data independence, and normalization. Ad hoc querying, transactional processing, and prototyping. SQL. Distributed and extended DBMS models.

**17:194:558. SEMINAR IN MASS MEDIA, GOVERNMENT, AND POLITICS (3)**

Seminar for advanced students in journalism, mass media, and their relationships with government and politics.

**17:194:561. COMMUNICATION AND INFORMATION ETHICS (3)**

Social responsibility as theorized by classical and modern writers.

**17:194:572. NEEDS ASSESSMENT AND EVALUATION (3)**

Introduction to systematic inquiry using quantitative research methods to assess user and organizational needs. Uses of evaluative methods as an essential component of planning. Data analysis and interpretation using social science and systems research methods. Computer laboratory sessions used for statistical analyses of data. Published research papers are critically evaluated.

**17:194:573. MANAGEMENT INFORMATION SYSTEMS (3)**

Management information systems (MIS) as a framework for decision support in libraries and other organizations, including analysis of decision tasks and supportive information requirement; data sources and management information flow patterns; planning and control loops; influence of organizational and end-user characteristics on the MIS design and implementation.

**17:194:585,586,587,588,596. SPECIAL TOPICS (3,3,3,3,3)**

Topical seminar dealing with issues of concern to organizational communication, information systems, global processes, and/or mass communication.

**17:194:589. PRACTICUM IN COMMUNICATION AND INFORMATION STUDIES (3)**

Assist faculty member(s) in research project(s) that are part of their research programs. Experiences may include data gathering, record keeping, literature reviews, statistical analysis, etc. Coauthorship and/or acknowledgment may be granted for work on publications resulting from assistance in faculty research. The research assistant will prepare a report and analysis describing and evaluating the research experience.

**17:194:590,592. INTERNSHIP (3,6)**

*Recommended for students without significant experience with communication/information systems in complex organizations.*

Supervised professional practice in an approved organizational setting 150–300 hours.

**17:194:593,594. INDIVIDUAL STUDY IN COMMUNICATION AND INFORMATION STUDIES (3,3)**

Special topics, by arrangement with faculty sponsor and program director.

**17:194:597. DIRECTED STUDY IN COMMUNICATION AND INFORMATION STUDIES (3)**

Completion of requirement for an area of specialization course when fewer than five students are enrolled. Individual instruction.

# Ph.D. Program in Communication, Information, and Library Studies

Lea P. Stewart, *Director*

## PROGRAM

The Ph.D. Program in Communication, Information, and Library Studies is offered by the Graduate School–New Brunswick. The program provides academic training for students seeking theoretical and research skills for scholarly and professional leadership in the communication and information fields. The focus of the program is on the nature and function of communication and information processes, systems, institutions, and policies, and their impact on individuals, and on social, organizational, national, and international affairs. Students may elect to concentrate their study in any of the following areas: communication processes, information structures and systems, institutions and policy, library studies, or media studies.

## ADMISSION

Students applying for admission to the Ph.D. program typically have completed a master's degree in information studies, communication, library science, or another related academic or professional field.

Admission to the program is based on previous academic record, experience, letters of recommendation, and GRE scores. Combined verbal and quantitative GRE scores of at least 1000 are normally required. Persons for whom English is not the native language must also take the Test of English as a Foreign Language (TOEFL). TOEFL scores at or above 600 are normally required for successful admission into the program.

Application forms are available upon request from the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 18 Bishop Place, New Brunswick, NJ 08901-8530. The deadline for fall term admission is May 1. The deadline for most forms of financial aid is February 15.

Program requirements include:

1. A minimum of 36 credits of doctoral-level course work at Rutgers, as specified in an individualized plan of study developed by the student and the adviser;
2. Participation in the Ph.D. colloquium during each term of course work;
3. Acceptance of a maximum of 24 transfer credits of previous relevant graduate course work;

4. Satisfactory completion of the qualifying exams in two areas of concentration;
5. Completion of a minimum of 24 research credits for work on a dissertation.

There is no language or residency requirement, and students may pursue the Ph.D. degree on either a full- or part-time basis.

## FACILITIES

### Research and Computer Facilities

Research and computer facilities are located in the School of Communication, Information and Library Studies on the College Avenue campus.

The school has computer facilities, including a fully equipped microcomputer research and teaching center. Students have direct access to word processing, database systems, and other on-line information services.

### Libraries

The Rutgers library system, with its holdings of more than three million volumes, ranks among the top twenty-five public research libraries nationally. Alexander Library, located on the College Avenue campus directly adjacent to the school, has extensive holdings in the areas of emphasis within the program.

## CAREER OPPORTUNITIES

Communication and Information studies is a rapidly growing area. Individuals with expertise in communication and information research, theory, and policy are in demand in universities, business and industry, government, and academic, public, and special libraries.

## FACULTY

### Members of the Graduate Faculty

- James D. Anderson, *Professor of Library and Information Studies, SCILS; D.L.S., Columbia*  
*Textual database design and evaluation*
- Jerome Aumente, *Professor of Journalism and Mass Media, SCILS; Director, Journalism Resources Institute; M.S., Columbia*  
*Communication and information technology*
- Nicholas J. Belkin, *Professor of Library and Information Studies, SCILS; Ph.D., London*  
*Information science and technology*
- Ralph Blasingame, *Professor Emeritus of Library and Information Studies, SCILS; D.L.S., Columbia*  
*Management*
- Hendrik Edelman, *Professor of Library and Information Studies, SCILS; M.L.S., Peabody*  
*Library Studies, management, scholarly communication*
- Gustav W. Friedrich, *Professor of Communication and Dean, SCILS; Ph.D., Kansas*  
*Communication theory; instructional communication; applied communication*
- Radha S. Hegde, *Assistant Professor of Communication, SCILS; Ph.D., Ohio State*  
*Culture and interpersonal communication; ethnic adaptation and diversity*
- Paul B. Kantor, *Professor of Library and Information Studies, SCILS; Ph.D., Princeton*  
*Information and decision systems; information economics; evaluation; interfaces*

- James Katz, *Professor of Communication, SCILS; Ph.D., Rutgers*  
*Societal and policy implications of telecommunications and new communication technologies*
- Montague Kern, *Associate Professor of Journalism and Mass Media, SCILS; Ph.D., Johns Hopkins*  
*Mass media and public policy; political communication*
- Robert W. Kubey, *Associate Professor of Communication, SCILS; Ph.D., Chicago*  
*Mass communication theory and effects*
- Carol C. Kuhlthau, *Associate Professor of Library and Information Studies, SCILS; Ed.D., Rutgers*  
*Educational media; information processes*
- Linda C. Lederman, *Professor of Communication, SCILS; Ph.D., Rutgers*  
*Communication processes; communication education*
- Jennifer S. Mandelbaum, *Associate Professor of Communication, SCILS; Ph.D., Texas (Austin)*  
*Interpersonal communication; conversation analysis*
- Shannon Martin, *Assistant Professor of Journalism and Mass Media, SCILS; Ph.D., North Carolina*  
*Information law; access to federal government information*
- Hartmut B. Mokros, *Associate Professor of Communication, SCILS; Ph.D., Chicago*  
*Interpersonal communication; cognition and communication; research methods*
- Ronald Rice, *Professor of Communication, SCILS; Ph.D., Stanford*  
*Social impacts of computer-mediated communication systems; network analysis; public communication campaigns*
- Pamela Spence Richards, *Professor of Library and Information Studies, SCILS; D.L.S., Columbia*  
*Information science and scholarly communication*
- Brent D. Ruben, *Professor of Communication, SCILS; Ph.D., Iowa*  
*Communication theory; communication and information systems; health and medical communication*
- Tefko Saracevic, *Professor of Library and Information Studies, SCILS; Ph.D., Case Western Reserve*  
*Information science; information education, management, information seeking and retrieving*
- William S. Solomon, *Associate Professor of Journalism and Mass Media, SCILS; Ph.D., California (Berkeley)*  
*Sociology of mass media; historical sociology; labor studies*
- Linda C. Steiner, *Associate Professor of Journalism and Mass Media, SCILS; Ph.D., Illinois (Urbana)*  
*Feminist theorizing; communication ethics; feminist and alternative media*
- Lea P. Stewart, *Professor of Communication, SCILS; Ph.D., Purdue*  
*Organizational communication; communication and gender; communication ethics*
- Betty J. Turock, *Professor of Library and Information Studies, SCILS; Ph.D., Rutgers*  
*Management, information services*
- Kay E. Vandergrift, *Professor of Library and Information Studies, SCILS; Ed.D., Columbia*  
*Library services for children and young adults; educational media services*
- Jana Varlejs, *Associate Professor of Library and Information Studies, SCILS; Ph.D., Wisconsin*  
*Continuing professional education; library education*

### Associate Members of the Graduate Faculty

- Mark Aakhus, *Assistant Professor of Communication, SCILS; Ph.D., Arizona*  
*Organizational communication; decision-making and disputing processes; new communication technology*
- Nelson L. Chou, *Librarian II, Head, East Asian Library; Ph.D., Chicago*  
*Library and information science*
- Mark Frank, *Assistant Professor of Communication, SCILS; Ph.D., Cornell*  
*Expression of emotion and interpersonal deception*
- Philip Napoli, *Assistant Professor of Communication, SCILS; Ph.D., Northwestern*  
*Communications policy and the policy-making process; media institutions; audience research*
- Daniel O. O'Connor, *Associate Professor of Library and Information Studies, SCILS; Ph.D., Syracuse*  
*Research methods; library science*
- Jose Perez-Carballo, *Assistant Professor of Library and Information Studies, SCILS; Ph.D., New York*  
*Text processing; networked information; information retrieval*
- Barbara S. Reed, *Associate Professor of Journalism and Mass Media, SCILS; Ph.D., Ohio*  
*History and contemporary studies of ethnic press and magazines*
- Patricia G. Reeling, *Associate Professor of Library and Information Studies, SCILS; D.L.S., Columbia*  
*Library education; government information policy*
- L.J. Shrum, *Associate Professor of Marketing, SB-NB; Ph.D., Illinois (Urbana)*  
*Cognitive processes underlying media effects*
- Jeffrey K. Smith, *Professor of Educational Statistics and Measurement, GSE; Ph.D., Chicago*  
*Statistics and measurement*

Maureen Taylor, *Assistant Professor of Communication, SCILS; Ph.D., Purdue*  
*Public relations; international communication and development communication*  
Christopher Vaughan, *Assistant Professor of Journalism and Mass Media, SCILS;*  
*Ph.D., California (Berkeley)*  
*International communication and history; popular culture; alternative media*  
Silvio Waisbord, *Assistant Professor of Communication, SCILS; Ph.D., California*  
*(San Diego)*  
*International communication, broadcasting and journalism, Latin American*  
*media and culture*

## Teaching and Research Assistantships

For information concerning the deadline dates for the program's teaching and research assistantships, contact: Lea P. Stewart, Director, Ph.D. Program, School of Communication, Information and Library Studies, Rutgers, The State University of New Jersey, 4 Huntington Street, New Brunswick, NJ 08901-1071 (732/932-7447; Fax: 732/932-6916).

## COURSES

### 16:194:600. PH.D. COLLOQUIUM (0)

Required each term in course work. Forum for the presentation of research and professional activities by guest speakers, faculty, and students.

### 16:194:601. INFORMATION AND COMMUNICATION PROCESSES (3)

Nature of information and communication processes, and the role of information and communication in individual, social, and institutional behavior. Particular emphasis on the conceptual linkages between information and communication processes.

### 16:194:602. RESEARCH FOUNDATIONS (3)

Concepts, method, and practices of social science research in relation to communication, information studies, and library studies.

### 16:194:603. QUALITATIVE RESEARCH METHODS (3)

Qualitative approaches for examining communication and information processes, including information definition, acquisition, evaluation, and use.

### 16:194:604. QUANTITATIVE RESEARCH METHODS (3)

Facets of research, problem areas, research techniques, and experiments.

### 16:194:605. CURRENT RESEARCH ISSUES (3)

Integrative treatment of fundamental assumptions, paradigms, and directions in contemporary research on information, communication, and information systems. Students develop a research design relating to a chosen topic.

### 16:194:610. SEMINAR IN INFORMATION STUDIES (3)

Major problems, trends, and developments in information science and librarianship. Critical survey of current and classic research findings.

### 16:194:612. HUMAN INFORMATION BEHAVIOR (3)

Precursors to, and characteristics of, human information-seeking behavior, individual and social, both within and outside of institutional information systems. Relations between such behavior and information systems design and relevant technologies.

### 16:194:614. INFORMATION RETRIEVAL THEORY (3)

Examines the basic problems of information retrieval from theoretical and experimental points of view. Develops a basis for the specification of design principles for IR systems.

### 16:194:617. KNOWLEDGE REPRESENTATION FOR INFORMATION RETRIEVAL (3)

Concurrent consideration of options for knowledge representation, methods for evaluating the effect of these options on costs and effectiveness, and research relating to knowledge representation for information retrieval.

### 16:194:619. EXPERIMENT AND EVALUATION IN INFORMATION SYSTEMS (3)

Measures, models, and methods for macroevaluation of impact of information systems within their environment and for microevaluation of performance of system components.

### 16:194:620. INTERPERSONAL COMMUNICATION (3)

Contemporary theories and major lines of classic and current research concerning interpersonal communication.

### 16:194:621. ORGANIZATIONAL COMMUNICATION RESEARCH (3)

Survey of major principles and research relative to organizational communication. Analysis of the functions, transmission, and retention of information in the development and maintenance of organizations.

### 16:194:631. MASS COMMUNICATION THEORY AND RESEARCH (3)

Current mass communication theories and approaches analyzed from a research perspective. Topics include: critical theory; audience ethnography; uses and gratifications; socialization processes and effects and agenda setting.

### 16:194:632. SCHOLARLY AND SCIENTIFIC COMMUNICATION (3)

Study of the processes through which scholarly, scientific, and technical ideas are communicated: mentoring; professional, national, and international information networks; scholarly and scientific publishing; and other aspects of specialized information transfer.

### 16:194:633. RESEARCH IN SCHOLARLY AND SCIENTIFIC COMMUNICATION (3)

An interdisciplinary review and exploration of current research in the communication structure, processes, and products of research and scholarship.

### 16:194:641. INFORMATION POLICY AND TECHNOLOGY (3)

Impact of modern revolution in information technology; related challenges of contemporary problems in information policies at individual, organizational, national, and international levels. Use of information indicators.

### 16:194:642. INFORMATION REGULATION AND LAW (3)

Historical and contemporary legal and regulatory issues stemming from the application of information technology.

### 16:194:643. INFORMATION INDICATORS (3)

Integrated study of measures, indicators, and methods for quantitative description of information and communication systems, resources, and activities. Emphasis on drawing relations among different measures and application to information policy studies.

### 16:194:645. ADVANCED CONCEPTS IN MANAGEMENT OF INFORMATION ORGANIZATIONS (3)

*Prerequisite: 17:610:508 or equivalent.*

Systematic consideration of the evolution of management theory leading to an evaluation of contemporary theoretical and research issues in planning, organizing, staffing, leading, and controlling the information organization.

### 16:194:648. ORGANIZATIONAL ASSESSMENT AND CHANGE (3)

Systematic consideration of the theories and strategies of assessment, planning, development, and change at the organizational and programmatic level in nonprofit and profit-seeking information organizations.

**16:194:655. MEASUREMENT AND EVALUATION OF LIBRARY SERVICES (3)**

Major issues, obstacles, and developments in approaches to measurement and evaluation of information services. Emphasis on methodology and strategies for implementation.

**16:194:656. THEORIES AND ISSUES IN LIBRARY STUDIES (3)**

Seminar examines the intellectual foundations for librarianship as a discipline, the development of a broadened understanding of pervasive theories and research issues, and the identification and exploration of research literature in librarianship and pertinent allied fields.

**16:194:695. TEACHING APPRENTICESHIP (0)**

A noncredit teaching apprenticeship to provide doctoral candidates with classroom experience.

**16:194:696,697. SPECIAL TOPICS (3,3)**

(01) Communication Processes; (02) Information Systems and Structures; (03) Institutions and Policy; (04) Library Studies; (05) Media Studies; (06) Advanced Topics in Quantitative Research; (07) Advanced Topics in Qualitative Research.

**16:194:698,699. INDEPENDENT STUDY (3,3)**

**16:194:701,702. DISSERTATION RESEARCH (BA,BA; 1-12)**

**16:194:800. MATRICULATION CONTINUED (0)**

**16:194:855. GRADUATE ASSISTANTSHIP (6)**

**16:194:877. TEACHING ASSISTANTSHIP (6)**

# Faculty and Administration

## Administration

Gustav W. Friedrich, *Dean of the School and Professor of Communication; B.A., Minnesota; M.A., Ph.D., Kansas*

Edwin A. Martin, *Acting Associate Dean; B.A., Florida State; M.A., Indiana; Ph.D., Massachusetts Institute of Technology*

Jon Oliver, *Assistant Dean of the School; B.A., M.S., Rutgers*

Sydell Spinner, *Associate Dean of the School; B.A., Hunter; M.S., Michigan State*

Terri Davis, *Coordinator of Career Services; B.A., Spelman; M.S., Old Dominion*

Steven Miller, *Manager of Media Services; B.A., Rutgers; M.S., Boston*

Silvia Muller, *Coordinator of Multimedia Services; B.A., Sarah Lawrence;*

*M.L.S., Rutgers*

Karen Novick, *Director of Professional Development Studies; B.A., Pennsylvania;*

*M.L.S., Rutgers*

## Department of Communication

*Chairperson:* Hartmut Mokros

*Professors:*

James E. Katz, *B.A., M.A., Northern Illinois; Ph.D., Rutgers*

Linda C. Lederman, *A.B., Brown; M.A., Columbia; Ph.D., Rutgers*

Ronald E. Rice, *B.A., Columbia; M.A., Ph.D., Stanford*

Brent D. Ruben, *B.A., M.A., Ph.D., Iowa*

Lea P. Stewart, *B.A., Allegheny College; M.A., Ph.D., Purdue*

*Associate Professors:*

Robert W. Kubey, *B.A., California (Santa Cruz); M.A., Ph.D., Chicago*

Jennifer S. Mandelbaum, *B.A., Oxford (England); M.A., Ph.D., Texas (Austin)*

Hartmut Mokros, *B.A., M.A., Minnesota; Ph.D., Chicago*

*Assistant Professors:*

Mark A. Aakhus, *B.A., North Dakota; M.A., Washington State; Ph.D., Arizona*

Elizabeth A. Boyd, *B.A., California (Berkeley); M.A., Stanford; Ph.D.,*

*California (Los Angeles)*

Mark Frank, *B.A., SUNY (Buffalo); Ph.D., Cornell*

Stephen M. Haas, *B.A., M.A., Cincinnati; Ph.D., Ohio State*

Radha S. Hegde, *B.A., Madras; M.A., Ph.D., Ohio State*

Renee Houston, *B.A., California (Santa Barbara); M.A., Ph.D., Florida State*

Philip M. Napoli, *B.A., California (Berkeley); M.S., Ph.D., Northwestern*

Maureen Taylor, *B.A., Westfield State; M.A., Ph.D., Purdue*

Silvio Waisbord, *B.A., Buenos Aires (Argentina); M.A., Ph.D., California*

*(San Diego)*

*Professors Emeriti:*

Richard W. Budd, *B.A., Bowling Green; M.A., Ph.D., Iowa*

Todd Hunt, *B.A., Minnesota; M.A., Ohio State*

## Department of Journalism and Mass Media

*Chairperson:* Roger Cohen

*Professor:*

Jerome Aumante, *Director, Journalism Resources Institute; B.A., Rutgers; M.S., Columbia; Nieman Fellow, Harvard*

*Associate Professors:*

Roger Cohen, *B.A., Rutgers; M.S., Syracuse*

Montague Kern, *B.A., Bryn Mawr; M.A., American; Ph.D., Johns Hopkins*

Barbara S. Reed, *B.S., Miami (Ohio); M.A., Minnesota; Ph.D., Ohio*

William Solomon, *B.A., Rhode Island; M.A., Northern Illinois; Ph.D.,*

*California (Berkeley)*

Linda C. Steiner, *B.A., Pennsylvania; Ph.D., Illinois*

*Assistant Professors:*

Shannon Martin, *B.A., M.A., Indiana; Ph.D., North Carolina (Chapel Hill)*

Laurie J. Ouellette, *B.A., Minnesota; M.A., New School; Ph.D., Massachusetts*

*Institute of Technology*

Christopher Vaughan, *A.B., Brown; M.A., Ph.D., California (Berkeley)*

*Professors Emeriti:*

Thomas Hartmann, *A.B., Princeton*

Richard Hixson, *B.A., Youngstown State; M.A., Case Western Reserve*

## Department of Library and Information Science

*Chairperson:* Kay E. Vandergrift

*Professors:*

James D. Anderson, *B.A., Harvard; M.S.L.S., D.L.S., Columbia*

Nicholas J. Belkin, *B.A., M.Lib., Washington; Ph.D., London*

Hendrik Edelman, *M.L.S., George Peabody College (Nashville)*

Paul Kantor, *A.B., Columbia; Ph.D., Princeton*

Carol C. Kuhlthau, *B.S., Kean; M.L.S., Ed.D., Rutgers*

Pamela Richards, *B.A., Harvard; M.A., M.L.S., D.L.S., Columbia*

Tefko Saracevic, *Undergraduate Studies, University of Zagreb; M.S.L.S.,*

*Ph.D., Case Western Reserve*

Betty Turock, *B.A., Syracuse; M.L.S., Ph.D., Rutgers*

Kay E. Vandergrift, *B.S., Millersville State; M.A., Ed.D., Columbia*

*Teachers College*

*Associate Professors:*

Daniel O. O'Connor, *B.A., Niagara; M.S.L.S., Ph.D., Syracuse*

Patricia G. Reeling, *B.A., Edgecliff; M.A., Indiana; D.L.S., Columbia*

Jana Varlejs, *A.B., Bryn Mawr; M.L.S., Rutgers; Ph.D., Wisconsin (Madison)*

*Assistant Professors:*

Lisa M. Covi, *B.S., Carnegie Mellon; M.A., Columbia; Ph.D., California (Irvine)*

Jose Perez-Carballo, *B.S., UNAM (Mexico City); M.S., Ph.D., New York*

Mark D. Winston, *B.S., Hampton; M.L.S., Ph.D., Pittsburgh*

*Professors Emeriti/Emeritae:*

Susan A. Artandi, *B.A., Pazmany Peter University; M.L.S., Ph.D., Rutgers*

Ralph Blasingame, *B.A., Pennsylvania State; M.S., D.L.S., Columbia; Litt.D., St. Francis (Pennsylvania)*

Dorothy F. Deininger, *B.A., Swarthmore; B.S.L.S., Drexel; M.S.L.S., Columbia*

Mildred Y. Johnson, *B.A., Huntington; A.B.L.S., North Carolina*

Donald R. King, *B.A., M.S., M.L.S., Ph.D., Rutgers*

Sarah Jordan Miller, *B.A., Pittsburgh; M.A., M.S.L.S., D.L.S., Columbia*

Benjamin Weintraub, *B.A., Roosevelt; M.A., M.A.L.S., Chicago*

# Governance of the University

## State of New Jersey

Christine Todd Whitman, *Governor of the State*

## Rutgers Board of Governors

*Chairperson:*

Richard A. Levao

*Vice Chairperson:*

Kevin J. Collins

*Members:*

Joan L. Bildner

Ruben Cardona

Anthony S. Cicatiello

Albert R. Gamper, Jr.

Francis L. Lawrence, *ex officio*

Nancy K. Lotstein

Eugene M. O'Hara

Dean J. Paranicas

Thomas A. Renyi

Anne M. Thomas

Louie Crew,

*faculty representative*

Harry W. Janes,

*faculty representative*

John D. Ruvalo,

*student representative*

*Secretary:*

Mildred R. Schildkamp

*Assistant Secretary:*

Enrica G. Chretien

*Treasurer:*

Joseph P. Whiteside

## Rutgers Board of Trustees

*Chairperson:*

David Jefferson Harris, Jr.,

*New Brunswick*

*Vice Chairpersons:*

Ronald W. Giaconia, *Little Falls*

Louis T. DiFazio, *Mantoloking*

*Members:*

Jerald D. Baranoff, *Metuchen*

Jeffrey Barist, *Short Hills*

Henry E. Bartoli, *Far Hills*

Joan L. Bildner, *Short Hills*

Liam P. Brohan, *Easton, PA*

Ruth Ann Burns, *Edison*

Ruben Cardona, *Morganville*

John Herbert Carman, *Somesville, ME*

Judith T. Caruso, *Gillette*

Anthony S. Cicatiello, *Plainfield*

Michele Cortese, *Ringwood*

Clinton C. Crocker, *Tinton Falls*

Thomas G. Dalesio, *Hopewell*

Anthony J. DePetris, *Camden*

Frederick D. DeSanti, *Brookside*

Mililita B. Dolan, *Hawthorne*

Robert P. Eichert, *Edison*

Evelyn S. Field, *Bridgewater*

Jeanne M. Fox, *New Brunswick*

Bruce G. Freeman, *Princeton*

Albert R. Gamper, Jr., *Far Hills*

Rochelle Gizinski, *Brick*

Vesta M. Godwin, *Westfield*

Leslie E. Goodman, *Lawrenceville*

Kenneth J. Grispin, *Westfield*

Gerald C. Harvey, *Summit*

Richard W. Hill, *Middletown*

Kevin E. Kennedy, *Red Bank*

Robert A. Laudicina, *Norwood*

Francis L. Lawrence, *ex officio*

Jeffrey M. Lawrence, *Miami, FL*

J. Bruce Llewellyn, *New York, NY*

Nancy K. Lotstein, *Del Mar, CA*

Henry A. Lubinski, *Fanwood*

Michael C. MacDonald, *Pittsford, NY*

Duncan L. MacMillan, *Princeton*

Colleen M. McCann, *New Brunswick*

James W. Mitchell, *Somerset*

Ernest C. Mueller, *North Caldwell*

Patricia Nachtigal, *Upper Montclair*

Eugene M. O'Hara, *Rumson*

Dean J. Paranicas, *Summit*

Brian D. Perkins, *North Wales, PA*

Eileen L. Poiani, *Nutley*

Gail L. Powers, *Marlton*

Paul V. Profeta, *West Orange*

Thomas A. Renyi, *Wyckoff*

Lillian Ringel, *Maplewood*

Bethany Rocque-Romaine,

*Old Bridge*

Michael T. Salpas, *Mount Laurel*

John J. Scally, Jr., *Short Hills*

Philip S. Schein, *Bryn Mawr, PA*

Dorothy M. Stanaitis, *Gloucester City*

Anne M. Thomas, *Flemington*

Karen J. Thorburn, *Neshanic*

Karen M. Torian, *Plainfield*

Mary Vivian Fu Wells, *Matawan*

Joseph I. Naus, *faculty representative*

George H. Sigel, *faculty representative*

Alexander D'Jamoos,

*student representative*

Jeanne Locicero, *student representative*

Alton A. Adler (*emeritus*), *Bayonne*

Felix M. Beck (*emeritus*), *Livingston*

Floyd H. Bragg (*emeritus*),

*North Brunswick*

Peter Cartmell (*emeritus*), *Rumson*

Donald M. Dickerson (*emeritus*),

*Rutherford*



Carleton C. Dilatash (*emeritus*),  
Point Pleasant  
Carlton A. Holstrom (*emeritus*),  
Pipersville, PA  
Paul B. Jennings (*emeritus*), Piscataway  
Charles A. Jurgensen (*emeritus*),  
Newville, PA  
Robert Kaplan (*emeritus*), Springfield  
Walter L. Leib (*emeritus*), Scotch Plains  
Janice H. Levin (*emerita*), New York, NY  
Claire W. Nagle (*emerita*), Edison  
Harold S. Perl (*emeritus*), West Orange  
Norman Reitman (*emeritus*),  
Highland Park  
George T. Reynolds (*emeritus*), Princeton  
Alvin J. Rockoff, (*emeritus*),  
North Brunswick

Marijane Singer (*emerita*),  
Woodcliff Lake  
Edward J. Slotkin (*emeritus*),  
Southfield, MI  
Arthur L. Taub (*emeritus*),  
East Brunswick  
Michael R. Tuosto (*emeritus*),  
North Brunswick

Secretary:  
Mildred R. Schildkamp, Cranbury

Assistant Secretary:  
Enrica G. Chretien, Mountainside

Treasurer:  
Joseph P. Whiteside, East Brunswick

## Administrative Officers

### University-wide

Francis L. Lawrence, *Ph.D.*, *President*  
Raphael J. Caprio, *Ph.D.*, *Vice President for Continuous Education and Outreach*  
Michael W. Carroll, *M.A.*, *Executive Director of the Rutgers University  
Foundation and Vice President for Development and Alumni Relations*  
James L. Flanagan, *Ph.D.*, *Vice President for Research*  
Susan G. Forman, *Ph.D.*, *Vice President for Undergraduate Education*  
Marianne I. Gaunt, *M.L.S.*, *University Librarian*  
Christine M. Haska, *Ph.D.*, *Vice President for Institutional Research and Planning*  
Richard M. Norman, *M.B.A.*, *Vice President for Administration and  
Associate Treasurer*  
Mildred R. Schildkamp, *B.S.*, *Secretary of the University/Assistant  
to the President*  
David R. Scott, *J.D.*, *University Counsel*  
Joseph J. Seneca, *Ph.D.*, *University Vice President for Academic Affairs*  
Joseph P. Whiteside, *M.B.A.*, *Senior Vice President and Treasurer*  
Roselle L. Wilson, *Ph.D.*, *Vice President for Student Affairs*  
Nancy S. Winterbauer, *Ed.D.*, *Vice President for University Budgeting*

### Camden

Roger J. Dennis, *J.D.*, *Provost*  
Mark Rozewski, *M.C.R.P.*, *Associate Provost for Administration and Finance*  
Rory P. Maradonna, *M.B.A.*, *Associate Provost for Student Life*  
Ian Jacobs, *Ph.D.*, *Associate Provost for University Outreach*

### Newark

Norman Samuels, *Ph.D.*, *Provost*  
Harvey H. Feder, *Ph.D.*, *Associate Provost for Academic Programs*  
Donald L. McCabe, *Ph.D.*, *Associate Provost for Campus Development*  
Norman J. Schnayer, *Ph.D.*, *Associate Provost for Academic Personnel*  
Raymond T. Smith, *Ph.D.*, *Associate Provost for Student Affairs*  
Gene A. Vincenti, *M.B.A.*, *Associate Provost for Budget and Campus Development*

# Divisions of the University

## ACADEMIC DIVISIONS

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

### Camden

Camden offers programs at three undergraduate colleges and at 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**

Howard Tuckman, *Ph.D.*, *Dean*

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

## **Graduate School–Newark**

Norman Samuels, *Ph.D.*, *Dean*

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

## **School of Criminal Justice**

Leslie W. Kennedy, *Ph.D.*, *Dean*

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

## **School of Law–Newark**

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**

Hugo J. Kijne, *Ph.D.*

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

## **New Brunswick**

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

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

Richard F. Foley, *Ph.D., Dean*

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

### **Douglass College**

Barbara Shailor, *Ph.D., Dean*

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

### **Livingston College**

Arnold Hyndman, *Ph.D., Dean*

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

### **Rutgers College**

Carl Kirschner, *Ph.D., Dean*

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

### **University College–New Brunswick**

Emmet A. Dennis, *Ph.D., Dean*

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

### **Cook College**

Bruce C. Carlton, *Ph.D., Dean*

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

### **College of Engineering**

Michael T. Klein, *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**

Howard Tuckman, *Ph.D., Dean*

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

## **School of Communication, Information and Library Studies**

Gustav Friedrich, *Ph.D.*, *Dean*

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

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

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

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

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

# Index

- Absence Due to Religious Observance, 19  
Academic Calendars, *inside back cover*  
Academic Integrity Summary,  
    Policy on, 19  
Academic Performance, 19  
Academic Policies and Procedures, 16-26  
Academic Review, 19  
Accreditation, 30  
Activation of Registration, 5  
Activities, 14-15  
Add/Drop, 16-17  
Administration: of the SCILS, 46, of the  
    University, 48  
Admission: M.C.I.S., 38-39, M.L.S., 30-31,  
    Ph.D., 43-44  
Alumni, 15  
Appeal, Academic, 19  
Application: for Admission, 31, 38-39,  
    43-44, for Financial Aid, 6-7, for  
    Conferral of the Degree, 20  
Assault, Verbal, Policy against, 23, 24  
Assistantships, 9, 45  
Athletic Facilities, 14  
Athletic Ticket Policies, 14  
Auditing Courses, 17  
Authority for Student Discipline, 22
- Beta Phi Mu, 15  
Board of Governors, 47  
Board of Trustees, 47-48  
Bureaus, 52
- Calendars, *inside back cover*  
Cancellation of Classes, 19  
Cancellation of Registration, 5  
Career Services, 13  
Center for Latino Arts and Culture, 14  
Centers, 52  
Certificate Program in Professional  
    Development (Library and  
    Information Studies), 38  
Change of Courses, 16  
Child Care, 12  
Code of Student Conduct, 21  
Colloquium Series (M.L.S.), 34  
Communication, 3, Communication  
    and Information Studies, 3, 38-43,  
    Admission, 38-39, Career Opportunities,  
    39, Degree Requirements (M.C.I.S.), 39,  
    Faculty, 39  
Communication, Information, and Library  
    Studies (Ph.D. Program in), 43-46  
Complaints about Grades, 18  
Computer Facilities, 10  
Costs, 4-6  
Counseling Services, 12  
Courses: M.C.I.S., 41-43, M.L.S., 34-37,  
    Ph.D., 45-46, Professional Development,  
    37-38  
Courses, Not-for-Credit, 17  
Courses, Transfer of (M.L.S.), 17, 31  
Credit Prefixes, 18  
Curriculum (M.C.I.S.), 40
- Day-Care Centers, 12  
Deadlines, 31  
Defamation, Policy against, 23-24  
Degree Programs, 3-4  
Degree Requirements: M.C.I.S., 39,  
    M.L.S., 30, Ph.D., 43-44  
Dining Services, 11  
Diploma Application, 20  
Disabled Students, Assistance for, 12  
Dismissal, Academic, 19  
Disruption Procedures, 22-23  
Distance Education Courses, 4  
Divisions of the University, 48-53  
Doctor of Philosophy Program in  
    Communication, Information, and  
    Library Studies, 43-46  
Drop/Add, 16-17
- Educational Opportunity Fund (EOF), 8  
Employment, 9  
Expenses, 4-6  
Extern Program (M.L.S.), 34
- Facilities, 3, 39, 44  
Faculty, 46-47, in Ph.D. Program, 44-45  
Fees, 4-6  
Fellowships, 7-8  
Field Experience (M.L.S.), 34  
Financial Aid, 6-9  
Full-Time Students, 17
- Gay-Lesbian Concerns, 14  
Generalist Plan of Study (M.L.S.), 32  
Global Processes Area of Specialization  
    (M.C.I.S.), 40  
Governance of the University, 47-48  
Grades and Records, 17-18  
Graduate Enrollment in Undergraduate  
    Courses, 17  
Graduate Programs, 3-4  
Graduate Record Examination (GRE):  
    M.L.S., 31, M.C.I.S., 38-39, Ph.D., 43  
Graduate Student Association, 13-14, 15  
Graduation, 20  
Grants, 7-8
- Handicapped Students, Assistance for,  
    *See Disabled Students.*  
Harassment, Policy against, 23-24  
Health Insurance, 11-12  
Health Service, 11  
History: of the School, 2, of the  
    University, 2  
Holds, 18  
Housing, 11  
Human Information Behavior Courses,  
    34-35
- Identification Cards, 18  
Individual Study: M.L.S., 34, M.C.I.S., 40
- Information and Assistance Center,  
    Student, 10  
Information Retrieval Plan of Study  
    (M.L.S.), 32  
Information Structures, Sources, and  
    Special Materials Courses, 35-36  
Information Systems Area of  
    Specialization (M.C.I.S.), 40  
Information Technology Courses, 36  
Institutes, 52  
Insurance, Health, 11-12  
Interdepartmental Registration, 17  
International Students: Admission, 31,  
    Services for, 12
- Journalism and Mass Media, 3  
Journalism Resources Institute, 26-27
- Lesbian-Gay Concerns, 14  
Libraries, 10, 39, 44, 53  
Library and Information Science, 4, 28-29,  
    Careers, 29, Courses, 34-37, Faculty, 47,  
    M.L.S. Program, 30-37, Professional  
    Development in, 37-38  
Library and Information Studies Student  
    Association, 15  
Loans, 8-9
- Management and Policy Issues in Library  
    and Information Service Organizations  
    Plan of Study (M.L.S.), 32-33  
Mass Communication Area of  
    Specialization (M.C.I.S.), 40  
Master of Communication and  
    Information Studies, 38-43, Careers, 39  
Master of Library Service Degree Program,  
    30-37  
Multiple School Registration, 17
- New Jersey Residency Guidelines, 25  
Nondiscrimination Policy, 23  
Nonmatriculated Students, 32  
Not-for-Credit Courses, 17
- Objective of the M.L.S. Program, 30  
Office of Diverse Community and Lesbian-  
    Gay Concerns, 14  
Organizational Behavior Courses, 36-37  
Organizational Communication Area of  
    Specialization (M.C.I.S.), 40  
Organizations for Students, 15
- Parking, 13  
Partial Payment Plan, 5  
Part-Time Students, 17, Financial Aid, 6  
Patent Policy, 26  
Paul Robeson Cultural Center, 14  
Ph.D. Degree Program in Communication,  
    Information, and Library Studies, 43-46,  
    Courses, 45-46, Faculty, 44-45  
Placement Services, 13  
Plans of Study (M.L.S.), 32-34

Police Department, 13  
 Privacy Rights, Student, 24-25  
 Probation, Academic, 19  
 Professional Associations, 15  
 Professional Development, 37-38,  
     Courses, 37-38  
 Programs, 3-4  
 Provisional Grades, 18  
  
 Readmission after Academic Dismissal, 19  
 Records and Privacy Rights, 24-25  
 Reference Plan of Study (M.L.S.), 32-33  
 Refund Policy, 5-6  
 Registration, 5, 16-17  
 Religious Observance, Absence Due to, 19  
 Research Facilities, 39, 44  
 Research Policy and Research Centers,  
     25, 52  
 Residency Guidelines, New Jersey, 25  
 Responsibility to Keep Informed, 16  
 Rutgers, The State University of  
     New Jersey: Divisions of, 48-53,  
     Governance of, 47-48, History of, 2  
 Rutgers University Foundation, 15-16  
  
 Safety and Security, 22  
 Scholarships, 7-8  
 Scholastic Standing, 19  
 School Media Services Plan of Study  
     (M.L.S.), 33  
 Sexual Assault Services, 11  
 Sexual Harassment Policy, 23-24  
 Sixth-Year Specialist Program in Library  
     and Information Studies, 37  
 Student Information and Assistance  
     Center, 10  
 Student Life and Services, 10-16  
 Student Organizations, 15  
 Student Records: Privacy Rights, 24-25,  
     Transcripts, 18  
  
 Technical and Automated Services Plan  
     of Study (M.L.S.), 33-34  
 Term Bills, 5  
 Termination of Registration, 5  
 Test of English as a Foreign Language  
     (TOEFL), 31  
  
 Transfer of Credit, 17, 31  
 Transcripts, 18  
 Transportation, 13  
 Tuition and Fees, 4-6  
  
 Undergraduate Enrollment in M.L.S.  
     Courses, 17  
 Undergraduate Programs, 3  
  
 Verbal Assault, Policy against, 23-24  
 Veterans Benefits, 9  
  
 Waiver Policy, Course (M.L.S.), 30  
 Warning: Notices Regarding Grades, 18,  
     Academic, 19  
 Withdrawal, 17  
 Work-Study Program, 9  
  
 Youth Services Plan of Study (M.L.S.), 34



# Academic Calendars

Dates are subject to change.

## 1998–1999

### September

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

### November

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

### December

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

### January

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

### March

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

### April

30	Friday	Monday classes meet.
----	--------	----------------------

### May

3	Monday	Regular classes end.
4	Tuesday	Reading period.
5	Wednesday	Spring exams begin.
12	Wednesday	Spring exams end.
19	Wednesday	Commencement.

### June

1	Tuesday	Summer Session begins.
---	---------	------------------------

### August

18	Wednesday	Summer Session ends.
----	-----------	----------------------

## 1999–2000

### September

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

### November

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

### December

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

### January

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

### March

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

### May

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

### August

16	Wednesday	Summer Session ends.
----	-----------	----------------------