

School of Social Work Catalog 2002-2004

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Special Notice

This catalog is intended primarily for use by students in the M.S.W. program. Undergraduate students majoring in social work should consult the New Brunswick Undergraduate Catalog and/or the Camden Undergraduate Catalog and Ph.D. students should consult the Graduate School–New Brunswick Catalog for detailed descriptions of the academic requirements, regulations, and courses offered.

Please note that only the printed version of this catalog is the official document of Rutgers, The State University of New Jersey. While Rutgers offers its catalogs on the Internet as a convenience, the university's online catalogs are unofficial, as is academic information offered at other Rutgers web sites.

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

Academic Calendars

About the University

Dates are subject to change.

2002–2003

September

3 Tuesday Fall term begins.

November

26 Tuesday Thursday classes meet.
27 Wednesday Friday classes meet.
28 Thursday Thanksgiving recess begins.

December

1 Sunday Thanksgiving recess ends.
11 Wednesday Regular classes end.
12 Thursday Reading period.
13 Friday Reading period.
16 Monday Fall exams begin.
23 Monday Fall exams end.
24 Tuesday Winter recess begins.

January

20 Monday Winter recess ends.
21 Tuesday Spring term begins.

March

16 Sunday Spring recess begins.
23 Sunday Spring recess ends.

May

5 Monday Regular classes end.
6 Tuesday Reading period.
7 Wednesday Reading period.
8 Thursday Spring exams begin.
14 Wednesday Spring exams end.
22 Thursday University commencement.

2003–2004

September

2 Tuesday Fall term begins.

November

25 Tuesday Thursday classes meet.
26 Wednesday Friday classes meet.
27 Thursday Thanksgiving recess begins.
30 Sunday Thanksgiving recess ends.

December

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

January

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

March

13 Sunday Spring recess begins.
21 Sunday Spring recess ends.

May

3 Monday Regular classes end.
4 Tuesday Reading period.
5 Wednesday Reading period.
6 Thursday Spring exams begin.
12 Wednesday Spring exams end.
20 Thursday University commencement.

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 nation's major state university systems. 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, it was 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 (now the School of Engineering), and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also date from this period: the College of Pharmacy (now the Ernest Mario School 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 became a university in 1924. The legislature passed laws in 1945 and 1956 designating all divisions of Rutgers as the state university of New Jersey. During these years, the university expanded dramatically. An evening division, University College, opened in 1934. The University of Newark joined the system in 1946, and the College of South Jersey at Camden was added in 1950.

Since the 1950s, Rutgers has continued to expand, especially in graduate education. The Graduate School–New Brunswick, the Graduate School–Newark, and the Graduate School–Camden serve their respective campuses. In addition, the university has established professional schools in applied and professional psychology; communication, information, and library studies; criminal justice; the fine arts; management; and social work. Several of these schools offer undergraduate programs as well. In 1969, the university founded Livingston College to provide undergraduate degrees to a diverse community of students.

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

Institutional and Specialized Accreditation

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (<http://www.msache.org/>), 3624 Market Street, Philadelphia, PA 19104-2680 (215/662-5606). The Commission on Higher Education of the Middle States Association of Colleges and Schools is an institutional accrediting agency recognized by the U.S. secretary of education and the Council for Higher Education Accreditation. That accreditation was renewed and endorsed in 1998. Documents describing the institution's accreditation may be downloaded from the university's web site at <http://oirap.rutgers.edu/reports/MSA/index.html>. They may be reviewed during regular office hours by contacting the Office of Institutional Research and Academic Planning, Rutgers, The State University of New Jersey, 85 Somerset Street, New Brunswick, NJ 08901-1281 (732/932-7956).

Certain undergraduate programs on the Camden, Newark, and New Brunswick campuses of Rutgers are subject to specialized accreditation. For further information about specialized accreditation, including the names of associations that accredit university programs, contact the Office of Institutional Research and Academic Planning.

Licensure

Rutgers, The State University of New Jersey, is licensed by the New Jersey Commission on Higher Education. For more information, contact its Office of Programs and Services at 609/292-2955.

Mission of the School

The values of the profession—the worth of the individual and the importance of the fullest development of the individual's potential—shape the School of Social Work's educational and scholarly efforts. The mission of the school is shaped by values of the profession of social work, the state of development of the profession's knowledge and skill base, and the special roles and responsibilities of a state university with its commitments to excellence in teaching, research, and public service. The school's mission is further influenced by considerations of demographic trends that New Jersey, the nation, and the social work profession must address in the twenty-first century.

The school's mission is to serve New Jersey's citizens through the preparation of practitioners for social work careers, through public service of the faculty and students, and through knowledge development and dissemination aimed at understanding, preventing, and ameliorating existing and emergent social problems. Special attention is given to the development of educational programs and community partnerships that respect and enhance the rich diversity of the population of New Jersey. This includes concern about the poor, the oppressed, those vulnerable to discrimination or injustice, and other at-risk populations.

This mission is clearly congruent with that of the university. As a unit, the school is uniquely equipped to contribute to the university's goal of enhancing diversity among students and faculty, as well as among other members of the university. The school's long-standing commitment to advocating for equity and justice places it in a distinctive position in this regard. The school is further expert in conducting research on policy in the human services and working with state and local governments to help improve the quality of citizens' lives in New Jersey, the nation, and the world. As the premier graduate school of social work in the state, its special responsibility for the education of professionals prepared to serve the social welfare needs of all of the people of New Jersey is well heeded by the faculty. This means developing educational and scholarly programs that respond to the rich diversity of the population characteristics of New Jersey. The School of Social Work is committed to addressing the development, expansion, and improvement of social service and social welfare programs through educational, research, and scholarly efforts. The faculty is also committed to contributing service to the state and the wider society as citizens, as experts, and as consultants, based on their substantive knowledge and expertise in the social welfare domain.

Degree Programs Available

The School of Social Work offers three degree programs: the Bachelor of Arts, the Master of Social Work, and, in conjunction with the Graduate School–New Brunswick, the Doctor of Philosophy. The Bachelor of Arts and the Master of Social Work degrees are accredited by the Council on Social Work Education.

UNDERGRADUATE PROGRAM

The Bachelor of Arts program in social work, offered by the School of Social Work on both the New Brunswick and Camden campuses, is a professional degree program that prepares graduates for beginning social work practice. Students are prepared for professional practice as well as for graduate study in social work and related fields.

This degree program is offered through Livingston College and through the Camden College of Arts and Sciences.

A separate accredited undergraduate program leading to a B.A. degree in social work is offered at both the Newark College of Arts and Sciences and University College–Newark. For further information about the program in Newark, call 973/353-5145 or write to the Social Work Program, Rutgers, The State University of New Jersey, 360 Martin Luther King Boulevard, Room 414, Newark, NJ 07102.

M.S.W. PROGRAM

In its largest program—the Master of Social Work (M.S.W.) program—the school prepares students for professional roles in the full array of major human services. The M.S.W. prepares students for advanced social work practice. This includes preparing people to assume administrative leadership roles in the state's social welfare departments and agencies at all levels of government, as well as in the voluntary sector. It also includes preparing skilled direct-service providers to function in both public and private sectors of social welfare. This is accomplished in a program that maximizes individualization of learning and student choice.

The School of Social Work offers programs leading to the M.S.W. degree on the New Brunswick, Camden, and Newark campuses. The full range of the school's offerings is available only in New Brunswick. Camden and Newark offerings are more limited and vary with interest and resource availability.

Advanced Standing

The school offers an advanced standing M.S.W. program for students who have earned a baccalaureate degree in social work from an undergraduate social work program accredited by the Council on Social Work Education. The baccalaureate degree must have been earned within six academic years prior to matriculation in the M.S.W. program.

Students with foreign degrees cannot be considered for advanced standing and must complete the full two-year program.

Advanced standing students complete the program in one year following successful completion of any additional courses required to fulfill the professional foundation. Also, prior to beginning the second-year advanced program, advanced standing students must have completed an introductory statistics course covering descriptive and basic inferential statistical procedures within the last six academic years, with a grade of C or better.

Further, students who are admitted as advanced standing students enter in the summer term with a provisional admission, where they will be required to complete successfully two courses with a 3.0 or better grade in each course in preparation for beginning work as second year students in the fall term. Upon successful completion, formal admission will be extended.

In the fall term, these students are considered second year students in the advanced program. They are required to take the course of study associated with their method and to cluster choices in keeping with those available in the advanced program. Full-time advanced standing students must complete the program in one year following the summer term.

Structured Part-Time M.S.W. Option

There is a structured M.S.W. part-time option available on all three campuses. Students are required to take a minimum of 6 credits each term and to complete the program within four years of matriculation.

Advanced standing M.S.W. students are required to complete the structured part-time M.S.W. option within two years of matriculation.

Summer Session

The New Brunswick, Newark, and Camden Summer Sessions offer a number of social work courses (primarily electives). Specific offerings are published each year in their respective catalogs.

Dual M.Div./M.S.W. Program

The School of Social Work at Rutgers and the Princeton Theological Seminary offer an accelerated program in social work and ministry leading to a Master of Social Work (M.S.W.) and Master of Divinity (M.Div.) The program is designed for students who expect to enter forms of ministry requiring competence in the disciplines of theology and social work.

The joint M.Div./M.S.W. program allows a student to complete both degrees in four years of full-time study. The first two years of study are spent exclusively at the Princeton Theological Seminary. In the third year, a joint degree student completes the requirements for the M.Div. while concurrently taking 18 credits of course work and field placement in the School of Social Work. In the summer between the third and fourth years, students are required to complete one course in the School of Social Work: 19:910:507 Psychopathology. In the fall of the fourth year, the student must complete the law module of 19:910:506 Diversity, Oppression, and the Legal Environment of Social Work. In the fourth and final year of the program, students take all their course work and field placements at the School of Social Work.

Dual J.D./M.S.W. Program

The School of Social Work, in partnership with the School of Law–Camden and the School of Law–Newark, offers an accelerated dual-degree program in law and social work, through which students may obtain dual J.D. and M.S.W. degrees. The program is offered to students on Rutgers' Camden, Newark, and New Brunswick campuses.

Through the accelerated program, full-time students may expect to complete the requirements for the J.D. and M.S.W. degrees in four years rather than the five normally needed to complete both degrees separately. Students interested in the program need to apply for admission individually to the School of Social Work and to either of the law schools, and then need to satisfy admission requirements for the respective schools. To receive the dual degrees, participating students are required to meet the academic standards of both programs throughout their courses of study.

The dual-degree program is appropriate for students in both the Social Work Administration, Policy and Planning (APP) and the Direct Practice (DP) concentrations.

The program offers two paths of study. In the first path, the student would begin the program at one of the law schools and complete the program at the School of Social Work. In the second path, the student would begin the program in the School of Social Work and complete the program at one of the law schools. Additional program modifications may be made for advanced standing M.S.W. students.

For more information about the dual-degree program, contact the dean of students for the School of Social Work.

The application deadline for the School of Social Work and both law schools is March 1. For advanced standing students, the application deadline is February 1 for the School of Social Work and March 1 for both law schools. Current, first-year students also may apply for admission to the proposed dual-degree program.

To apply to the School of Social Work, call the graduate admissions office at 732/932-7711. For an application to the School of Law–Camden, call the admissions office at 856/225-6102; for an application to the School of Law–Newark, call the admissions office at 973/353-5380. The law school admissions offices also can provide information about the Law School Aptitude Test (LSAT), which students are required to complete prior to applying for admission.

DOCTORAL PROGRAM

The school's doctoral program, offered in New Brunswick, emphasizes theory development and research. The Ph.D. program prepares students for careers in higher education and research. This program is offered in conjunction with the Graduate School–New Brunswick, which grants the Doctor of Philosophy degree.

Nondegree Programs Available

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

As a means of improving social welfare services, the school provides continuing education and professional development programs throughout the state in order to aid and assist in the dissemination of knowledge, help practitioners improve their skills, and inform citizens of knowledge and new developments in the field of social welfare. The program provides support to the professional social work community for the continuing education requirements of licensure.

CENTER FOR SOCIAL AND COMMUNITY DEVELOPMENT

The Center for Social and Community Development, a unit of the school, provides public service to individuals, agencies, and institutions within the state of New Jersey, as well as regionally and nationally, through the development and delivery of technical assistance, program evaluation and consultation, and educational services to organizations involved in providing human services to New Jersey citizens.

Admission

B.A. IN SOCIAL WORK

For information or an application, call, in New Brunswick, 732/932-7011 and in Camden, 856/225-6346.

Students are admitted to the major at the beginning of their junior year, having completed approximately 60 credits of course work. Students should plan to apply to the major during the spring term (or its equivalent) of their sophomore year; applications should be directed to the director of the B.A. program in social work. Applicants will be advised in writing of their acceptance to the program.

Qualifications

To be admitted to the major, students must have achieved the following:

1. Enrollment as a student at either Camden College of Arts and Sciences or Livingston College;
2. Completion of an application for the major;
3. Submission of two letters of recommendation as outlined in the application;
4. Submission of a recent transcript;
5. A cumulative grade-point average of 3.0 or better. Exceptions to the grade-point requirement may be made on an individual basis.

M.S.W. PROGRAM

Applications are available on the Rutgers web site: <http://gradstudy.rutgers.edu>, or 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).

Applications should be completed and returned with supporting documents according to the instructions provided with the forms. A complete application consists of:

1. The application forms;
2. Two sets of official transcripts of previous undergraduate and graduate work;
3. Three letters of recommendation;
4. A personal statement written according to the instructions for the M.S.W. program provided with the application;
5. A nonrefundable application fee of \$50.

Deadlines are found in current admissions material and on the Rutgers web site.

To reapply within one year, a new application fee, updated personal statement, and current references must be submitted. After a lapse of one year or more, the entire application process must be repeated. Admitted students are required to reserve a place in the entering class by submitting a nonrefundable deposit of \$200 within five days of the date of notification of admission. The deposit is credited to the first term's tuition bill for admitted students.

Qualifications

Academic

The minimum requirements for admission to the School of Social Work M.S.W. program are:

1. A bachelor's degree from an approved institution of higher education. A background in the social and behavioral sciences is preferred.
2. A B average in the bachelor's program, with higher scholastic achievement strongly preferred.
3. An introductory undergraduate course in statistics that covers descriptive and basic inferential statistical procedures, taken within the last six academic years with a grade of C or better. Applicants who do not meet this requirement will be considered for conditional admission and may not move to the advanced program until this prerequisite is satisfied. Students may sit for an examination to place out of this prerequisite.

Professional

In addition to meeting minimum academic requirements, applicants are evaluated for personal qualifications and suitability for professional social work education.

Consideration is given to such areas as:

1. Motivation toward, knowledge of, interest in, and preparation for social work education;
2. Openness to new approaches and ideas;
3. Capacity for introspection;
4. Ability to analyze social problems;
5. Ability to deal with individual and cultural differences;
6. Identification with social work values;
7. Commitment to practice that includes services to the poor and oppressed and to the alleviation of poverty, oppression, and discrimination.

Professional readiness is assessed by careful review of the entire application, with special attention given to the personal statement and letters of recommendation.

Essential Abilities and Attributes for Admission and Continuance in the School of Social Work

In addition to the above, the following standards, distinguished from academic standards, describe the physical, cognitive, emotional, and character requirements to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their years in the program. They are expected to meet these standards in the classroom and in their practice. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission, as well as by faculty responsible for evaluating students' classroom and practicum performance.

Attendance

The social work student must be able to attend class and practicum placement with or without reasonable accommodation. The SSW Coordinator for the Concerns of Students with Disabilities may be consulted regarding reasonable accommodations.

Participation

The social work student must have the ability to participate in classes and in practicum placement. Students must be able to acquire, integrate, and effectively communicate data to students, faculty, supervisors, and clients with or without reasonable accommodation. The SSW Coordinator for the Concerns of Students with Disabilities may be consulted regarding reasonable accommodations.

Communication Skills

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient comprehension of spoken and written English to understand the content presented in the program.

Self-Awareness

The social work student must know how his or her values, attitudes, beliefs, emotions, and past experiences affect his or her thinking, behavior, and relationships. The student must be willing to examine and change his or her behavior when it interferes with his or her working with clients and other professionals and must be able to work effectively with others in subordinate positions, as well as with those in authority.

Professional Commitment

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and his or her right to a just share of society's resources.

Knowledge Base for Social Work Practice

The professional activities of social work students must be grounded in relevant social, behavioral, and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice.

Objectivity

The social work student must be sufficiently objective to evaluate systematically clients and their situations in an unbiased, factual way.

Empathy

The social work student must endeavor to seek to comprehend another individual's way of life and values. He or she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Energy

The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care, and developing cooperative and facilitative relationships with colleagues and peers.

Acceptance of Diversity

The social work student must appreciate the value of human diversity. He or she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

Interpersonal Skills

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

Professional Behavior

The social work student must behave professionally.

PH.D. PROGRAM

Applications are available on the Rutgers web site: <http://gradstudy.rutgers.edu>, or 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).

Applications should be completed and returned with supporting documents according to the instructions provided with the forms. A complete application consists of:

1. The application form;
2. Three letters of recommendation;
3. Official transcripts of previous academic work;
4. Personal statement or essay;
5. GRE test scores, taken within three years of application date;
6. A nonrefundable application fee of \$50.

Qualifications

Admission requirements for students in the direct practice area include the M.S.W. degree; two years of postmaster's experience in social work is preferred. Students in the area of social policy analysis and administration are required to hold an M.S.W. or an equivalent degree in a related field. Students with an M.S.W. are allowed to transfer 18 credits toward the Ph.D. upon completion of 12 credits of graduate-level course work in the doctoral program with grades of B or better. Transfer credits from other master's degree programs are evaluated on a case-by-case basis.

INTERNATIONAL APPLICANTS

International applicants for the M.S.W. program are eligible to apply for admission to the regular program beginning in September. They may not apply for the advanced-standing M.S.W. program. Nonnative speakers of English must provide recent scores from the Test of English as a Foreign Language (TOEFL) to document satisfactory proficiency. Admission requires a minimum overall score of 250 on the computer-based TOEFL, or 600 on the paper-based TOEFL. TOEFL information may be obtained from its web site: <http://www.toefl.org>, or from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, U.S.A.

Financial aid, assistantships, and scholarships are not available for international students entering M.S.W. programs. Applicants recommended for admission must certify the availability of adequate financial resources to meet the full costs of their educational and living expenses.

OTHER ADMISSION PROCEDURES

More information regarding admission to the B.A. programs in social work may be found in the Camden, Newark, and New Brunswick undergraduate catalogs. For more information regarding admission to the Ph.D. program, consult the Graduate School–New Brunswick Catalog.

Tuition and Fees

FEE SCHEDULE

2001–2002 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	3,736.00
Full-time non-New Jersey resident, per term	5,478.00
Part-time New Jersey resident, per credit	308.00
Part-time non-New Jersey resident, per credit	454.50
Student Fee , per term	
Full time (12 or more credits)	348.00
Part time (11 or fewer credits)	92.00
Off-campus college fee, full time	400.00
Off-campus college fee, part time	100.00
Matriculation continued or 1 credit of research	7.00
Computer Fee	
Full time	100.00
Part time (\$20.00–47.00 based on credit hours)	20.00+
NJPIRG Fee , (full-time students only; optional fee)	8.75
Housing , per term †	
Dormitory, including breaks	2,260.00
Dormitory, calendar year	2,662.00
University apartments, including breaks	2,460.00
University apartments, calendar year	2,893.00
Meal Plans , per term	
Any 105 meals to any 285 meals	1,050.00–1,470.00
Any 50 meals to any 75 meals (commuter)	435.00–625.00
Miscellaneous Fees	
Basic health insurance program, per term	
part-time students only (optional) ‡	95.16
Major medical insurance plan, per term §	152.50
Spouse, per term	152.50
Each child, per term	152.50
Late registration fee	50.00
Late payment fee	125.00
Returned check fee	50.00
Returned check processing fee	10.00
Partial payment fee	25.00
Late payment fee for partial payments	25.00
Microfilming of doctoral dissertation	55.00
Student ID fee	15.00
Restoral Fee	
Fee, per term	308.00
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)	1,540.00

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

† Housing rates may be slightly higher or lower depending on location and whether it is single or double occupancy.

‡ Required for international students.

§ This insurance is optional.

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.

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the fall and spring 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. 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.

PARTIAL PAYMENT PLAN

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

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

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

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

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

REGISTRATION

Activation of Registration

A student's registration is activated through the proper submission of a term bill, accompanied by payment, or through an appropriate claim of financial aid. Activation of registration 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 will receive a revised bill based on a refund calculated as if it were a voluntary withdrawal. The university reserves the right to "hold" transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. "Holds" will be 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 canceled by the registrar will receive a full refund of tuition and fees, and prorated charges for room and board, if applicable. Notification of cancellation received on or after the first day of classes will be treated, for billing purposes, as a withdrawal and a refund will be made based on the general refund policy.

GENERAL REFUND POLICY

A student who voluntarily withdraws from all courses during the first six weeks of a term will receive a partial refund 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 refund 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. Student fees are not refundable.

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

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

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 university makes every effort to help students with limited financial resources obtain the money they need to finance an education. Tuition at Rutgers covers only a small part of the actual cost of instructing each student.

A majority of full-time graduate students at the university receive some financial aid. The amount of support each student receives depends, in part, upon the availability of funds. The level of support often is dependent upon the specific graduate program and the student's degree status. Aid ranges from loans to grants covering tuition charges to awards sufficient to pay all educational and most 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 grants, low-interest loans, and part-time employment. Application for such aid is made by completing the Free Application for Federal Student Aid (FAFSA). These forms are available from most college and university financial aid offices, as well as from the Office of Financial Aid. All students are encouraged to apply for federal and other forms of 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 form's envelope. Students should submit their aid applications by March 15 if they are seeking aid for the following academic year. The forms are available at all Rutgers financial aid offices. To ensure full consideration for funds, students should file their FAFSA at the time they submit their admission application, but no later than March 15.

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

Counseling is available at the financial aid office to all students regardless of whether they qualify for financial aid. When comparing aid offers from Rutgers with those from other institutions, students should remember that costs often differ significantly from school to school. Therefore, the important thing to weigh 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.

All applicants are considered automatically for university-based assistantships, fellowships, and scholarships.

Students are encouraged to apply for externally funded fellowships as well.

To be considered for an assistantship or fellowship, the applicant must be a full-time student. The application process for assistantships and fellowships is highly 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 school, most part-time students who have jobs do not demonstrate financial need.

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' School of Social Work students finance their educational costs in several ways, including fellowships, assistantships, scholarships, grants, and low-interest loans. The following are examples of some of the funding sources for various forms of educational assistance.

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 \$12,000, plus tuition remission. It is renewable for three additional years.

Dorothy Carlton Amdurer Memorial Fellowship. The Amdurer fellowship is awarded annually to an entering M.S.W. student whose background includes participation in community-service activities and a preferred educational concentration in administration, policy, and planning with groups, organizations, and communities.

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 as many as 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 will be 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 the student is applying for 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 African-American statesman, Nobel Peace Laureate, and recipient of an honorary Doctor of Laws from Rutgers in 1949.

Bunche fellowships provide \$13,000 plus tuition remission for as many as two years to exceptional, new, full-time students with backgrounds of substantial educational or cultural disadvantage.

Grants

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

Educational Opportunity Fund (EOF). New Jersey residents who are full-time students and who can demonstrate backgrounds of financial and academic hardship are eligible for EOF grants ranging from \$200 to \$2,650. Students who received EOF grants as undergraduates are presumed eligible if they fall below the maximum income parameters required for all recipients of this state grant. Graduate students who did not receive EOF grants as undergraduates, but 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 a student's degree work. The student must demonstrate continued eligibility and provide evidence of satisfactory academic progress. In addition, students must complete the FAFSA.

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.

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

Loans

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

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

All first-time Federal Perkins Loan borrowers at Rutgers are required to attend an entrance interview to learn about their rights and responsibilities under the loan. In addition, Federal Perkins Loan recipients must attend an exit interview before graduation or upon withdrawal from school. Details and procedures regarding the repayment of the Federal Perkins Loan are sent to each student recipient by Rutgers, The State University of New Jersey, Office of Student Loans, Division of Accounting, 65 Davidson Road, Piscataway, NJ 08854-8094.

William D. Ford Federal Direct Loans. Federal Direct Student Loans (Direct Loans) are available to students from the federal government to pay for educational costs. These

loans eliminate the need for an outside lender, such as a bank. To be considered for a Direct Loan, students must complete the FAFSA. Subsequently, the award letter issued by Rutgers will list eligibility for the program. Money awarded to students 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 set by the U.S. Department of Education,
- provide evidence of U.S. citizenship or be an eligible noncitizen,
- be enrolled at least half-time per term and be making satisfactory academic progress,
- have a Social Security number,
- sign a statement of educational purpose,
- not be in default on prior loans or owe refunds to a federal grant program, and
- register with the U.S. Selective Service Administration, if required.

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

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

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

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

Emergency Loans. Students having a financial emergency may apply for a university loan of as much as \$300 (up to \$500 in an extreme case). The simple interest rate is 3 percent. 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 need not be recipients of financial aid or have filed a financial aid application to be considered for these loans.

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

Employment

Assistantships Awarded by the University. The minimum beginning salary for university-based assistantships is \$14,300 (2002–2003), although some departments may offer higher salaries. Applications for assistantships are due by March 1, but occasionally awards are available at later dates.

Prospective graduate students may apply for assistantships from the university when they are sent an application form for admission. The letters of recommendation required for admission usually serve also as letters of recommendation for assistantships. Should a separate application be required for a newly established program, notice of this will be included with the admissions packet. A graduate student already enrolled at the university who wishes to apply for an assistantship should inquire at the office of the director of his or her graduate program.

Preceptorships and Residence Counselorships. Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. Upon request, the offices of the deans of students will provide information about the duties required of preceptors and counselors. In addition, they will outline the benefits offered—such as room, board, and tuition grants—and discuss application procedures. Normally, applications for September appointments must be received before May 1.

Traineeships. The school usually has traineeships in selected areas, such as community mental health, child welfare, alcoholism, and gerontology. These are federally sponsored grants, which require career commitments to these social problem areas.

Availability varies from year to year, and current budget reductions may eliminate these awards altogether. Awards are made jointly by a scholarship committee and the grant's project director. Contact the school's Office of Student Services for further information.

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 departments. Selection for a particular job is based on the applicant's skills, job availability, university needs, and student preference. In assigning students jobs, the program assumes a student will work between six and twenty hours a week during the fall and spring terms. For summer assignments, students may work as many as thirty-five hours a week.

Any change in work-study jobs must be made through the Student Employment/Financial Aid Office. Off-campus employment also is available through the federal work-study program. These jobs are paid community-service positions in nonprofit agencies. Jobs are related to the student's major whenever possible. No job assignments can be made until all paperwork required to accept the aid is complete.

Employment with Any Administrative Office Not Listed with the Student Employment Office. Any graduate student enrolled at the university may check directly with the individual academic or administrative offices for available openings. Students receiving financial aid must be cleared by the Office of Financial Aid prior to employment.

Other Financial Resources

Job Location and Development Program (JLD). The JLD program is open to all graduate students enrolled in the university. Most often, employment opportunities found through the program are located outside the university in local businesses. Students interested in the JLD program should contact the student employment office at 732/932-8817. Information about jobs also is available online at <http://studentwork.rutgers.edu>.

Veterans Benefits. The United States Veterans Administration operates various education-assistance programs for eligible veterans, war orphans, surviving spouses or children of veterans 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, NJ (800/827-1000); the New Jersey Department of Military and Veterans Affairs in New Brunswick, NJ (732/937-6347); or to the veterans coordinator on each campus. For New Brunswick, the number is 732/445-3557.

Veterans and others mentioned above who plan to use veterans' education benefits should 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 to the Office of Financial Aid that they will receive veterans' education benefits.

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

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

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Ordinarily, graduate students may not accept two different financial awards from the university simultaneously. Students who have been offered two different awards should inquire at the dean's office of the school of matriculation before accepting either. Students who hold assistantships, fellowships, traineeships, or Russell Scholarships may not accept employment outside their academic department without the permission of the graduate director and the dean of the school of matriculation.

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

Student Services

LIBRARIES

With holdings of more than three million volumes, the Rutgers University Libraries rank among the nation's top research libraries. The twenty-six libraries, collections, and reading rooms located on Rutgers' campuses in Camden, Newark, and New Brunswick, and RU-Online, (a digital library), provide the resources and services necessary to support the university's teaching, research, and service missions.

There are two large research libraries on the New Brunswick campuses: the Library of Science and Medicine, which houses the primary collections in behavioral, biological, earth, and pharmaceutical sciences, and engineering; and the Archibald S. Alexander Library, which provides extensive humanities and social-sciences collections. The Mabel Smith Douglass Library supports undergraduate education and houses the primary collections for women's studies and the performing arts. The Kilmer Library, the primary business library in New Brunswick, provides support for undergraduate instruction. There are also several specialized libraries and collections in the New Brunswick area, including Alcohol Studies, Art, Stephen and Lucy Chang Science Library, Chemistry, East Asian, Entomology, Mathematical Sciences, Music, Physics, and Special Collections and University Archives.

The John Cotton Dana Library in Newark (which also houses the Institute of Jazz Studies) supports all undergraduate and graduate programs offered on the Newark campus with an emphasis on business, management, and nursing. The Robeson Library houses a broad liberal arts collection, which supports all undergraduate and graduate programs offered on the Camden campus. Law libraries on the Camden and Newark campuses have separate policies and online catalogs.

A reading room for graduate students is located in the Alexander Library. The Graduate Reading Room includes the graduate reserve collection, a noncirculating collection of standard works in the social sciences and the humanities; locked carrels for students working on their dissertations; and computer facilities.

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

The Libraries provide numerous electronic resources to the Rutgers community. Library users can search IRIS, the online catalog, through the Libraries' web site at <http://www.libraries.rutgers.edu/>. IRIS identifies materials owned by Rutgers libraries in Camden, Newark, and New Brunswick, and contains records for most items acquired since 1972. Students, faculty, and staff members also can

access online a variety of electronic indexes and abstracts, full-text electronic journals, research guides, and library services. The Libraries provide hundreds of CD-ROM titles in addition to online resources.

Rutgers University students, faculty, staff members, and alumni are entitled to borrow materials from any of the Rutgers University Libraries. The Rutgers Request Service and Interlibrary Loan Service allow library users to request books and journal articles located at distant Rutgers libraries or outside the university. The loan period for faculty, staff members, and graduate students is one full term.

All other borrowers, including undergraduate students, may keep materials for twenty-eight days. All materials, regardless of loan period or borrower's privileges, are subject to recall.

Reference librarians are available at all of the major libraries to assist with research projects, classroom instruction, and research strategies. In addition to individual instruction at the reference desk, librarians provide in-class teaching at instructors' requests. Members of the reference department are available to help with both computerized and noncomputerized reference searches. For a fee, librarians provide specialized subject database searching.

The Libraries are committed to providing equal access to services and collections for all library patrons. Users with disabilities may request special services through the circulation or reference department in each library.

COMPUTER FACILITIES

Rutgers University Computing Services (RUCS) provides extensive centralized and decentralized computing and network services for students, faculty, and staff members 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 information.

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.

HOUSING

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

Single graduate students may reside in furnished residence halls located on the Douglass, College Avenue, and Livingston campuses, or in furnished apartments available on the Cook and Busch campuses. Graduate residence halls have shared bath and kitchen facilities. The graduate apartments house four students in single bedroom units with full kitchens and bathrooms.

Graduate families are housed in one- and two-bedroom unfurnished apartment units located on the Busch campus. These units are very popular, and a waiting list is maintained. Early application is recommended.

Single graduate students may select housing for a full calendar year or for the academic year. Summer housing also is available.

For additional information, call the Graduate Housing Office at 732/445-2215; email uhousing@rci.rutgers.edu; or visit the housing web site at <http://www.housing.rutgers.edu>. The Graduate Housing Office is located at 581 Taylor Road on the Busch campus.

DINING SERVICES

The Division of Dining Services operates six student dining facilities and eleven cash facilities. These include Brower Commons on the College Avenue campus, Busch Dining Hall on the Busch campus, Cooper and Neilson Dining Halls on the Cook/Douglass campus, and Tillett Dining Hall on the Livingston campus. Each facility offers hours to suit student dining needs.

Dining Services offers various "block plans," which provide convenience and flexibility. Students can take advantage of all-you-can-eat dining, in which there is no limit on the number of meals they can enjoy each week. They may even bring in ten guests per term.

For additional information, visit Dining Services in Records Hall on the College Avenue campus, call 732/932-8041, or go to the Dining Services web site at <http://www.rci.rutgers.edu/~rudining>.

RUTGERS UNIVERSITY HEALTH SERVICES

Rutgers University Health Services provides comprehensive ambulatory medical, outpatient, and health education services for all full-time students. Part-time students may become eligible by paying the student health service and insurance fee to the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180.

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch/Livingston Health Center, located at Hospital Road and Avenue E on the Livingston campus, is open from 8:30 A.M. to 5:00 P.M., Monday through Friday. The Hurtado Health Center, located at 11 Bishop Place on the

College Avenue campus, is open seven days a week when classes are in session during the academic year (8:30 A.M. to 8:00 P.M., Monday through Friday; 10:00 A.M. through 4:00 P.M., Saturday and Sunday). The Willets Health Center, located on Suydam Street on the Douglass campus, is open from 8:30 A.M. to 5:00 P.M., Monday through Friday. The Hurtado Health Center is the only one of these clinics that operates year-round. During the summer and breaks, it is open 8:30 A.M. to 4:30 P.M., Monday through Friday.

Health centers are staffed by physicians, nurse practitioners, and registered nurses. Services provided include general primary care, gynecology, mental-health counseling, alcohol- and substance-abuse treatment, health education, immunizations, injections to reduce the effects of allergies, laboratory tests, physical exams, referrals, and X rays. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment.

The Department of Health Education promotes discussion of health issues and examines the underlying context of selected forms of health behavior. This exploration might focus, for example, on the use of food and chemical substances to manage feelings and situations, relationships, and sexuality.

Pharmacies are located at each health center. They are open during the following hours: Busch-Livingston Pharmacy, 9:30 A.M. to 5:00 P.M., Monday through Friday; Rutgers Pharmacy (Hurtado), 9:30 A.M. to 5:30 P.M., Monday through Friday, and 10:00 A.M. to 3:00 P.M., Saturday; and Willets Pharmacy, 9:00 A.M. to 5:00 P.M., Monday through Friday. During Summer Session and breaks, the Rutgers Pharmacy (Hurtado) is open 9:00 A.M. to 4:30 P.M., Monday through Friday.

Rutgers University Health Services is accredited by the Joint Commission on Accreditation of Healthcare Organizations for meeting national standards of ambulatory health-care delivery.

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 as much as \$5,000 in medical expenses caused by illness or injury. This policy provides excess coverage over any other insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouses and children at additional cost. Any student not covered by individual or family policies should consider this more extensive 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 (spouses and

children) also must 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).

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, short-term counseling, and referrals are available. Programs and services for students, faculty, and staff members promote ways of reducing the risk of being a crime victim and provide resources to a victim if a crime should occur. Educational programs on such issues as sexual assault, dating violence, stalking, and peer harassment are provided to the university community.

For more information or to schedule an appointment or program, call 732/932-1181, visit the department web page at <http://www.rutgers.edu/SexualAssault/>, or email the staff at sascva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus.

COUNSELING SERVICES

Counseling Centers

Psychological counseling for graduate students is available through the counseling centers connected with the undergraduate colleges.

Appointments can be made by contacting the appropriate office: Cook College Counseling Center, Cook Campus Center, 732/932-9150; Douglass College Psychological Services, Federation Hall, 732/932-9070; Livingston College Counseling Center, Tillett Hall, 732/445-4140; Rutgers College Counseling Center, 17 Senior Street, 732/932-7884; and University College Office of Counseling, Miller Hall, 732/932-8074. Only the Rutgers College center is open during Summer Session.

Students can choose the service that is most convenient. Services are free for students, and strict confidentiality is maintained. All centers are staffed primarily by clinical or counseling psychologists.

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

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

Peer Counseling Services

There are four telephone hotlines and/or drop-in services on campus that offer supportive and anonymous listening and talk, help with crises, and provide referral information. Each is staffed primarily by undergraduate students with special training. They are open mostly on Sunday and

weekday evenings, and their current hours are given on answering machines at each service. The services include 56 Peer Counseling Service, located in Bishop House (third floor), College Avenue campus, 732/247-5555; Women's Support and Resource Center (which focuses on women's issues), 732/828-7273; Gatehouse Peer Counseling Hotline, Cook/Douglass campus, 732/846-0957; and the Rutgers University Lesbian/Gay Alliance Hotline (which deals with issues of interest to gays and lesbians), 732/932-7886.

Services for Students with Disabilities

Students with disabilities on the New Brunswick campus are entitled to the same educational benefits and the same quality of student life as other students. In addition, they are subject to the same academic and procedural requirements. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The university's services include assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty about students' specific needs. Each school in New Brunswick has a designated coordinator of services to assist students with disabilities. Students with disabilities also may 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, located at 542 George Street (732/932-9090). Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 may be directed to the Director of Compliance and Student Policy Concerns, 3 Bartlett Street, College Avenue campus (732/932-7312).

Services for International Faculty and Students

The Center for International Faculty and Student Services is located at 180 College Avenue (732/932-7015; email: ru_cifss@email.rutgers.edu; web address <http://www.rci.rutgers.edu/~cifss>). The center coordinates services for the university's international students, scholars, and faculty. It provides direct support in the following areas: U.S. immigration regulations and procedures, employment, medical care, adjustment to American life, cultural differences, family concerns, and financial planning. In addition, it offers a comprehensive orientation, a program that gives students the chance to get to know American families, cross-cultural seminars, and a variety of support efforts for students and their families. Finally, the center acts as a liaison between international students and campus offices, community groups, and federal and state agencies.

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 members 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.

Graduate Student Career Services

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

Career libraries at three locations house resource materials to assist in the career development and job search process. These include career planning and development books, sample résumés/vitae, current job listings, employer directories, federal and state job information, company literature, testing information, and internship, fellowship, and grant information. A 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).

DAY-CARE CENTERS

In New Brunswick, day care is available on the Cook, Douglass, and Livingston campuses. On the Cook campus, the Department of Nutritional Sciences runs a half-day pre-school for three- and four-year-olds, which is open during the academic year only. The fee is set for the academic year with limited scholarships available based upon financial need. For information, call 732/932-8895.

On the Douglass campus, the Department of Psychology runs the Douglass Psychology Child Study Center. This center offers full-time day care for children who are one through six years of age. Hours are from 7:30 A.M. to 6:00 P.M., Monday through Friday, year-round. Kindergarten is offered in two-and-one-half hour sessions, Monday through Friday. A summer camp program for school-aged children also is available. The fee for care is based on the number of days used. Different payment plans are available (weekly, monthly, and yearly). For information, call 732/932-8881.

The Rutgers-Livingston Day-Care Center on the Livingston campus is a private, nonprofit center that offers a full-time developmental program for children two years of age through kindergarten age. Hours are 7:00 A.M. to 5:30 P.M., Monday through Friday, year-round. There are two fee rates: 1) set-rate tuition and 2) reduced-rate tuition based on family size and income. For an application form and information, call 732/445-8881.

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

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) focuses on community policing and the prevention of crime through the development of university-based partnerships. The department, which provides police, security, and safety services, is staffed by commissioned police officers, a professional security force, and technical employees.

The University Police Department is located at 5 Huntington Street on the College Avenue campus. The campuses are patrolled on foot, in vehicles, and on bicycles. 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 732/932-7211; from university centrex telephones, dial 2-7211. Students may contact the police by using any of the light blue emergency telephone boxes on the campuses or by using the housing telephones located near dormitory entrances.

Community-policing offices are located in each of the campus student centers. These offices are staffed by front-line, campus-based officers who act as community organizers, team builders, and problem solvers. They provide a communications link between the community and the police department, serve on campus bias committees, and perform proactive patrol. Security officers also patrol the campuses, serving as “eyes and ears” for the police while securing facilities and providing escort services. A student-staffed bicycle patrol has been established on the Douglass/Cook and Livingston campuses. Student safety officers provide an evening equestrian patrol on the Douglass/Cook campus and evening walking escorts on the Livingston campus. Student safety officers also control access to selected residence halls during evening hours. For more information about these programs, call 732/932-5400.

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 such preventive measures as the following:

- avoiding isolated areas;
- staying alert to people and circumstances around them;
- keeping doors and windows in their residence building locked;
- ensuring that no personal property is left unattended or unprotected;
- avoiding the use of alcohol or other drugs and staying away from people who are intoxicated.

All members of the university community are urged to report immediately 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.

PARKING AND TRANSPORTATION

Any vehicle using campus parking facilities must be registered and must display a valid permit at all times. Fees for students vary according to their classification. Resident student vehicles are assigned to their specific residence lot only. Commuter student vehicles are assigned to a parking zone, according to college affiliation, on a particular campus

only. Maps indicating resident and commuter student lots are available from the Department of Parking and Transportation Services, 26 Mine Street, College Avenue campus.

An intercampus bus transportation service is available to all Rutgers students, faculty, and staff members. This bus service provides transportation within walking distance of all major campus areas and major public transportation centers in New Brunswick. Schedules for the campus bus service are published each fall. Van transport is available for students with permanent disabilities who are unable to use campus buses to get to and from class. Requests for this service should be made through the office of the student’s dean.

For more information, call 732/932-7744, email parktran@rci.rutgers.edu, or visit the Parking and Transportation web site at <http://parktran.rutgers.edu>.

Student parking for the Civic Square building is available at the New Street parking lot, which is located a few blocks away. An access card for the lot should be obtained from the Department of Parking and Transportation Services.

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA) sponsors social and cultural activities for graduate students and represents their interests to the university before state agencies. The GSA provides free legal advice and sponsors academic programs, films, mixers, trips to New York, and community action programs.

All full-time and part-time graduate students in any of the six New Brunswick graduate and professional schools automatically become members 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. Departments with fewer than forty students are allowed one elected representative. Anyone who wants to become a student representative should contact his or her 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 graduate-student functions. These facilities provide a comfortable atmosphere for socializing, lounging, and studying.

Graduate Student Association of the School of Social Work

In addition to the university’s Graduate Student Association, the School of Social Work has its own student governing body. Each academic year, the school’s student body elects representatives to their own Graduate Student Association (GSA). This more-focused GSA represents students’ needs and concerns on issues within the School of Social Work. It also sponsors educational and social activities and acts as a liaison between students on one side, and the faculty and administration on the other.

In addition, students serve on certain committees within the school that enact and implement curriculum and other policies that affect the student body. The faculty and administration of the School of Social Work welcome suggestions from all students.

PAUL ROBESON CULTURAL CENTER

The Paul Robeson Cultural Center, established in 1969, documents and preserves the contributions of African peoples, with a focus on the artistic, scientific, social, and political contributions of people of color in the Americas and New Jersey. Through its cultural activities and educational programs, the center provides leadership and support to more than 40,000 people each year, including more than 5,000 African-American students at Rutgers. Further, the center works closely with communities served by Rutgers in local, state, national, and international spheres.

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

CENTER FOR LATINO ARTS AND CULTURE

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

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 also is open on weeknights and weekends. 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, which was established in 1992, provides assistance, information, educational activities, and public programs to staff members, faculty, and students. The office concerns itself with raising awareness of bisexual, lesbian, gay, and transgender issues and with the concerns of students with disabilities. In addition, the office focuses on bias awareness, as well as preventing intolerance and intervening once bias becomes an issue.

Undergraduate and graduate students interested in becoming involved in lesbian-gay-bisexual-transgender issues, students with disabilities who wish to identify resources, and students who have witnessed or experienced intolerance should contact Cheryl Clarke, director of the center. The center is located at 115 College Avenue, Bishop House, Room 105 on the College Avenue campus. The phone number is 732/932-1711, or 732/932-8670 for students who need TDD. Bias is defined by several protected categories, including race, ethnicity, language, color, national origin, religion, sexual orientation, gender, and/or physical ability. The center also provides technical assistance and training to faculty, staff members, and student groups.

ACTIVITIES

Athletic Facilities

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

Concerts by world-famous musicians, bands, dancers, and musical organizations are presented on campus each year by the Office of University Arts Services, the music and dance departments of Mason Gross School of the Arts, 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 Mason Gross School of the Arts presents fifteen to eighteen productions a year at the Rutgers Arts Center on the Douglass campus. The Cabaret Theater Society and the College Avenue Players are student organizations that provide students who are not in the professional Mason Gross program with the opportunity 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 lectures are sponsored at the university throughout the year.

ALUMNI

Alumni Relations

The university seeks the support of its alumni and, in return, offers them several services and programs. The responsibility for working with the university's alumni body, now numbering more than 300,000, rests with 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 so that they might help Rutgers fulfill 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. Many alumni associations are represented in the Rutgers University Alumni Federation, which sponsors universitywide 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 is the fund-raising arm of Rutgers, The State University of New Jersey. The Rutgers Foundation was incorporated in 1973 to support the university in obtaining private funds to meet important needs for which adequate monies may not be available from state, federal, or other sources. Scholarship and fellowship support for undergraduate and graduate students is essential, and academic programs seek the extra margin of excellence that only private giving can provide.

The professional staff of the Rutgers Foundation has helped the university's faculty, administration, and staff raise well over a half-billion dollars since its incorporation twenty-nine years ago. Private fund-raising in the 2000-2001 fiscal year totaled \$123,302,686, an all-time yearly high.

Rutgers is now embarked on a major university-wide campaign to raise \$500 million by June 2004 and is well on its way toward reaching that goal. "The Rutgers Campaign: Creating the Future Today" is designed to advance Rutgers' academic growth as one of the nation's top public universities. The purposes of the campaign include attracting and supporting the best students, ensuring a superior academic program, advancing the quest for knowledge, recruiting and retaining top faculty, enriching the campus and community environment, and providing outstanding facilities and equipment.

The Rutgers Foundation staff provides information about the full range of giving opportunities to donors and prospective donors, including individuals, corporations, and foundations. The staff also cultivates donors and potential donors through a variety of activities, helps donors make sound choices on how to give and the designation choices available to them, and ensures that they are properly thanked for their gifts. Fund-raising officers are also based in many of the university's schools and colleges and work very closely with the foundation.

The Rutgers University Foundation is governed by a Board of Overseers, which sets fund-raising policies and oversees operations. The board consists of seventy-two members, eighteen of whom are members of the Board of Governors and Board of Trustees of the university. The remainder of the board is made up of public members. Overseers are elected for three-year terms by the full board.

Persons interested in making contributions to any unit of the university or to Rutgers as a whole may do so by writing a check payable to the Rutgers University Foundation. The check should be accompanied by a brief note stating the designation of the donation and whom the gift is from. Checks should be mailed to: Accounting Department, Rutgers University Foundation, 7 College Ave., New Brunswick, New Jersey 08901-1261.

Donations may also be made online to any of the university's twenty-nine colleges and schools, and many of its other units, by logging onto the Rutgers Campaign web site, <http://www.campaign.rutgers.edu>, or the Rutgers Foundation web site, <http://www.support.rutgers.edu>. Both sites meet the highest industry standards for security and accept Visa, MasterCard, and American Express credit cards.

More information about private giving to Rutgers may be obtained from the Rutgers University Foundation, Winants Hall, 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 therefore are advised to keep their copy as a reference handbook.

In addition to the contents of this catalog, students also are 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 Social Work building.

PROGRAMS OF STUDY

A candidate for the M.S.W. degree must successfully complete at least 60 credits. These include some courses required of all students. A full-time student normally requires four terms to complete the program. For details of the M.S.W. program, see the M.S.W. Program chapter.

Degree requirements for the Doctor of Philosophy degree are located in the Graduate School–New Brunswick Catalog. Degree requirements for the Bachelor of Arts degree in social work are located in the New Brunswick and Camden Undergraduate Catalogs.

REGISTRATION AND COURSE INFORMATION

Formal admission to the School of Social Work 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 materials by mail for the following term, and those who use these materials to take part in preregistration receive term bills for the following term. All students, regardless of method of payment, must make contact with the cashier each term or their registration will be canceled. Students who do not receive registration materials by April 1 for the fall term and by December 1 for the spring term should contact the graduate registrar.

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

Summer Session registration may be accomplished by telephone, mail, or in person according to the schedule specified in the Summer Session catalog. The catalog may be obtained by calling 1-800/HI-RUTGERS, or by writing to the Summer Session Office, Rutgers, The State University of New Jersey, 191 College Avenue, New Brunswick, NJ 08901-8546.

Late Registration

Students may register late only during the first week of each term. A student who needs to register late must do so in person at the office of the university registrar during regular office hours and will be required to pay all charges at that time, including the late registration fee.

Change of Courses

After a student has completed registration, a properly approved "change of course" form must be submitted to the registrar in order to change a course. No student may add a course after the tenth day of classes. No refund is granted for a course dropped after the tenth day of classes. No course may be dropped after the twelfth week of the term. A student who drops a course and fails to give written notice to the registrar receives a failing grade in that course. The date on which the registrar receives the written notice from the student governs the academic and financial consequences of the withdrawal.

Withdrawal

A graduate student who wishes to withdraw from all courses does so by submitting a written notice to the registrar, or by completing a withdrawal form in person at the registrar's office. To withdraw, a student must notify his or her adviser, the assistant dean, and the registrar's office. A student who leaves the university without officially withdrawing in this manner receives 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.

Minimum and Maximum Programs

The unit of credit used in Rutgers registration is based in part upon a measure of time, with 1 credit equal to one hour of class time plus two hours of preparation per week through a fifteen-week term; thus a 3-credit course implies that a qualified and competent student should require an average of perhaps nine hours a week (including both classroom and preparation time) to carry out the work expected. Students should not expect to carry a full-time job while attending classes on a full-time basis. A full-time program averages 15 credits a term. A maximum program is normally 16 to 18 credits. Students must register for a minimum of 6 credits.

In order to obtain a Rutgers M.S.W., a student must take a minimum of 37 credits "in residence."

Transfer of Credit

A minimum grade of B is required for transfer credit. Graduate courses for which transfer credit is sought must have been completed within the last six academic years in order to be considered. Transfer credit requests are evaluated following matriculation into the program. Transfer credit evaluation forms are available through the student services office, which coordinates the process.

Graduate courses successfully completed at another institution may be accepted for credit toward the M.S.W. degree, provided such courses are in areas of social work or are judged to be highly relevant to a social work program. A maximum of 24 such transfer credits (from another graduate school of social work) may be granted to a candidate for the M.S.W. degree at Rutgers. Approval of the dean's office is required. Course syllabi are needed for evaluation of courses.

A maximum of 18 credits may be accepted from the credits gained through professional credit courses. Only 3 elective credits (one elective course) will be accepted for transfer credit.

Academic credit for life experience and previous work experience is not given in lieu of the field practicum or of courses in the professional foundation or the advanced program.

Continuous Registration, Leave of Absence

All matriculated M.S.W. candidates must register each fall and spring term until earning the degree. If a student requires a leave of absence, application must be made in writing to the assistant dean of student services, who must approve the leave. Once approved for a leave of absence, the student must register during the established registration period for 19:910:800 Matriculation Continued (0). Students pay a \$27 fee each term while on approved leave. Matriculation continued status is available only to students who are not present on campus and not using faculty time or university research facilities. Leaves of absence may not extend beyond two regular terms. Students who do not formally resume studies after two terms of approved leave must apply for readmission through the Office of Graduate and Professional Admissions.

Approved leaves will be granted only to students in good academic standing or if recommended by the Committee on Academic Standing and Student Review. Students who fail to register for more than two regular or two consecutive terms must apply for readmission through the Office of Graduate and Professional Admissions before resuming formal study.

Intercollege Registration

Students enrolled in the School of Social Work may register for a course offered by another unit of the university, with their adviser's approval. Additional approvals may be required. See registration instructions in the Schedule of Classes.

Graduate Credit for 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 remedying 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 must appear on the registration and record forms. 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 Graduate Courses

Qualified undergraduate students in other schools of the university who wish to enroll in School of Social Work courses are welcome to do so on a space-available basis, if they receive the approval of the instructor offering the course. Approval by the School of Social Work dean's office also is required.

Courses Taken "Not-for-Credit"

Students may register in a course without receiving academic credit by placing an N in the credit prefix column on the registration card. 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 letter grade will be included on each student's record, but no credit toward the degree will be given. Before attempting an N registration in another school or college of the university, students should check with the dean's office of that unit to see if they offer this option. See also Grades and Records in this chapter for information regarding credit prefixes.

Time Limits for Degrees

Degree programs should be completed within the following periods of time after first registration in the School of Social Work:

	Normal Minimum	Normal Maximum
Regular Program M.S.W.		
Full time	4 terms	4 terms
Part time	5 terms	8 terms
Advanced Standing M.S.W.		
Full time	3 terms	3 terms
Part time	5 terms	5 terms
Ph.D.	3 years	7 years

CLASS SCHEDULES AND HOURS

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

Attendance

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

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

Absence Due to Religious Observance

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

Cancellation of Classes

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

During severe weather conditions, announcements of the cancellation of classes are made over the following radio stations: WRNJ (1510 AM), WCTC (1450 AM), KYW (1060 AM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM), RUINFO (530 AM), and NEWS12 (cable).

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, 973/353-1766 for the Newark campus, or <http://ur.rutgers.edu/news/weather/weather.html>.

GRADES AND RECORDS

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

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

The school does not assign the grades of D or D+ in its courses.

Other Grade Symbols

P/NC (Pass/No Credit). Fieldwork courses use the nonnumerical grades of Pass (equivalent to grades A, B+, B, C+, and C) or No Credit (equivalent to grade of F).

T (Temporary). Grades of TB+, TB, TC+, TC, and TF are used for all incomplete and temporary grades. Temporary grades are given at the discretion of the instructor when the student has not properly completed the course work requirements. 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 the course work within the time allowed by the instructor, but no later than the end of the next term.

IN (Incomplete). When the fieldwork assignment is incomplete, the Director of Field Instruction may elect to assign a grade of IN.

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

S/U (Satisfactory/Unsatisfactory). Grades used in courses where the N credit prefix is used.

Credit Prefixes

The number of credits appearing on course records and registration cards 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. An undergraduate course for which degree credit has been approved.

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

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. At least ten days should be allowed for processing the request.

Student Identification Cards

The RUconnection Card office issues photo ID cards to all graduate students. The photo ID card, which serves as the official Rutgers identification, includes the library barcode for borrowing books, provides access to recreation centers and can function as a Knight Express debit card.

In order to receive a new card, a student must be registered and show a valid form of identification. Graduate students who have lost their card must pay \$15 at any Rutgers cashier and present the receipt at the RUconnection Card office in order to receive a new card.

Information regarding the RUconnection card is available at the RUconnection web site address, www.rci.rutgers.edu/~ruconxn, or by telephone at 732/445-6949.

SCHOLASTIC STANDING

Academic Standing and Student Review Committee

The Academic Standing and Student Review Committee has the following members: four faculty members elected to serve staggered two-year terms; current faculty members who are former members of the committee serve as alternates. The assistant dean for student services staffs the committee and meets with the committee, but does not vote.

Academic Standards

To qualify for graduation, a student must maintain a cumulative grade-point average of 3.0 (B) for all courses taken to achieve the total of 60 credits. Credits not earned for failed elective courses may be compensated for by satisfactory completion of other elective courses. If a student's academic average falls below B for a given term, this is cause for referral to the Academic Standing and Student Review Committee. Students must have a passing grade in a sequential prerequisite course before starting the next sequential course.

Academic Difficulty

A student is defined as having an academic difficulty if:

1. At the conclusion of any given term, the student has earned a grade-point average of less than 3.00; or
2. A student has a TF grade in any sequential course or more than two TF grades in other courses at the conclusion of any term; or
3. The student has received an incomplete in fieldwork; or
4. A student receives an F in an elective course; or
5. At any point during the semester there is evidence of inadequate field performance.

In the event a student is experiencing academic difficulties, the following procedures apply:

1. The student and his or her adviser are notified by the Assistant Dean for Student Services.
2. The student and adviser meet and develop a written plan to resolve the academic difficulty. The academic plan is sent to the Assistant Dean for Student Services.
3. The Academic Standing and Student Review Committee reviews the plan and decides if it is necessary for the student to meet with the committee to review the plan in more detail.

Student in Jeopardy

A student is defined as in jeopardy of not graduating if:

1. At the conclusion of any given term, the student has a grade-point average of 2.49 or less; or if in the first term, a grade-point average of 3.0 or less; or
2. At the conclusion of any given term, the student has a cumulative grade-point average of less than 3.00; or
3. The student has received a grade of F in a required course; or
4. The student has received a grade of F in fieldwork.

In the event a student is in jeopardy, the following procedures apply:

1. The student and his or her adviser are notified by the Assistant Dean for Student Services.
2. The student and adviser meet and develop a plan to be presented in writing to the committee to resolve the academic difficulty. In the case of a fieldwork difficulty, the Director of Field Instruction meets with the student to develop a plan to be presented in writing to the committee to resolve the fieldwork difficulty.
3. The Academic Standing and Student Review Committee reviews the plan and decides if it is necessary for the student to meet with the committee to review the plan in more detail.
4. In cases deemed necessary to have a formal meeting with the Academic Standing and Student Review Committee to review the plan, the following guidelines apply:
 - a. Strict rules of confidentiality govern all procedures.

- b. Students who are requested in writing to meet with the committee must bring a faculty adviser from the School of Social Work to the meeting.
- c. Student advisers will have access to all notifications and communications.
- d. The student's adviser is expected to attend the scheduled meeting. The student is expected to attend the meeting. If a student does not attend, the committee has the authority to make decisions in his or her absence. In the case of fieldwork problems, the Director of Field Instruction or his or her designee is expected to attend.
- e. Any member of the committee will disqualify himself or herself from the meeting if he or she feels unable to be completely impartial.
- f. After meeting with the student and reviewing his or her plan, the committee has the following options:
 1. To approve, amend, or reject the plan presented.
 2. If, in the opinion of the committee, no plan seems workable, to recommend separation of the student from the school.
5. The student is notified in writing by the assistant dean within ten working days or two calendar weeks.
6. Decisions of the committee are binding.
7. An appeal may be made to the dean within two weeks of the date of the disposition letter under the following circumstances:
 - a. The committee is alleged to have made a procedural error; or
 - b. The committee's decision is alleged to have been arbitrary or capricious.The appeal must be made in writing with a copy to the committee.

Holds

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

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

STUDENT GRIEVANCE/ COMPLAINT PROCEDURES

Students from time to time have had grievances or complaints relative to their academic learning in class or in the field setting. There are two bases for complaints or grievances: faculty computational error or the faculty member is alleged to have been arbitrary or capricious.

Grievances/Complaints—Class

1. A complaint/grievance may be initiated by the student meeting with his or her faculty adviser. The complaint or grievance must be made within thirty calendar days of the close of the term. The adviser and student should explore all possibilities for an understanding of and an informal resolution to the complaint/grievance.

2. The second step, if necessary, is for the student and the adviser to meet with the instructor to discuss the complaint/grievance and its possible resolution.
3. The third step, if necessary, is for the student to prepare and submit to the designated lead teacher a written statement of the complaint/grievance. This should include documentation for the complaint/grievance. The lead teacher will call a meeting to include the student, adviser, and instructor. The complaint is discussed and its possible resolution explored. The lead teacher will provide a written disposition to the student, the instructor, and the adviser within ten working days, or two calendar weeks, of his or her assessment of the validity of the complaint/grievance.
4. Finally, if the student is unable to get a satisfactory response in step 3, the student and his or her adviser may appeal to the dean of the school for a final decision.

Grievances/Complaints—Fieldwork

1. A complaint/grievance may be initiated by the student meeting with his or her faculty adviser and the field consultant to the agency. At this point, each of the above persons should explore all possibilities for an informal resolution to the grievance/complaint.
2. The second step, if necessary, is for the student and the field consultant to meet the field instructor of the agency to discuss the complaint/grievance and its possible resolution.
3. The complaint/grievance is presented in writing to the Director of Field Instruction for possible resolution. This step is initiated when the response in step 2 is not satisfactory to all involved.
4. If the student is unable to get a satisfactory response in step 3, he or she can forward the grievance to the dean of the school for a final decision.

GRADUATION

The M.S.W. degree is conferred by the university upon recommendation of the faculty of the School of Social Work. 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. The request should be sent to the university registrar accompanied by a stamped, self-addressed envelope and will be honored shortly after November 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 will be available, upon request, to the student who completes all requirements by the end of the fall term. Students issued these certificates will 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. If this was 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, such requests should be placed before that date, although they will be accepted any time before commencement. Candidates whose attendance is prevented by some last-minute emergency are

asked to communicate with the 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, 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 will not be conferred and graduation will be deferred, in some cases by 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 also should bring any violations of which they are aware to the attention of their instructors.

Violations of Academic Integrity

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

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

Level One Violations

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

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

Level Two Violations

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

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

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

Level Three Violations

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

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

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

Level Four Violations

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

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

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

Faculty members who believe that violations have occurred should immediately contact the Office of the Dean. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course. Questions on reporting procedures may be directed to the Office of the Dean.

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

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

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

Preamble
University Code of Student Conduct

Overview

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

Process

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

Filing a Complaint

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

Preliminary Review

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

Separable Offenses

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

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing
7. violation of the university's Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students' office.)
8. unauthorized entry into, unauthorized use of, or misuse of university property, including computers and data and voice communication networks
9. intentionally or recklessly endangering the welfare of any individual or intentionally or recklessly interfering with any university activity or university sponsored activity
10. use, possession, or storage of any weapon, dangerous chemical, fireworks, or explosive, whether or not a federal or state license to possess the same has been issued to the possessor
11. the distribution of alcohol, narcotics, or dangerous drugs on university property or among members of the university community, if such distribution is illegal, or the possession of a sufficiently large quantity as to indicate an intention to distribute illegally
12. theft of university services or theft of, or intentional or reckless damage to, university property or property in the possession of, or owned by, a member of the university community, including the knowing possession of stolen property (Intentional or reckless misuse of fire safety equipment is regarded as damage under this section of the code.)
13. the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession
14. violations of federal, state, or local law where such violations have an adverse effect on the educational mission of the university
15. failure to comply with the lawful directions of university officials, including campus police officers acting in performance of their duties
16. knowingly providing false testimony or evidence; disruption or interference with the orderly conduct of a disciplinary conference or hearing; violating the terms of any disciplinary sanction imposed in accordance with this code, or any other abuse of the university's disciplinary procedures.

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including speaking on their behalf. The Office of the Vice President for Student Affairs maintains a list of trained campus advisers

for this purpose. Students are free to select any members of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

Complainants and respondents also may, at their own expense, seek the advice of an attorney in addition to that of a campus adviser. Attorneys are free to advise students, to assist in the preparation of their cases, and to attend hearings, but may not speak on behalf of their clients or question witnesses at a hearing.

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board usually composed of three students and two faculty members. It is the hearing board's responsibility to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the vice president for student affairs. The vice president for student affairs considers the hearing board recommendation and determines the sanction.

Appeals

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

Authority for Student Discipline

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

UNIVERSITY SAFETY AND SECURITY

Providing a safe and secure environment for all members of the university community is the highest priority of the university's public safety staff. The staff is comprised of commissioned police officers with full investigative and arrest authority, trained emergency medical technicians, fire inspectors, security officers, dispatchers, and students employed as community services and student safety officers. Members of the public safety staff patrol each campus and respond to emergencies and requests for assistance 24 hours a day, 365 days a year.

Rutgers' public safety employees are part of the university-wide crime prevention team that includes all members of the university community. It is everyone's duty to maintain actively a safe environment and to be careful while complying with all local, state, and university regulations.

The executive director for public safety is responsible for safety and security services on the New Brunswick/Piscataway campus. On the Camden and Newark campuses, these responsibilities reside in the Office of the Provost.

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

Camden: 856/225-6009

Newark: 973/353-5547

New Brunswick: 732/932-8407

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

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

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

1. The president of the university and the vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick, the senior vice president and treasurer will have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.
4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the vice president for academic affairs, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions that the university police are unable

to handle. In extraordinary circumstances, where neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer in New Brunswick and the provosts on the Camden and Newark campuses have the same authority.

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

POLICY PROHIBITING HARASSMENT

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

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

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

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or need more information, you are encouraged to contact the Office of University Harassment Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190, by telephone at 732/932-3122, or by email at uhr@rci.rutgers.edu. You may obtain copies of the Policy Prohibiting Harassment and the Harassment Complaint Process on our web page (<http://www.rci.rutgers.edu/~uhc>).

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

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

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

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

Prohibited Conduct

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

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as 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 judgment of whether a particular act is of a separable or nonseparable nature is made by the appropriate college official.

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

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

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

Rory P. Maradonna, associate provost for student life, Armitage Hall, Room 248, Camden campus, 856/225-6050;

Raymond T. Smith, associate provost for student affairs, Center for Law and Justice, Newark campus, 973/353-5541.

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

NONDISCRIMINATION POLICY

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

Standards of the Council of Social Work Education

The School of Social Work adheres to the university's policy on nondiscrimination. The school also follows the standards of the Council on Social Work Education by conducting its programs without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or sexual orientation. The following is the code of the National Association of Social Workers, which serves as a guide and ideal for everyone in the School of Social Work.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS: SUMMARY OF MAJOR PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical principle: The social worker's primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social-change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat people in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards, and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical principle: Social workers practice within their area of competence and develop and enhance their professional expertise.

Social workers strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

In compliance with the Equity in Athletics Disclosure Act, Rutgers provides information on men's and women's athletic programs (<http://athletics.rutgers.edu/>), including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically related student aid, and revenues. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library) and at the intercollegiate athletics offices.

STUDENT RECORDS AND PRIVACY RIGHTS

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

The confidentiality of student educational records is protected by FERPA. FERPA permits the university to provide directory information without the student's consent

unless the student requests that such information be kept confidential. Rutgers defines directory information as name, campus mailing address and telephone number, campus email address, RUCS user name, permanent address and telephone number, school of attendance, major field of study, class year, dates of attendance, current credit load, credit hours earned, degree(s) received, date(s) of degree(s), weight and height of intercollegiate athletes, and most recent previous school attended.

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

- through the verifications division of the Office of the Registrar or similar offices that have access to student records. (The office is called upon to verify that a student is enrolled at the university by potential employers and credit agencies, among others.)
- through the Rutgers online directory, a database of Rutgers students, faculty, and staff that is available through the Rutgers home page (<http://www.rutgers.edu>) and accessible worldwide via the Internet.

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

The university uses a student's Social Security number as a student identification number. While this number is not released as directory information and its confidentiality is protected in the same manner as are other educational records as defined by FERPA, the university offers students the opportunity to acquire a substitute student number. Students wishing to have a substitute number assigned should fill out the appropriate forms in the registrar's office.

Further information on the law and Rutgers' policy and procedures on compliance with FERPA is available from the director of compliance and student policy concerns (732/932-7312). All official notices regarding FERPA are archived at <http://www.rci.rutgers.edu/~polcomp>.

STUDENT RESIDENCY FOR TUITION PURPOSES

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

Procedure

The Initial Determination

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

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

After the Initial Determination

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

Request for a Change of Status

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

Appeals

Appeals from the initial determination and any determination made after a request by a student for a change in residency status are accepted no later than three months after the date of notification of any such determination. Unresolved appeals are forwarded to either the university director of graduate admissions or the university registrar. These officers respond to the student within thirty working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the vice president for university budgeting by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting is 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 neglects to question his or her eligibility status beyond the period specified above, that 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. All university-conducted research must be available for public scrutiny and use. 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.

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

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

PATENT POLICY

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

Baccalaureate Program in Social Work

The baccalaureate program in social work is a professional degree program preparing students for beginning-level social work practice upon graduation. The focus for practice includes work with special populations, including the poor, the oppressed, and other at-risk groups. The program is fully accredited by the Council on Social Work Education. It stresses research-based instruction, individualized work with students, and "hands-on" experience as part of the learning process. Participants are expected to acquire the knowledge base and professional ethics, values, and skills to work effectively within individual, family, group, organizational, and community levels of practice. The program also prepares students for graduate study in social work and related fields.

COURSE REQUIREMENTS AND SEQUENCING

Students fulfill course requirements from two basic course group categories: 1) the liberal arts foundation and 2) social work core-content courses. The liberal arts foundation serves as a base upon which the social work core courses are built. It is expected that students will have completed, or made significant progress in completing, the liberal arts foundation before entering the major. It also is strongly suggested that students take 09:910:220 Introduction to Social Work and Social Services before entering the major. Students should discuss their interest in social work with an adviser as early as possible in their course of studies.

In order to graduate, students must have grades of C or better and a 3.0 cumulative grade-point average in all social work core-content courses, and a 2.0 cumulative grade-point average in the courses making up the liberal arts foundation.

Liberal Arts Foundation

As part of, or in addition to the liberal arts distribution requirements of Livingston College or Camden College of Arts and Sciences, students are required to complete the following courses: introductory psychology, introductory sociology, human biology, and an introductory course in statistics that covers basic inferential and statistical procedures.

Students also must take two additional courses, one from each of the two areas chosen from the following: art, communication/speech, history, literature, music, philosophy, and theater.

Social Work Core Content

All of the following courses are required. Exceptions to required courses are considered on an individual basis, based on an assessment of academic transcripts and the submission of requested substantiating documentation.

- 09:910:220 Introduction to Social Work and Social Services
- 09:910:311 Social Welfare Policy and Services I
- 09:910:312 Social Welfare Policy and Services II
- 09:910:332 Professional Development Seminar
- 09:910:352 Groups at Risk in Contemporary Society
- 09:910:471 Field Practicum I
- 09:910:472 Generalist Practice I
- 09:910:473 Field Practicum II
- 09:910:474 Generalist Practice II
- 09:910:475 Integration Seminar
- 19:910:502,503 Human Behavior and the Social Environment I,II
- 19:910:505 Methods of Social Work Research I

Master of Social Work Program

The Master of Social Work (M.S.W.) program is accredited by the Council on Social Work Education. The program provides preparation for advanced social work practice in an area of concentration and area of practice focusing on a special problem area and/or population at risk. The school's curriculum is designed to address the wide range of knowledge, values, tasks, and skills required to prepare competent and effective social work professionals. The school emphasizes the preparation of social workers who are committed to practice with the poor, vulnerable populations, and the oppressed, and who work to alleviate poverty, oppression, and discrimination.

The M.S.W. curriculum is divided into two levels: the professional foundation and the advanced curriculum. The first level requires 29 credits and the second level requires 31 credits, to complete a total of 60 credits for graduation. The professional foundation must be completed successfully before entry into the advanced curriculum.

FIELD INSTRUCTION

The M.S.W. program involves classroom and field instruction. The Council on Social Work Education requires that all regular two-year M.S.W. students spend a minimum of 910 hours in field instruction.

The field program consists of two parts. In year one, students spend a total of 378 hours in the field and earn 5 field instruction credits by participating 14 hours per week for 13 weeks in the first term and 14 weeks in the second term. In year two, students spend a total of 532 hours in the field by participating 19 hours per week for 14 weeks during each term, earning a total of 7 credits.

Altogether, students spend 910 hours in field instruction.

Schedules for field placement vary. Therefore, students should anticipate the need to make at least 8 daytime hours available for field placement. Occasionally, they will need to accommodate some evening or weekend hours as well. Field placement cannot be provided for evenings and weekends only.

PROFESSIONAL FOUNDATION

All students, except those with baccalaureate degrees from programs accredited by the Council on Social Work Education, are required to take all of the foundation courses. These courses contain a body of knowledge, values, and skills essential for social work practice. This common base is transferable among settings, population groups, and problems areas. The foundation curriculum consists of courses in generalist social work practice with corresponding field instruction, human behavior and the social environment, psychopathology, introductory social research methods, social welfare policy and services, and a course focused on

diversity, oppression, and the legal environment of social work practice. Successful completion of the foundation program is required before beginning the advanced curriculum.

The required foundation courses are:

- 19:910:500,501 Social Work Practice I,II (3,3)
- 19:910:502,503 Human Behavior and Social Environment I,II (3,3)
- 19:910:504 Social Welfare Policy and Services I (3)
- 19:910:505 Methods of Social Work Research I (3)
- 19:910:506 Diversity, Oppression, and the Legal Environment of Social Work (3)
- 19:910:507 Psychopathology (3)
- 19:910:508,509 Field Practicum I,II (2,3)

Students admitted on conditional status without an introductory statistics course that covers descriptive and basic inferential statistical procedures may not enter the advanced program until they complete such course with a grade of C or better.

ADVANCED CURRICULUM

The advanced curriculum consists of a concentration in a method of advanced practice, a cluster in a substantive area, an advanced research course, advanced field instruction and electives. Only after successful completion of the professional foundation courses can students begin the advanced curriculum. Students must select a concentration and a cluster.

Students admitted on conditional status without an introductory statistics course that covers descriptive and basic inferential statistical procedures may not enter the advanced program until they complete such course with a grade of C or better.

Concentrations

Concentrations build on, are related to, and extend the professional foundation. A concentration focuses on advanced methods of social work practice by size and type of client system. Concentrations are designed to develop greater depth in knowledge and skills building upon the generalist foundation. Students may concentrate in Direct Practice with Individuals, Families, and Groups, or in Administration, Policy, and Planning. Students must select a concentration prior to entering the advanced curriculum. Both concentrations require two advanced practice methods courses (6 credits) and a minimum of 7 credits of advanced field instruction.

Direct Practice with Individuals, Families, and Groups

The concentration in Direct Practice with Individuals, Families, and Groups prepares students to conceptualize, provide, and supervise the delivery of social work services to individuals, couples, families, and small groups. Emphasis is on developing competence in those helping processes used to prevent problems and to enhance, develop, and restore social functioning. Courses required for the concentration and which must be taken concurrently with a direct practice field practicum are:

- 19:910:511 Advanced Direct Practice I (3)
- 19:910:512 Advanced Direct Practice II (3)

Administration, Policy, and Planning

The concentration in Administration, Policy, and Planning is designed to prepare social workers to perform administrative functions or planning, organizing, and policy functions within organizations, communities, and in the larger society. Courses required for the concentration and which must be taken concurrently with an administration, policy, and planning field practicum are:

- 19:910:535 Advanced Administration, Policy, and Planning Practice I (3)
- 19:910:536 Advanced Administration, Policy, and Planning Practice II (3)

Clusters

A cluster is an organized program of study that focuses on a specific problem area and/or population at risk. It consists of a cluster-related policy course, an integrative seminar, and a cluster-related field placement that is coupled with the student's concentration. Clusters combine substantive knowledge of social problems and issues and populations at risk with social work practice methods. Currently, two clusters are offered: Children and Families (C&F) and Health, Mental Health, and Aging (HMHA).

Children and Families

The Children and Families cluster addresses the special needs of families and children. Students learn the skills and knowledge necessary to attempt to prevent and remedy the social problems of this population. Opportunities to focus on child welfare and school social work are provided. Advanced field placement opportunities are available to direct practice students and to administration, policy, and planning students. The following courses are required for the Children and Families cluster:

- 19:910:585 Issues in Social Policy: Children and Families (3)
- 19:910:557 Integrative Seminar: Children and Families (3)

Health, Mental Health, and Aging

The Health, Mental Health, and Aging cluster provides students with the opportunity to obtain knowledge of health, mental health, and aging concerns. Students will be able to tailor their learning to working with and on behalf of the aging or the developmentally disabled or the chronically mentally ill or those with health problems. Advanced field placement opportunities in HMHA are available to direct practice and administration, policy, and planning students. The following courses are required for the Health, Mental Health, and Aging cluster:

- 19:910:587 Issues in Social Policy: Health, Mental Health, and Aging (3)
- 19:910:559 Integrative Seminar: Health, Mental Health, and Aging (3)

Gerontology Certificate. Students enrolled in the Health, Mental Health, and Aging cluster receive a Certificate in Gerontology if: 1) they focus on aging in all course requirements, such as policy analysis, papers, class presentations, case presentation and analysis, etc., and in 19:910:587 Issues in Social Policy and 19:910:559 Integrative Seminar; 2) they have a second-year field placement in a

setting offering experience relevant to aging—such as in a nursing home or a county office on aging; and 3) they complete 19:910:572 Gerontology as an elective during the fall term of the second year.

Advanced Research

All students take an advanced research course that builds upon the basic knowledge acquired in the foundation research course. Major emphasis is on the evaluation of practice models, evaluation of individual practice, and the evaluation of agency programs.

Advanced Field Practicum

The advanced field practicum is concentration and cluster specific. During two terms, students take 7 credits of advanced field work in the concentration and cluster of their choice. The advanced field practicum must be taken concurrently with the appropriate advanced practice and cluster courses.

Elective Courses

All students must complete a minimum of 9 credits of electives.

SEQUENCE FOR THE FULL-TIME M.S.W. PROGRAM

First Year (Professional Foundation)	Credits
First Term	
19:910:500 Social Work Practice I	3
19:910:502 Human Behavior and the Social Environment I	3
19:910:504 Social Welfare Policy and Services I	3
19:910:506 Diversity, Oppression, and the Legal Environment of Social Work	3
19:910:508 Field Practicum I	<u>2</u>
	14
Second Term	
19:910:501 Social Work Practice II	3
19:910:503 Human Behavior and the Social Environment II	3
19:910:505 Methods of Social Work Research I	3
19:910:507 Psychopathology	3
19:910:509 Field Practicum II	<u>3</u>
	15

Students admitted on conditional status without an introductory statistics course that covers descriptive and basic inferential statistical procedures may not enter the advanced program until they complete such course with a grade of C or better.

Second Year (Advanced Curriculum)

First Term	
19:910:511 Advanced Direct Practice I or 19:910:535 Advanced Administration, Policy, and Planning Practice I	3
19:910:58(5,7) Issues in Social Policy	3
19:910:595 Methods of Social Work Research II	3
19:910:600 Field Practicum III	3
19:910:___ Elective	<u>3</u>
	15

Second Term	
19:910:512 Advanced Direct Practice II or 19:910:536 Advanced Administration, Policy, and Planning Practice II	3
19:910:55(7,9) Integrative Seminar	3
19:910:601 Field Practicum IV	4
19:910:___ Elective	3
19:910:___ Elective	<u>3</u>
	16
Total Credits	60

SEQUENCE FOR THE STRUCTURED PART-TIME M.S.W. PROGRAM

First Year (Professional Foundation)	Credits
First Term	
19:910:504 Social Welfare Policy and Services I	3
19:910:506 Diversity, Oppression, and the Legal Environment of Social Work	<u>3</u>
	6
Second Term	
19:910:505 Methods of Social Work Research I	3
19:910:507 Psychopathology	<u>3</u>
	6
Second Year (Professional Foundation continued)	
First Term	
19:910:500 Social Work Practice I	3
19:910:502 Human Behavior and the Social Environment I	3
19:910:508 Field Practicum I	<u>2</u>
	8
Second Term	
19:910:501 Social Work Practice II	3
19:910:503 Human Behavior and the Social Environment II	3
19:910:509 Field Practicum II	<u>3</u>
	9

Students admitted on conditional status without an introductory statistics course that covers descriptive and basic inferential statistical procedures may not enter the advanced program until they complete such course with a grade of C or better.

Third Year (Advanced Curriculum)

First Term	
19:910:511 Advanced Direct Practice I or 19:910:535 Advanced Administration, Policy, and Planning Practice I	3
19:910:600 Field Practicum III	3
19:910:___ Elective	<u>3</u>
	9
Second Term	
19:910:512 Advanced Direct Practice II or 19:910:536 Advanced Administration, Policy, and Planning Practice II	3
19:910:601 Field Practicum IV	4
19:910:___ Elective	<u>3</u>
	10

Fourth Year (Advanced Curriculum continued)

First Term

19:910:58(5,7) Issues in Social Policy	3
19:910:595 Methods of Social Work Research II	$\frac{3}{6}$

Second Term

19:910:55(7,9) Integrative Seminar	3
19:910:___ Elective	$\frac{3}{6}$

Total Credits 60

Course Listing

Explanation of Three-Part Course Numbers

The number preceding each course title is divided into three parts. The first two digits are the administrative code (standing for the school or faculty offering the course), the next three digits are the subject code, and the final three digits are the course code.

Administrative Codes

The following administrative codes are used in this catalog:

- 01 Faculty of Arts and Sciences
- 09 School of Social Work (undergraduate)
- 16 Graduate School–New Brunswick
- 19 School of Social Work

Subject Codes

The subject code indicates the subject matter of the course. The subject code for social work is 910.

Course Codes

Course codes for 100 to 499 indicate undergraduate courses; course codes from 500 to 799 indicate graduate courses.

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

EXCHANGE PROGRAMS

19:910:815. RUTGERS MEDICAL SCHOOL

19:910:816. PRINCETON EXCHANGE

MASTER OF SOCIAL WORK COURSES

Enrollment in courses is restricted to matriculated students in the School of Social Work.

Professional Foundation

19:910:500. SOCIAL WORK PRACTICE I (3)

Corequisite: 19:910:508.

The first of two required foundation practice courses based on a generalist social work practice perspective. A problem-solving model of practice applicable to work with systems of all sizes, including: individuals, families, small groups, organizations, and communities.

19:910:501. SOCIAL WORK PRACTICE II (3)

Prerequisite: 19:910:500. Corequisite: 19:910:509.

The second of two foundation practice courses based on generalist social work perspective, continues use of a problem-solving model for work with systems of all sizes, and implications for at-risk groups.

19:910:502. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3)

Theories, themes, and issues concerning the ongoing interaction between people as they grow, change, and develop over the life course and the social context in which this occurs. Assumptions about human behavior that may interfere with recognition of diversity in the ongoing interaction between individual, family, and group identity; social context; and social life. Values and ethical issues related to bio-psycho-social development.

19:910:503. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II (3)

Prerequisite: 19:910:502.

Theories and knowledge of action groups, organizations, and communities as the context for micro and macro social practice. Ways in which systems promote or deter people in the maintenance or attainment of optimal health and well-being. Evaluation and application of theory to client situations to understand how macro systems affect client benefit.

19:910:504. SOCIAL WELFARE POLICY AND SERVICES I (3)

History, philosophy, and development of social welfare as an essential institution in the United States. Study of the emergence and role of social work, understanding of patterns of current provision, and introduction to analysis of social welfare policies.

19:910:505. METHODS OF SOCIAL WORK RESEARCH I (3)

Introduction to scientific, analytic approach to building knowledge and skills, including: role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

19:910:506. DIVERSITY, OPPRESSION, AND THE LEGAL ENVIRONMENT OF SOCIAL WORK (3)

Three five-week modules. Diversity module introduces the range of diverse populations by gender, ethnicity, race, sexual orientation, and physical differences. Oppression module focuses on the role, function, and effects of oppression in society and the impact of oppression as it relates to issues of social and economic justice. Law module examines role of law in health and human services and addresses specific legal concepts, such as confidentiality, privacy, and informed consent in the context of practice.

19:910:507. PSYCHOPATHOLOGY (3)

Major forms of emotional distress in adults and children. Classification trends, issues, and models. Introduction to clinical syndromes in terms of diagnostic methodology, research, and social concerns and their implications for at-risk groups.

19:910:508. FIELD PRACTICUM I (2)

Corequisite: 19:910:500.

Practice social work in agency settings under qualified educational supervision. Includes service to vulnerable and oppressed populations while learning generalist skills.

19:910:509. FIELD PRACTICUM II (3)

Corequisite: 19:910:501.

Further learning of problem-solving skills and strategies begun in Field Practicum I and prepares students to enter the advanced field curriculum.

Advanced Curriculum and Electives

19:910:511. ADVANCED DIRECT PRACTICE I (3)

Prerequisite: Successful completion of professional foundation courses.

Corequisite: Must be taken concurrently with advanced direct practice and cluster-appropriate field placement.

Focus on advanced social work clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to work with individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations addressed in the clusters.

19:910:512. ADVANCED DIRECT PRACTICE II (3)

Prerequisite: 19:910:511. Corequisite: Must be taken concurrently with advanced direct practice and cluster-appropriate field placement.

Validity, relevance, and differential use in practice of various selected psychotherapeutic theories that have influenced social work direct practice with individuals, families, couples, and groups. Ethnic-sensitive and feminist perspectives important critical filters. Continuing concern for the relevance of these theories for people of color, women, and gay and lesbian persons.

19:910:513. ADVANCED DIRECT PRACTICE WITH ADOLESCENTS (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

The physical, psychological, social, and cultural dimensions of adolescence in today's culture, with focus on advanced direct practice with typical problems of adolescents. Particular attention paid to high-risk groups.

19:910:514. ADVANCED THEORY AND PRACTICE GROUP WORK (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

Skills developed regarding direct interventions with individuals in groups, with groups as a whole, and with groups to influence their environments. Addresses program building, consultation, and teamwork in developing group work services for individual and social change, especially for ethnic/cultural minorities, the oppressed, and the victimized.

19:910:516. ADVANCED PRACTICE IN HEALTH CARE (3)

Prerequisite: Successful completion of professional foundation courses.

Corequisite: Advanced practice field placement.

Problem-solving model of direct practice is applied, at an advanced level, for individuals, families, and groups in health care and mental health care settings. Skills of crisis intervention, case management, and discharge planning addressed. Professional practice as part of an interdisciplinary team.

19:910:517. ADVANCED DIRECT PRACTICE: INDIVIDUALS WITH MENTAL ILLNESS (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

Contemporary interventions with clients who have severe psychiatric disorders and their families, in institutional and community settings. Intervention techniques with the more severe and chronic forms of psychiatric disorder, as defined in DSM-IV; psychotropic medications; case management; the treatment orientations to care; and special issues in work with children and adolescents.

19:910:518. ADVANCED DIRECT PRACTICE WITH FAMILIES AND CHILDREN AT RISK (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

Focuses on families of social and ethnic minorities and other oppressed groups of special concern to the child welfare system, who are at risk of neglecting or abusing their children. Emphasis on assessment of risk, crisis intervention and case management skills, work with community service systems, and use of the legal system.

19:910:519. ADVANCED DIRECT PRACTICE WITH FAMILIES (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

Advanced practice with family systems, with emphasis on systems-analytical perspective that includes environing systems, as well as internal dynamics of the family system. Differential use of the major theoretical approaches in family therapy. Emphasis on a social work framework and on such traditional family social work techniques as advocacy, brokerage, and provision of concrete services.

19:910:520. ADVANCED DIRECT PRACTICE IN SCHOOL SETTINGS (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

Advanced direct practice with children and adolescents, in the context of the public school setting, individually, in groups, and with their families. Emphasis on the role of the school social worker in a host setting that is bound by governmental statutes and regulations, and on relationships with teachers and school administrators, with other members of the professional team, and with community agencies and groups.

19:910:521. ADVANCED DIRECT PRACTICE: INTERVENTION WITH ALCOHOL, TOBACCO, AND OTHER DRUG MISUSERS (3)

Pre- or corequisite: 19:910:511 Advanced Direct Practice.

Various models and intervention approaches to working with alcohol, tobacco, and other drug misusers. Families and other client systems addressed. Emphasis on assessment to identify ATOD problems in a variety of practice settings with various populations, and on matching interventions according to the client system, the substance(s) misused, the extent of misuse, personal resources, social networks, and availability of services. Research findings and theoretical perspectives are central.

19:910:535. ADVANCED ADMINISTRATION, POLICY, AND PLANNING PRACTICE I (3)

Prerequisite: Successful completion of the professional foundation.

Corequisite: Must be taken concurrently with APP and cluster-appropriate field placement.

Core theories, elements, and functions of human services management are analyzed with a particular focus on the knowledge, skills, and abilities necessary to lead successfully public and private human service agencies in the environment of today and the future. Emphasis on internal management functions, such as budget and finance, human resource administration, applications of information technology, and governance relationships; and on external functions, such as legislative, media, and community relationships. Crosscutting topics enhance skills in leadership, mediation, and conflict resolution.

19:910:536. ADVANCED ADMINISTRATION, POLICY, AND PLANNING PRACTICE II (3)

Prerequisite: 19:910:535. Corequisite: Must be taken concurrently with APP and cluster-appropriate field placement.

Processes and technologies of strategic planning and program development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention to designing programs and meeting the needs of populations at risk.

19:910:537. FISCAL PROCEDURES (3)

Prerequisite: Successful completion of the professional foundation.

Overview of fiscal responsibilities of social agency executives. The accounting process, financial statements, budgeting internal controls, audits, tax compliance, and fund accounting.

19:910:538. LAW AND SOCIAL WORK (3)

Law in health and human services. Reading, using, and finding law. Law in practice in relation to law on the books. Topics include due process, equal protection, discrimination, confidentiality and duty to warn, child abuse, domestic violence, AIDS, sexual harassment, mental health, developmental disabilities, courtroom testimony, malpractice, and administrative liability.

19:910:539. COMMUNITY ORGANIZATION (3)

Prerequisite: Successful completion of the professional foundation.

Focus on identifying, developing, and testing community organizing skills. Special attention given to leadership development and community analyses.

19:910:540. SUPERVISION AND CONSULTATION (3)

Prerequisite: Successful completion of the professional foundation.

Analysis of supervisory roles in human service organizations. Covers the three functions of supervision—supportive, educational, and administrative. Emphasis on frontline supervision.

19:910:541. MARKETING AND GRANTSMANSHIP (3)

Prerequisite: Successful completion of the professional foundation.

Introduction to current strategies and procedures for identifying, obtaining, and maintaining a diverse portfolio of social service funding sources; review of methodologies for packaging, marketing, and selling program proposals to social service funders and consumers.

19:910:557. INTEGRATIVE SEMINAR: CHILDREN AND FAMILIES (3)

Prerequisite: 19:910:585 and 595. To be taken during final term of the M.S.W. program.

Integrates learning from the professional foundation, field instruction, practice methods, and the area of children and families. Emphasis on problem solving, integrating issues across social work methods, linking theory to practice, and furthering the skills of intervention.

19:910:559. INTEGRATIVE SEMINAR: HEALTH, MENTAL HEALTH, AND AGING (3)

Prerequisite: 19:910:587 and 595. To be taken during final term of the M.S.W. program.

Integrates learning from the professional foundation; field instruction; and the areas of health, mental health, and aging. Emphasis on problem solving, integrating issues across social work methods, linking theory to practice, and furthering the skills of critical thinking.

19:910:561. GROUP DYNAMICS (3)

Emphasizes the study of small groups, both cognitively and experientially, by focusing on theory and research about the processes, structures, and functions of small groups as they relate to social work practice in human services.

19:910:562. UNDERSTANDING THE IMPACT OF DEATH AND TERMINAL ILLNESS (3)

Life consequences of various ways of understanding death; attempts to cope. Social work intervention with dying individuals, their families, and the bereaved; ethical issues.

19:910:564. WOMEN'S ISSUES (3)

Examines women in different parts of the world; the institutional factors and values of society that impact on personal roles, status, and discrimination of women; and the social and individual problems that affect women because of their gender. Feminist theories and feminist practice that facilitate institutional and individual change are discussed.

19:910:566. FAMILY VIOLENCE (3)

Examination of the definitions and scope of family violence in today's society. Focus on the prevalence, etiology, myths, and dynamics of child physical abuse, incest, date rape, marital rape, sibling violence, women battering, and elder abuse and neglect. Includes a review of the issues, policies, programs, and services aimed at remedying and eliminating violence in the home.

19:910:567. CHILD SEXUAL ABUSE: ASSESSMENT AND INTERVENTION (3)

Prerequisite: Successful completion of the professional foundation.

Focuses on the initial assessment, intervention, and management of child sexual abuse from a multidisciplinary perspective. Specific topics covered will include personal values and reactions to child sexual abuse, conceptual frameworks, psychosocial dynamics, offenders, investigative interviewing, crisis intervention, child growth and development, medical management, and preparing for court testimony.

19:910:569. SOCIAL WORK PERSPECTIVES ON AIDS (3)

The impact of HIV infection and AIDS on the individual, family, society, and institutions that provide care. Political, social, legal, ethical, spiritual, and public health issues and the perspectives of people living with HIV infection and AIDS that are needed to inform practice and policy.

19:910:571. ALCOHOL, TOBACCO, AND OTHER DRUGS (3)

Action of drugs, epidemiology; consequences of ATOD use, abuse, and addiction; and issues of prevention, intervention, and evaluation addressed. Attention given to various populations. Research findings and theoretical perspectives.

19:910:572. GERONTOLOGY (3)

Survey of research literature on the aged as a population group and aging as a process. Social, economic, physiological, and psychological aspects of aging; prevalent theories of aging; social issues in both national and international perspectives; assessment and intervention with the elderly.

19:910:585. ISSUES IN SOCIAL POLICY: CHILDREN AND FAMILIES (3)

Prerequisite: Successful completion of the professional foundation. Required for students in the Children and Families cluster.

Models of policy analysis applied to children and families issues and problems. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies.

19:910:587. ISSUES IN SOCIAL POLICY: HEALTH, MENTAL HEALTH, AND AGING (3)

Prerequisite: Successful completion of the professional foundation. Required for students in the Health, Mental Health, and Aging cluster.

Models of policy analysis applied to health, mental health, and aging issues and problems. Addresses understanding of values and sociopolitical forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies.

19:910:595. METHODS OF SOCIAL WORK RESEARCH II (3)

Prerequisite: Successful completion of the professional foundation.

Quantitative and qualitative evaluation of agency programs and individual practice. Participation in hands-on small-group research projects to cover all phases of the research process and use of computer technology.

19:910:600. FIELD PRACTICUM III (3)

Prerequisite: Successful completion of the professional foundation and 19:910:509. Cluster and concentration specific. To be taken concurrently with 19:910:511 (Direct Practice Concentration) or 19:910:535 (APP concentration). Placement is determined by choice of concentration and cluster.

Opportunities provided to become competent in providing advanced social work services and the applying theory and concepts to practice in preparation for advanced professional practice.

19:910:601. FIELD PRACTICUM IV (4)

Prerequisite: 19:910:600. To be taken concurrently with 19:910:512 (Direct Practice Concentration) or 19:910:536 (APP concentration).

Continued learning experiences in specialized settings in preparation for advanced professional practice.

19:910:610. INDIVIDUAL STUDY (BA)

Students may earn no more than 3 credits. Completion of a student/faculty contract and approval of the dean required.

A tutorial elective arranged with a faculty member in an area of mutual interest.

Nondegree Programs

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAM

The mission of the Continuing Education and Professional Development Program (CEPDP) is to offer lifelong learning by offering a wide range of educational activities for professionals in social work and other human services fields. Workshops are offered at the postbaccalaureate and post-master's levels. All learning activities are designed also to help licensed and certified social workers in the state meet the continuing educational requirements for relicensing/recertification. All workshops, conferences, and seminars are approved by the New Jersey Board of Social Work Examiners and by the New Jersey Board of Education. The CEPDP also offers Professional Credit Courses (see below).

Continuing Education: Workshops, Seminars, Conferences, and Online

Each year, the CEPDP offers more than 300 workshops, seminars, and conferences at different locations throughout the state. Also, online workshops are being developed. These learning activities are designed for social work professionals who want to update their skills, examine new concepts and techniques, assess problems in new ways, or change their specialties. Several advisory councils, workshop participants, and surveys guide the selection of workshop topics. Workshops include clinical workshops for Licensed Clinical Social Workers (L.C.S.W.'s), workshops of interest to Licensed Social Workers (L.S.W.'s), and various workshops and certificate programs open to social workers at any level. The learning activities are listed in the spring and fall brochures issued each year. Please call 732/445-3178 to request the current brochure.

Traveling Workshops

The traveling workshop is a cost-effective training approach that enables agencies and associations to have the benefits of high-quality, university-sponsored learning experiences in their own settings.

Specially Designed Projects

The CEPDP assists human and health service institutions and agencies through staff development, research, and technical assistance projects designed specifically for, and with, the requesting organization. Such projects are handled through contracts and grants.

Certificate Programs

Certificate programs offer professionals the opportunity to develop systematically or refine practice specialties. The CEPDP currently offers six certificate programs:

- Certificate Program in Developmental Disabilities
- Certificate Program in Gerontology
- Certificate Program in Group Work
- Certificate Program in Human Services Management
- Certificate Program in Parent Education
- Certificate Program in Volunteer Management

The CEPDP also offers certificates of completion for twenty hours of clinical training in specific areas, such as addiction, advanced clinical topics, bioethics, working with children, working with couples and families, and working in the schools. A certificate program in training for trainers is being developed.

The CEPDP also offers a forty-hour divorce mediation seminar approved by the New Jersey Administrative Office of the Courts. Expert witness training is available for psychiatrists and psychologists contracted with the New Jersey Division of Youth and Family Services.

PROFESSIONAL CREDIT COURSES

Professional credit courses (PCC) provide graduate credits on a nonmatriculated basis. The only admission requirement is a baccalaureate degree. Admission to these courses in no way guarantees admission to the School of Social Work.

A student may take as many courses as wanted, but no more than two per term. Professional credit courses may be taken on a not-for-credit basis. For courses in which credit is earned, only up to 18 credits may be applied toward the M.S.W. degree if the student is admitted to the M.S.W. program at Rutgers' School of Social Work. Such credits may be applied only if earned within six years prior to such matriculation.

Of the 18 credits that may be transferred, 15 credits may be in the following required first-year courses:

- 19:910:502,503 Human Behavior and the Social Environment I,II (3,3)
- 19:910:504 Social Welfare Policy and Services I (3)
- 19:910:505 Methods of Social Work Research I (3)
- 19:910:507 Psychopathology (3)
- one 3-credit elective (3)

Courses are offered at off-campus locations. They are announced in special brochures before the start of each academic term. Classes are limited in size, and applications are processed on a first-come, first-served basis.

Information and brochures about all continuing education activities are available from the Director, Continuing Education and Professional Development Program, School of Social Work, Building 4161, Livingston Campus, Rutgers, The State University of New Jersey, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854-8045 (732/445-3178 or 73).

Institutes and Centers

CENTER FOR SOCIAL AND COMMUNITY DEVELOPMENT

The School of Social Work's Center for Social and Community Development has been a vital part of Rutgers' community service efforts for more than thirty years.

The mission of the center is to provide the intellectual, technological, methodological, and informational resources necessary to assist organizations and institutions in identifying and meeting community needs. The center operates primarily within the state of New Jersey, with a special emphasis on urban communities that is consonant with the school's mission.

The center plays a vital role in linking university resources with organizations or neighborhood groups that promote early identification and eradication of pressing social issues. It provides an array of services to address the challenges facing New Jersey's communities, including research and evaluation services, data mapping through geographic information systems, program and policy planning, organizational and community capacity building, and training.

The School of Social Work, through the center, has assisted local communities in producing innovative programs, including community policing, neighborhood social and economic development strategies, community development strategic planning, human service networks, family life education curricula, youth development strategies, youth violence prevention strategies, and family support systems.

The ongoing programs of the center include Transitions for Youth (formerly the New Jersey Network on Adolescent Programs) and the Urban Community Development Program.

The center has been involved in a wide array of federal programs and other national efforts, including the Center for Substance Abuse Prevention, the United States Department of Health and Human Services, and the United States Department of Labor.

Other recent clients include the San Diego (CA) Police Department, the Pacific Institute for Community Organizing, the Kansas City Organizing Project, the Middlesex County Health Department, the American Red Cross of Central New Jersey, the Women's Center of Monmouth County, the Central New Jersey Maternal and Child Health Consortium, the Philadelphia Chapter of the American Red Cross, Trenton Head Start, the Hispanic Directors Association, United Passaic Organization, Mid-Jersey CARES for Special Children Collaborative, the New Jersey Division of Youth and Family Services, and the Boys and Girls Club of Newark.

For more information about the center's programs and services, write the Center for Social and Community Development, School of Social Work, Rutgers, The State University of New Jersey, 100 Joyce Kilmer Avenue, Building 4161, Section 200, Piscataway, NJ 08854-8045, or call 732/445-0512.

Administration and Faculty

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Lynn Warner, Assistant Professor; B.A., Smith College; M.S.W., Ph.D., Michigan
Allison Zippay, Associate Dean and Associate Professor; B.A., Antioch; M.S.W., Ph.D., California, (Berkeley)

Field Agencies

AGENCY NAME, CITY, STATE

Abbottsford Community Health, Philadelphia, PA
Abington Memorial Hospital–Dept. of Social Work, Abington, PA
Absegami High School, Absecon, NJ
Action Aids, Inc., Philadelphia, PA
Adoption Resource Center, Voorhees, NJ
Adult Health Services and Comm. Diseases, Cherry Hill, NJ
Advanced Housing, Inc., Hackensack, NJ
Affordable Housing Network of New Jersey, Trenton, NJ
AIDS Coalition of Southern New Jersey–Case Management, Bellmawr, NJ
AIDS Resource Foundation for Children, Newark, NJ
Albert C. Wagner Youth Correctional Facility, Bordentown, NJ
Alcoholism and Drug Dependency, Somerville, NJ
Alfre, Inc. (Mrs. Wilson’s), Morristown, NJ
Alive with Raps, New Brunswick, NJ
Alliance for the Betterment of Citizens with Disabilities, Hamilton, NJ
Alliance Memorial Hospital–Behavioral Health, Mount Holly, NJ
Alliance Memorial Hospital of Burlington, Mount Holly, NJ
Alternatives, Inc., Raritan, NJ
Alternatives to Domestic Violence, Hackensack, NJ
Alzheimer’s Association–South Jersey Chapter, Marlton, NJ
Amandla Crossing, Edison, NJ
American Cancer Society–Patient and Family Services Dept., Parsippany, NJ
American Cancer Society–Patient and Family Services Dept., Wayne, NJ
American Cancer Society–Somerset Unit, Raritan, NJ
American Cancer Society–Union Unit, Elizabeth, NJ
American Cancer Society–West Orange, West Orange, NJ
American Day Treatment Center, Cherry Hill, NJ
American Friends Service Committee, Newark, NJ
American Institute for Behavioral Counseling, Green Brook, NJ
Ancora Psychiatric Hospital, Social Services Dept., Ancora, NJ
Ann Klein Forensic Center–Social Services Dept., West Trenton, NJ
Archway Programs, Atco, NJ
Archway Programs, Senior Activity Program, Haddon Heights, NJ
Archway–Washington Township, Sewell, NJ
ARC of Atlantic County, Somers Point, NJ
ARC of Burlington County, Delran, NJ
ARC of Essex County–Shapiro Center, East Orange, NJ
ARC of Morris Chapter–Clinical Services Unit, Convent Station, NJ
ARC of New Jersey–Citizen Advocacy Program, Mount Holly, NJ
ARC of New Jersey–Citizen Advocacy Program, Sewell, NJ
ARC of New Jersey–Citizen Advocacy Program, Stratford, NJ
ARC of New Jersey–Citizen Advocacy Program, Vineland, NJ
ARC of New Jersey, Mount Holly, NJ
ARC of New Jersey, North Brunswick, NJ
ARC of Sussex County, Augusta, NJ
ARC of Union County, Plainfield, NJ
A.S.P.I.R.A., Newark, NJ
Association for Advancement of Mental Health, Princeton, NJ
Association for Children of New Jersey, Newark, NJ
Association for Retarded Citizens–Middlesex County, Milltown, NJ
Association for Retarded Citizens–Raritan Valley, North Brunswick, NJ
Atlanticare Behavioral Health, Atlantic City, NJ
Atlanticare Foundation–Success by 6, Egg Harbor Township, NJ
Atlantic City Medical Center Dialysis, Atlantic City, NJ
Atlantic City Medical Center Hospice, Atlantic City, NJ
Atlantic County Women’s Center, Northfield, NJ
Audubon Public Schools–Child Study Team, Audubon, NJ
Bachrach Rehabilitation Hospital, Pomona, NJ
Barbara E. Cheung–Hospice at Rosevelt, Edison, NJ
Barnegat Township Board of Education, Barnegat, NJ
Barnegat Township Board of Education–Child Study Team, Barnegat, NJ
Barnert Hospital Community Counseling Center, Paterson, NJ
Bayonne Community Mental Health Clinic, Bayonne, NJ
Bayshore Counseling Center, Holmdel, NJ
Bellmawr Township Schools, Bellmawr, NJ
Belmont Center for Comprehensive Treatment, Philadelphia, PA
Bergen County Community Action Program, Hackensack, NJ
Bergen County Council on Alcoholism and Drug Abuse, Paramus, NJ
Bergen County Dept. of Human Services, Hackensack, NJ
Bergen Regional Medical Center, Inc., Paramus, NJ
Bethanna, Southampton, PA
Beverly City School, Beverly, NJ
Big Brothers/Big Sisters of Philadelphia, Philadelphia, PA
Big Brothers/Big Sisters of Salem, Salem, NJ
Bloomfield Human Services, Bloomfield, NJ
Bonnie Brae Educational Center–Clinical Dept., Liberty Corner, NJ
Bo Robinson Center–Assessment Dept., Trenton, NJ
Borough of Highland Park, Highland Park, NJ
Boys and Girls Clubs of Newark, Newark, NJ
Brain Injury Association of New Jersey, Edison, NJ
Bridgeton Hospital–Adult Psych., Bridgeton, NJ
Brookfield Academy, Cherry Hill, NJ
Bucks County Dept. of MH/MR, Warminster, PA
Burlington County Prosecutor–Child Advocacy Center, Mount Holly, NJ
Burlington County Special Services School District, Mount Holly, NJ
Buttonwood Hospital of Burlington County–LTC Social Services, Mount Holly, NJ
Camden Area Health Education Center–HIV Program, Camden, NJ
Camden Board of Education, Camden, NJ
Camden County Board of Human Services–Adult Services, Camden, NJ
Camden County College, Camden, NJ
Camden County Family Court, Camden, NJ
Camden County Mental Health Services Center, Blackwood, NJ
Camden County Probation Division–Juvenile Division, Blackwood, NJ
Camden County Youth Center, Blackwood, NJ
Cancer Care, Inc.–Bergen County Office, Ridgewood, NJ
Cancer Care, Inc., Suite #1, Millburn, NJ
Cancer Center at Monmouth Medical Center, Long Branch, NJ
Cancer Institute of New Jersey, New Brunswick, NJ
Cape Atlantic Counseling Service, Pleasantville, NJ
Cape Counseling Services, Cape May, NJ
Cape Counseling Services–FPS, Cape May, NJ
Cape Counseling Services–Outpatient, Cape May, NJ
Cape Counseling Services–Rainbow of Hope, Woodbine, NJ
Cape May County Special Services School District, Cape May, NJ
Cape May County Superior Court, Cape May, NJ
Capital Health System at Helene Fuld, Trenton, NJ
Care Plus at Fair Lawn, Fair Lawn, NJ
Care Plus (ICMS), Englewood, NJ
Care Plus–Integrated Case Management Services, Lodi, NJ
Care Plus PESP, Paramus, NJ
Care Plus–New Jersey, Paramus, NJ
Carrier Foundation–Belle Mead Center, Belle Mead, NJ
Carrier Foundation–Day School, Belle Mead, NJ
Carrier Foundation–Freehold, Freehold, NJ
Carrier Foundation–Hamilton, Hamilton, NJ
Carrier Foundation–Hoboken, Hoboken, NJ
Carrier Foundation–Paramus Center, Paramus, NJ
Carrier Foundation–RAFFI Program, Belle Mead, NJ
Carrier Foundation–South Plainfield, South Plainfield, NJ
Carrier Foundation–Toms River, Toms River, NJ
Carrier Psychiatric Hospital–East Mountain Youth Services, Belle Mead, NJ
CATCH Children’s Partial Care, Philadelphia, PA
Catholic Charities–Adult Partial Care Program, East Brunswick, NJ
Catholic Charities–Alcoholism/Addictions Program, Trenton, NJ
Catholic Charities–Basic Material Needs, Perth Amboy, NJ
Catholic Charities–Bridgewater, Bridgewater, NJ
Catholic Charities–Burlington Emergency Services #3, Riverton, NJ
Catholic Charities–Carteret Youth Program, Edison, NJ
Catholic Charities–Child/Adolescent Program, Edison, NJ
Catholic Charities–Child Care Dept., Manville, NJ
Catholic Charities–Concrete Services, Bridgewater, NJ
Catholic Charities–Connections, Edison, NJ
Catholic Charities–Delaware House, Westampton, NJ
Catholic Charities–East Brunswick Mental Health Center, East Brunswick, NJ
Catholic Charities–Edison Family Service Office, Edison, NJ
Catholic Charities–Emergency Services Division #1, Riverton, NJ
Catholic Charities–Emergency Services #5, Delanco, NJ
Catholic Charities–Family and Community Services, Burlington, NJ
Catholic Charities–Family and Community Services, Hamilton, NJ
Catholic Charities–Family and Community Services, Trenton, NJ
Catholic Charities–Family Preservation AfterCare, Perth Amboy, NJ
Catholic Charities–Family Preservation, Edison, NJ
Catholic Charities–Family Shelter and Men’s Shelter, Edison, NJ
Catholic Charities–Flemington, Flemington, NJ
Catholic Charities–HIV Day Treatment Program, Perth Amboy, NJ
Catholic Charities–Immigration Services, Perth Amboy, NJ
Catholic Charities–Inner City Counseling, Perth Amboy, NJ
Catholic Charities–Maternity and Adoption, Perth Amboy, NJ
Catholic Charities–Mercer Emergency Services #4, Trenton, NJ

Catholic Charities–Middlesex Multi-Service Center, Perth Amboy, NJ
 Catholic Charities–Middlesex Substance Abuse Program, Jamesburg, NJ
 Catholic Charities–Monmouth Behavioral Healthcare, Red Bank, NJ
 Catholic Charities–Neighborhood Center, Edison, NJ
 Catholic Charities–Ocean Emergency Services #2, Lakewood, NJ
 Catholic Charities–Outpatient Clinical Services, Bridgewater, NJ
 Catholic Charities–PACT Program of Assertive Community Treatment, East Brunswick, NJ
 Catholic Charities, Perth Amboy, NJ
 Catholic Charities, Phillipsburg, NJ
 Catholic Charities–Positive Parenting, Bridgewater, NJ
 Catholic Charities–Positive Parenting, Edison, NJ
 Catholic Charities–Providence House, Toms River, NJ
 Catholic Charities–Providence House, Willingboro, NJ
 Catholic Charities–Saint John of God Community Center, New Brunswick, NJ
 Catholic Charities–Saint John’s Assistance Program, Perth Amboy, NJ
 Catholic Charities–School-Based Counseling, Perth Amboy, NJ
 Catholic Charities–Skills Program, Perth Amboy, NJ
 Catholic Charities–Strength-Based Family Treatment, Edison, NJ
 Catholic Charities–Strength-Based In Home EXTRA, Bridgewater, NJ
 Catholic Charities–Therapeutic Foster Care, Perth Amboy, NJ
 Catholic Charities–Toms River, Toms River, NJ
 Catholic Charities–Transitional Housing, Edison, NJ
 Catholic Charities–Woodbridge Counseling Program, Perth Amboy, NJ
 Catholic Charities–Youth Partial Care Program, East Brunswick, NJ
 Catholic Charities–Youth Partial Care Program, Edison, NJ
 Catholic Community Services–Adult Protective Services, Cranford, NJ
 Catholic Community Services–Counseling Center, Paramus, NJ
 Catholic Community Services–Family Resource Center, Cranford, NJ
 Catholic Community Services–Family Resource Center, Jersey City, NJ
 Catholic Community Services–ICMS, Elizabeth, NJ
 Catholic Community Services–ICMS, Newark, NJ
 Catholic Community Services–Inpatient Unit, Newark, NJ
 Catholic Community Services–MICA Outreach, Jersey City, NJ
 Catholic Community Services–Mount Carmel Guild School, Kearny, NJ
 Catholic Community Services, Newark, NJ
 Catholic Community Services–New Jersey Boystown, Kearny, NJ
 Catholic Community Services–OPD, Newark, NJ
 Catholic Community Services–Operation Link, Jersey City, NJ
 Catholic Community Services–Outpatient MHS, Cranford, NJ
 Catholic Community Services–PACT, Newark, NJ
 Catholic Community Services–Partial Care Programs, Cranford, NJ
 Catholic Community Services–Partial Care Programs, Jersey City, NJ
 Catholic Community Services–Partial Care Programs, Newark, NJ
 Catholic Community Services–School Social Services, Newark, NJ
 Catholic Community Services–St. Anthony’s School, Belleville, NJ
 Catholic Community Services–St. Patrick’s School, Newark, NJ
 Catholic Community Services–St. Rocco’s Academy, Newark, NJ
 Catholic Family and Community Services, Paterson, NJ
 Catholic Health Corporation–New Jersey, Trenton, NJ
 Catholic Social Services–New Jersey, Vineland, NJ
 Catholic Social Services–Pennsylvania, Philadelphia, PA
 Catholic Social Services–Pregnancy and Adoption, Vineland, NJ
 Catholic Social Services–School-Based Social Work Program, Camden, NJ
 Cedar Oaks Care Center, South Plainfield, NJ
 Center for Autistic Children, Philadelphia, PA
 Center for Hope Hospice, Linden, NJ
 Center for Hospice Care, Millburn, NJ
 Center for Social and Community Development, Piscataway, NJ
 Center for Strategic Urban Leadership, Camden, NJ
 Central Jersey Maternal and Child Health Consortium, Piscataway, NJ
 Cerebral Palsy Association–Children’s Center, Edison, NJ
 Cerebral Palsy Association–Resource Division, Piscataway, NJ
 Cerebral Palsy of Monmouth and Ocean Counties, Wanamassa, NJ
 Chancellor Academy II, Lincoln Park, NJ
 Charter Fairmount Behavior Health System–Social Work, Philadelphia, PA
 Chelsea Assisted Living, East Brunswick, NJ
 Cherry Hill High School East, Cherry Hill, NJ
 Child Guidance Center of CHOP, Philadelphia, PA
 Children and Youth–Division of Youth and Family Services, Philadelphia, PA
 Children’s Aid and Family Counseling Service, Ridgewood, NJ
 Children’s Aid Society–Goodhue Mental Health Center, Staten Island, NY
 Children’s Center, New Brunswick, NJ
 Children’s Home Society of New Jersey, Trenton, NJ
 Children’s Hospital of Philadelphia, Philadelphia, PA
 Children’s Seashore House, Atlantic City, NJ
 Children’s Seashore House, Philadelphia, PA
 Children’s Specialized Hospital–School Programs, Fanwood, NJ
 Chilton Memorial Hospital–Social Services Dept., Pompton Plains, NJ
 Christ Hospital–Counseling and Resource Center, Jersey City, NJ
 Christ Hospital–Home Health Service, Jersey City, NJ
 Christian Health Care Center, Wyckoff, NJ
 City of Trenton–Division of Economic Opportunity, Trenton, NJ
 Classic Residence by Hyatt–Residence Relations, Teaneck, NJ
 Clifton Mental Health–Service Centers of New Jersey, Clifton, NJ
 Clinic for Mental Health Services, Paterson, NJ
 Coastal Learning Center, Morganville, NJ
 Collingswood Board of Education, Collingswood, NJ
 Commander–U.S. Army Meddacc, Fort Monmouth, NJ
 Communities in Schools of Plainfield, Plainfield, NJ
 Community Access Unlimited, Elizabeth, NJ
 Community Agencies Corp. of New Jersey, Newark, NJ
 Community Agency for Senior Citizens, Staten Island, NY
 Community Centers for Mental Health–CCMH, Englewood, NJ
 Community Centers for Mental Health–Bergenfield, Bergenfield, NJ
 Community Centers for Mental Health, Englewood, NJ
 Community Healthcare Network–Partial Care, Belleville, NJ
 Community Hospice/VNA–Hospice Supportive Care, Trenton, NJ
 Community Mental Health Center for Gloucester County, Woodbury, NJ
 Community Planning and Advocacy Council, Pennsauken, NJ
 Community Psychiatric Institute, East Orange, NJ
 Community YMCA Family Services, Matawan, NJ
 Comprehensive Behavioral Healthcare–Hackensack, Hackensack, NJ
 Comprehensive Behavioral Healthcare–Lyndhurst, Lyndhurst, NJ
 Contact of Burlington County–Rape Center Program, Moorestown, NJ
 Cooper Hospital, Camden, NJ
 Cooper Hospital–University Medical Center, Camden, NJ
 Cooper Hospital Women’s Care Center, Camden, NJ
 Cooper House, Camden, NJ
 Cornell Hall Nursing and Rehabilitation Center, Union, NJ
 Corner House, Princeton, NJ
 County of Hunterdon, Dept. of Human Services, Flemington, NJ
 Court Appointed Special Advocates (CASA), Newark, NJ
 Covenant House–New Jersey, Newark, NJ
 CPC Behavioral Healthcare–Aberdeen Counseling Center, Aberdeen, NJ
 CPC Behavioral Healthcare–Freehold Counseling Center, Freehold, NJ
 CPC Behavioral Healthcare–High Point Special Schools, Morganville, NJ
 CPC Behavioral Healthcare, Red Bank, NJ
 Cranford High School, Cranford, NJ
 Crawford House, Skillman, NJ
 Creative Achievement Academy–School of Social Work, Vineland, NJ
 Crisis Ministry of Princeton and Trenton, Princeton, NJ
 Crossroads, Mount Holly, NJ
 Cumberland County Guidance Center, Millville, NJ
 Cumberland County Guidance Center–Outpatient, Millville, NJ
 Cumberland Human Services, Bridgeton, NJ
 CURA, Inc., Newark, NJ
 Daughters of Miriam, Clifton, NJ
 Daytop, Mount Freedom, NJ
 Deborah Heart and Lung Center, Browns Mills, NJ
 Defender Association of Philadelphia, Philadelphia, PA
 Delaware Valley Medical Center, Langhorne, PA
 Department of Community Affairs–Division on Women, Trenton, NJ
 Department of Health and Senior Services–Office of Waiver and Program Administration, Trenton, NJ
 Department of Human Services–Commission for the Blind, Newark, NJ
 Department of Human Services, North Brunswick, NJ
 Department of Human Services–Office of Policy and Planning, Trenton, NJ
 Department of Human Services–Office of Special Initiatives, Trenton, NJ
 Department of Human Services, Philadelphia, PA
 Department of Law and Public Safety, Trenton, NJ
 Department of Veterans Affairs–Readjustment Counseling, Trenton, NJ
 Department of Veterans Affairs–Ventnor Veterans Center, Ventnor, NJ
 Devereux Deerhaven, Chester, NJ
 Diocese of Camden–Office of Migration and Refugee Services, Camden, NJ
 Division of Developmental Disabilities–Comm. Services, Hammonton, NJ
 Division of Developmental Disabilities–Comm. Services, Trenton, NJ
 Division of Developmental Disabilities, Howell, NJ
 Division of Developmental Disabilities, Newark, NJ
 Division of Human Services, Bloomfield, NJ
 Division of Medical Assistance and Health Services–New Jersey KidCare, Trenton, NJ
 Division of Youth and Family Services–Burlington, Mount Holly, NJ
 Division of Youth and Family Services–Camden, Camden, NJ
 Division of Youth and Family Services–Camden County, Camden, NJ
 Division of Youth and Family Services–Camden North, Camden, NJ
 Division of Youth and Family Services–Cape May, Cape May, NJ
 Division of Youth and Family Services–Cumberland, Bridgeton, NJ
 Division of Youth and Family Services, Edison, NJ
 Division of Youth and Family Services–Gloucester, Deptford, NJ
 Division of Youth and Family Services–Hammonton, Hammonton, NJ

Division of Youth and Family Services–Placement Service Unit, Trenton, NJ
 Division of Youth and Family Services, Red Bank, NJ
 Division of Youth and Family Services–Salem, Salem, NJ
 Division of Youth and Family Services–Trenton, Trenton, NJ
 Doctor's Hospital, Staten Island, NY
 Douglass College Psychological Services, New Brunswick, NJ
 Dove Counseling, Stratford, NJ
 Drenk Mental Health Center–Site #1, Mount Holly, NJ
 Drenk Mental Health Center–Host Home Program, Burlington, NJ
 Drenk SCIP Unit–Site #3, Mount Holly, NJ
 Dr. Orlie Pell Fund, Inc., Flemington, NJ
 Durand Academy, Woodbury, NJ
 East Orange General Hospital–Addiction Services ROAD U, East Orange, NJ
 East Orange General Hospital–Outpatient MH, East Orange, NJ
 Easter Seal Society–New Jersey, Ocean, NJ
 Easter Seals–New Jersey/Behavioral Health Services, East Brunswick, NJ
 Easter Seal Society, Flemington, NJ
 Easter Seal Society of New Jersey, Somerville, NJ
 Easter Seal Society–Substance Abuse Services, Toms River, NJ
 Eating Disorder Treatment Center, Marlton, NJ
 Edna B. Mahan Correctional Facility for Women, Clinton, NJ
 Egg Harbor Board–Egg Harbor Township Middle School, West Atlantic City, NJ
 Elijah's Promise Soup Kitchen, New Brunswick, NJ
 Elizabeth Blackwell Health Center for Women, Philadelphia, PA
 Elizabeth Board of Education–Special Services, Elizabeth, NJ
 Elizabeth General Medical Center–Child/Adolescent OPU, Elizabeth, NJ
 Elizabeth General Medical Center–Family Resource, Cranford, NJ
 Elizabeth General Medical Center–Outpatient Services, Elizabeth, NJ
 Elizabeth General Medical Center–Substance Abuse, Elizabeth, NJ
 Emergency Services–Catholic Charities, Delanco, NJ
 Eric B. Chandler Health Center, New Brunswick, NJ
 Eric Johnson House, Morristown, NJ
 Essex Comprehensive Health Care Plus, Orange, NJ
 Essex County Hospital Center–Psychiatry Social Work, Cedar Grove, NJ
 Essex Valley School, West Caldwell, NJ
 Fairfield Township Public Schools, Bridgeton, NJ
 Fair Housing Council of Southern New Jersey, Woodbury, NJ
 Fair Share Housing Development, Inc., Camden, NJ
 Faith Services, Hoboken, NJ
 Famcare, Inc., Bridgeton, NJ
 Family and Children's Services–Adult Protective Services, Oakhurst, NJ
 Family and Children's Services–Counseling/Prevention, Oakhurst, NJ
 Family and Children's Services, Elizabeth, NJ
 Family and Children's Services of Central New Jersey #1, Hightstown, NJ
 Family and Children's Services of Central New Jersey #2, Highland Park, NJ
 Family and Children's Services of Central New Jersey, Princeton, NJ
 Family and Community Services, Burlington, NJ
 Family and Social Service Federation, Hackensack, NJ
 Family Connections, Orange, NJ
 Family Counseling of Greater New Haven, Inc., New Haven, CT
 Family Counseling Services, Camden, NJ
 Family Court–Camden County, Camden, NJ
 Family Court–Gloucester, Woodbury, NJ
 Family Crisis Intervention Unit, Somerville, NJ
 Family Development, Atlantic City, NJ
 Family Development and Child Advocacy Division, Trenton, NJ
 Family Guidance Center–Child Day Treatment Program, Trenton, NJ
 Family Guidance Center–Children's Day School, Trenton, NJ
 Family Guidance Center–Family Preservation Services, Trenton, NJ
 Family Guidance Center–Hamilton Office, Hamilton, NJ
 Family Guidance Center of Warren County, Washington, NJ
 Family Guidance Center, Trenton, NJ
 Family Institute of New Jersey, Highland Park, NJ
 Family Intervention Services–East Orange, East Orange, NJ
 Family Intervention Services, Inc.–Family Crisis Unit, Morristown, NJ
 Family Intervention Services, Inc.–Family Preservation, Morristown, NJ
 Family Intervention Services, Inc.–Family Stabilization, Morristown, NJ
 Family Intervention Services, Inc.–Family Stabilization, Newton, NJ
 Family Intervention Services, Inc.–Youth Case Management, Morristown, NJ
 Family Intervention Services–Paterson, Paterson, NJ
 Family Medical Center, Mount Holly, NJ
 Family Medicine Center–Virtua Memorial Hospital, Mount Holly, NJ
 Family Service Association of Atlantic County, Absecon NJ
 Family Service Association of Bucks County, Langhorne, PA
 Family Service Bureau, Newark, NJ
 Family Service League of Bloomfield, Bloomfield, NJ
 Family Service League of Caldwell, Caldwell, NJ
 Family Service League of Montclair, Montclair, NJ
 Family Service of Burlington County–Family Learning Center, Mount Holly, NJ
 Family Service of Burlington County–Family Preservation, Mount Holly, NJ
 Family Service of Burlington County–G. Einstein Center, Mount Holly, NJ
 Family Service of Burlington County, Mount Holly, NJ
 Family Service of Burlington County–Seasons Outpatient, Mount Holly, NJ
 FECS, Long Island, NY
 Fellowship Village–Social Work Dept., Basking Ridge, NJ
 First Baptist Community Development Corporation, New Brunswick, NJ
 First Concerns, Inc., Fords, NJ
 Flemington–Raritan Schools/Copper Hill School, Ringoes, NJ
 Foster Care Counseling Project, Piscataway, NJ
 Foundation Behavioral Health–Clinical Services Dept., Doylestown, PA
 Francis E. Parker Memorial Home, Piscataway, NJ
 Frankford Hospital Cancer Center, Philadelphia, PA
 Frankford Hospital, Philadelphia, PA
 Franklin Convalescent Center and Nursing Home, Franklin Park, NJ
 Franklin Township Dept. of Community Resources and Services, Somerset, NJ
 Freehold Community Counseling Services, Freehold, NJ
 Freehold Regional High School District, Freehold, NJ
 Freehold Township Schools–Child Study Team, Freehold, NJ
 Friendship House, Hackensack, NJ
 Friends Hospital, Philadelphia, PA
 Garden State Coalition for Youth and Family Concerns, Bridgewater, NJ
 Garden State Youth Correctional Facility, Yardville, NJ
 Gathering Place–Catholic Charities, Trenton, NJ
 Generations Counseling and Care Management, Teaneck, NJ
 Genesis Counseling Center, Collingswood, NJ
 Genesis Elder Care–Cinnaminson Center, Cinnaminson, NJ
 Genesis, Long Branch, NJ
 Glenfield Middle School–Student Assistance Office, Montclair, NJ
 Glenlora Nursing Home, Chester, NJ
 Glenview Academy, Fairfield, NJ
 Gloucester City Schools, Gloucester, NJ
 Gloucester County Institute of Technology, Sewell, NJ
 Gloucester County Reach–Dept. of Community Resources, Woodbury, NJ
 Gloucester Special Services School District MS/HS, Gibbstown, NJ
 Golden Cradle Adoption Services, Cherry Hill, NJ
 Golden Slipper Uptown Home, Philadelphia, PA
 Greater Trenton CMHC–Adolescent Day Services, Trenton, NJ
 Greater Trenton CMHC–Birmingham Clinic, Trenton, NJ
 Greater Trenton CMHC, Trenton, NJ
 Greenbriar Health Care Center, Woodbury, NJ
 Green Brook Regional Center, Green Brook, NJ
 Greystone Park Psychiatric Hospital, Greystone Park, NJ
 Group Homes of Camden County, Camden, NJ
 Growing Families, Freehold, NJ
 Guadalupe, Camden, NJ
 Hackensack University Medical Center, Hackensack, NJ
 Haddonfield Public Schools–Child Study Team, Haddonfield, NJ
 Haddon Township School District, Westmont, NJ
 Hagedorn Psychiatric Hospital, Glen Gardner, NJ
 Hahnemann Hospital, Philadelphia, PA
 Hall Mercer CMHC, Philadelphia, PA
 Hall Mercer–Pennsylvania Hospital, Philadelphia, PA
 Hamilton Continuing Care Center, Hamilton, NJ
 Hampton Counseling Center, Rancocas, NJ
 Hawthorne Public Schools–Lincoln Middle School, Hawthorne, NJ
 Headstart, Camden, NJ
 Healthcare Commons, Carneys Point, NJ
 Henry J. Austin Health Center, Inc., Trenton, NJ
 High Focus Centers, Cranford, NJ
 High Focus Centers, Morristown, NJ
 High Focus Centers, Saddle Brook, NJ
 High Focus Centers, Sparta, NJ
 High Road School, East Brunswick, NJ
 High Road Upper School, Somerset, NJ
 Hillsborough Board of Education, Neshanic Station, NJ
 Hispanic Family Center of Southern New Jersey, Camden, NJ
 Hispanic Information Center, Passaic, NJ
 Holy Name Hospital–Psychiatric Pavilion, Teaneck, NJ
 Hope House, Dover, NJ
 Horizon Mercy Health Care–Social Care Management, Trenton, NJ
 Horizon Mercy Health–Social Case Management, Camden, NJ
 Horizon Mercy–Social Case Management, Trenton, NJ
 Hospice Care of South Jersey, Vineland, NJ
 Hospital for Special Surgery, New York, NY
 Housing and Community Development Network of New Jersey, Trenton, NJ
 Housing Coalition of Central Jersey, New Brunswick, NJ
 Howell Township Youth and Family Counseling Services, Howell, NJ
 Hudson County Child Abuse Prevention Center, Jersey City, NJ
 Hudson County Corrections Center, Kearny, NJ

Hunterdon Behavioral Health–Community Outreach, Flemington, NJ
 Hunterdon Behavioral Health–Outpatient Services, Washington, NJ
 Hunterdon Behavioral Health–Washington Office, Washington, NJ
 Hunterdon Central High School–School Assistance, Flemington, NJ
 Hunterdon Hospice Inc.–Social Work, Flemington, NJ
 Hunterdon Medical Center–Special Children’s Health Services, Flemington, NJ
 Hunterdon Probation Division, Flemington, NJ
 Hunterdon Youth Services, Flemington, NJ
 Hyacinth AIDS Foundation–Correctional Services, New Brunswick, NJ
 I.E.P. Youth Services–Project KIN, Freehold, NJ
 Institute for Family Services, Somerset, NJ
 Integrity House, Newark, NJ
 Integrity House–PORT, Newark, NJ
 Integrity House, Secaucus, NJ
 Inter-Agency Council, Salem, NJ
 Inter County Council on Drug and Alcohol, Kearny, NJ
 Interfaith Network of Care, Inc., Milltown, NJ
 Intoxicated Driver Resource Center, North Brunswick, NJ
 Irvington Counseling Center, Irvington, NJ
 Janus Solutions, Hopewell, NJ
 Jefferson University Hospital, Philadelphia, PA
 Jersey Battered Women’s Services, Inc., Morris Plains, NJ
 Jersey City Medical Center–AIDS Health Services, Jersey City, NJ
 Jersey City Medical Center–Child After-School Program, Jersey City, NJ
 Jersey City Medical Center–Child Psychiatry, Jersey City, NJ
 Jersey City Medical Center–IPQ Day Treatment, Jersey City, NJ
 Jersey City Public Schools, Jersey City, NJ
 Jersey Shore Addictions Services, Asbury Park, NJ
 Jersey Shore Family Health Center–OB Clinic, Neptune, NJ
 Jersey Shore Medical Center CMHC, Neptune, NJ
 Jersey Shore Medical Center–Park Place, Asbury Park, NJ
 Jersey Shore Medical Center–Psychiatry, Neptune, NJ
 Jewish Board of Family and Children’s Services, New York, NY
 Jewish Community Center–Klein Branch, Philadelphia, PA
 Jewish Community Center of Metro West, West Orange, NJ
 Jewish Community Center of Metro West, Whippany, NJ
 Jewish Community Center of Middlesex County, Edison, NJ
 Jewish Community Center of Southern New Jersey, Cherry Hill, NJ
 Jewish Family and Children’s Service–Madeline Borg Clinic on Staten Island, Staten Island, NY
 Jewish Family and Children’s Services, Asbury Park, NJ
 Jewish Family and Children’s Services–New Jersey, Cherry Hill, NJ
 Jewish Family and Children’s Services of Mercer County, Princeton, NJ
 Jewish Family and Children’s Services of Ocean County, Lakewood, NJ
 Jewish Family and Children’s Services Senior Chai Program, Cherry Hill, NJ
 Jewish Family and Children’s Services–Southern New Jersey, Cherry Hill, NJ
 Jewish Family and Vocational Services of Middlesex County, Edison, NJ
 Jewish Family Services of Atlantic County, Ventnor, NJ
 Jewish Family Services of Central New Jersey, Elizabeth, NJ
 Jewish Family Services of Metro West, Florham Park, NJ
 Jewish Family Services of Metro West, Springfield, NJ
 Jewish Family Services of Somerset, Somerville, NJ
 Jewish Family Services–Southern Middlesex County, East Brunswick, NJ
 Jewish Renaissance Foundation, Perth Amboy, NJ
 JFK Johnson Rehab.–Center for Head Injuries, Edison, NJ
 JFK Johnson Rehabilitation Institute, Edison, NJ
 JFK Medical Center–CDAPT, Edison, NJ
 JFK Medical Center–Center for Behavioral Health, Edison, NJ
 JFK Medical Center–Haven Hospice, Edison, NJ
 John Kohn Rehabilitation Center, New Brunswick, NJ
 Joseph J. Peters Institute, Philadelphia, PA
 Karen Ann Quinlan Hospice, Newton, NJ
 Kennedy Health Systems–Beh. Health, Cherry Hill, NJ
 Kennedy Health Systems, Cherry Hill, NJ
 Kennedy Health Systems–Gerontology Center, Stratford, NJ
 Kennedy Hospital Child/Adolescent Psych., Cherry Hill, NJ
 Kennedy Memorial Hospital, Cherry Hill, NJ
 Kessler Memorial Hospital, Hammonton, NJ
 Kids Peace Intensive Treatment Family Program, Union, NJ
 Kidspace, Orefield, PA
 Kings County Hospital Center–Addictive Disease, Brooklyn, NY
 Kohler Child Development Center, Winfield, NJ
 La Casa de Don Pedro, Newark, NJ
 Lacey Township Schools–Middle and High Schools, Forked River, NJ
 Lakeside School, Fort Washington, PA
 Lakeview School, Edison, NJ
 Laurel Landing Group Home, Erial, NJ
 Lawrenceville Nursing Home, Lawrenceville, NJ
 Law School–Rutgers, Camden, NJ
 Legal Services of New Jersey–Social Work Dept., Edison, NJ
 Lenape Regional High School District, Medford, NJ
 Lenape Transitional Program, Medford, NJ
 Lenape Valley Foundation, Doylestown, PA
 Libertae, Inc., Bensalem, PA
 Lighthouse Hospice, Cherry Hill, NJ
 Linden Board of Education–Special Services, Linden, NJ
 Lindenwold Child Study Team, Lindenwold, NJ
 Livingston Avenue Development Center, New Brunswick, NJ
 Livingston Board of Education–Collins School, Livingston, NJ
 Livingston Board of Education, Livingston, NJ
 Livingston College Educational Opportunity Program, Piscataway, NJ
 Livingston College Office of the Dean, Piscataway, NJ
 Livingston College–Upward Bound, Piscataway, NJ
 Long Branch Board of Education, Long Branch, NJ
 Lourdes Child Development, Pennsauken, NJ
 Lourdes Medical Center, Camden, NJ
 Lutheran Children and Family Services, Philadelphia, PA
 Lutheran Children and Family Services, Upper Darby, PA
 Lutheran Home at Moorestown, Moorestown, NJ
 Lutheran Office of Governmental Ministry in New Jersey, Trenton, NJ
 Lutheran Social Ministries of New Jersey–Refugee Resettlement Program, Trenton, NJ
 Magnolia Schools, Magnolia, NJ
 Main Street Counseling Center, West Orange, NJ
 Manalapan–Englishtown Regional School District, Englishtown, NJ
 Maple Glen, Fair Lawn, NJ
 Margate Board of Education–School of Social Work, Margate, NJ
 Marian Adoption Services, Ambler, PA
 Marriott Senior Living Services, West Orange, NJ
 Martin House, Trenton, NJ
 Maryville, Inc.–Outpatient Services, Westville, NJ
 Matawan/Aberdeen High School, Aberdeen, NJ
 Mater Dei Nursing Home, Newfield, NJ
 Matheny School and Hospital–Dept. of Social Services, Peapack, NJ
 McCarrick Care Center, Somerset, NJ
 McKinley School–Early Childhood Program, New Brunswick, NJ
 Meadowland Hospital Medical Center, Secaucus, NJ
 Medford Convalescent Center, Medford, NJ
 Medical Center at Princeton–Princeton Hospice, Princeton, NJ
 Medical Center at Princeton–Princeton House DD Unit, Princeton, NJ
 Medical Center at Princeton–Social Work Services, Princeton, NJ
 Medical Center of Ocean County–CPC Meridian Behavioral HC, Brick, NJ
 MedWise–Meridian Health System, West Long Branch, NJ
 Memorial Hospital of Burlington–Behavioral Health, Mount Holly, NJ
 Memorial Hospital of Burlington–Family Medicare Center, Mount Holly, NJ
 Mental Health Association–Collaborative Support, Absecon, NJ
 Mental Health Association of Essex County, Montclair, NJ
 Mental Health Association of Monmouth County, Eatontown, NJ
 Mental Health Association of Morris County, Madison, NJ
 Mental Health Clinic of Passaic, Clifton, NJ
 Mental Health Resource Center–Clinical Services, Montclair, NJ
 Mentor–New Jersey/Children’s Services, Somerset, NJ
 Mercer Council on Alcoholism and Drug Addiction, Trenton, NJ
 Mercer Emergency Services, Trenton, NJ
 Mercer Street Friends–Long-Term Care Division, Trenton, NJ
 Mercer Street Friends Visiting Nurse, Trenton, NJ
 Mercy Center–Family Resource Center, Asbury Park, NJ
 Mercy Center–Sister Academy, Asbury Park, NJ
 Meridian Academy–Lakewood/Child Study Team, Lakewood, NJ
 Meridian Health Systems at Riverview–Booker Cancer, Red Bank, NJ
 Meridian Nursing and Rehabilitation at Red Bank, Red Bank, NJ
 Middlesex County College Office of Grants Development, Edison, NJ
 Middlesex County Dept. of Human Services–Division of Social Work, North Brunswick, NJ
 Middlesex County Dept. of Human Services–Mental Health, New Brunswick, NJ
 Middlesex County Dept. of Human Services–Office on Aging, New Brunswick, NJ
 Middlesex County Dept. of Youth Services–Juvenile Det., North Brunswick, NJ
 Middlesex County Dept. of Youth Services–Youth Shelter, North Brunswick, NJ
 Middlesex County Health Dept., Edison, NJ
 Middletown Public Schools–Student Assistance Program, New Monmouth, NJ
 Middletown School District–Thorne Middle School, Port Monmouth, NJ
 Milltown Public Schools–Joyce Kilmer School, Milltown, NJ
 Monmouth Center Vocational Rehabilitation, Tinton Falls, NJ
 Monmouth County Board of Social Services, Neptune, NJ
 Monmouth Medical Center–Pollack Mental Health Services, Long Branch, NJ
 Monmouth Medical Center–Short Term Care Facility, Long Branch, NJ

Monroe Village, Jamesburg, NJ
 Montclair Child Development Center (Head Start), Glen Ridge, NJ
 Montgomery Township Schools, Skillman, NJ
 Morris County Board of Social Services, Parsippany, NJ
 Morris Heights Health Center, Bronx, NY
 Morris Hills Center–Social Services Dept., Morristown, NJ
 Morristown Memorial Hospital–Atlantic Behavioral Ht–CEP, Morristown, NJ
 Morristown Memorial Hospital–Crisis Intervention Services, Morristown, NJ
 Morristown Memorial Hospital–JETS, Morristown, NJ
 Morristown Memorial Hospital–Senior Services, Morristown, NJ
 Morristown Memorial Hospital–Social Work Services, Morristown, NJ
 Mount Holly Center, Mount Holly, NJ
 Mount Holly Township Schools–Special Education Dept., Mount Holly, NJ
 Muhlenberg Regional Medical Center–Behav. Health, Plainfield, NJ
 Muhlenberg Regional Medical Center–Social Work, Plainfield, NJ
 National Association of Social Workers–New Jersey Chapter, Hamilton, NJ
 National Association of Social Workers, Washington, DC
 National Council on Alcohol and Drug Dependency of Union County, Westfield, NJ
 New Bridge Services, Inc., Pompton Plains, Newark, NJ
 New Bridge Services, Montville, NJ
 New Brunswick Counseling Center, New Brunswick, NJ
 New Brunswick Youth Services, New Brunswick, NJ
 New Jersey Association of the Deaf/Blind, Inc., Somerset, NJ
 New Jersey Commission for the Blind, Newark, NJ
 New Jersey Dept. of Assistant Secretary of State, Trenton, NJ
 New Jersey Dept. of Community Affairs–Housing Assistance Element, Trenton, NJ
 New Jersey Dept. of Developmental Disabilities, Camden, NJ
 New Jersey Dept. of Education–Division of Student Services, Trenton, NJ
 New Jersey Dept. of Human Services, North Brunswick, NJ
 New Jersey Dept. of Human Services–Office of Policy and Planning, Trenton, NJ
 New Jersey Dept. of Human Services, Trenton, NJ
 New Jersey Division of Mental Health, Trenton, NJ
 New Jersey Division of Youth and Family Services, Camden, NJ
 New Jersey Division of Youth and Family Services, Edison, NJ
 New Jersey Division of Youth and Family Services–Metro Region, Newark, NJ
 New Jersey Division of Youth and Family Services, Perth Amboy, NJ
 New Jersey Division of Youth and Family Services, Plainfield, NJ
 New Jersey Housing and Mortgage Finance Agency, Trenton, NJ
 New Jersey Office of the Public Defender–Burlington County, Mount Holly, NJ
 New Jersey Protection and Advocacy, Inc., Trenton, NJ
 New Jersey Superior Court–Ocean County Courts, Toms River, NJ
 New Jersey Training School, Jamesburg, NJ
 New Jersey Veterans Memorial Home at Menlo Park, Edison, NJ
 New Lisbon Developmental Center, New Lisbon, NJ
 New Pathway Counseling Services, Bayonne, NJ
 New Vision Addiction Services–Positive Change, East Orange, NJ
 Newark Beth Israel Medical Center–Case Management, Newark, NJ
 Newark Beth Israel Medical Center, Newark, NJ
 Newark Beth Israel Medical Center–SAIRI and CHAMP Units, Newark, NJ
 Newark Board of Education–Barringer High School, Newark, NJ
 Newark Board of Education–Essex County Vocational Schools, Newark, NJ
 Newark Board of Education–Sam Berliner School, Newark, NJ
 Newton Memorial Hospital–Center for Mental Health, Newton, NJ
 Northeast Community MH/MR, Philadelphia, PA
 Northeastern Hospital, Philadelphia, PA
 Northeast Growth and Development Center, Philadelphia, PA
 Northeast Treatment Center, Philadelphia, PA
 Northern State Prison, Newark, NJ
 Northgate II Development/Northgate II Social Services, Camden, NJ
 North Hunterdon High School, Annandale, NJ
 North Hunterdon–Voorhees Regional High School District, Glen Gardner, NJ
 North Plainfield Schools, North Plainfield, NJ
 Nutley Family Service Bureau, Inc., Nutley, NJ
 Ocean County Dept. of Juvenile Services, Toms River, NJ
 Ocean Mental Health Services–Partial Care Program, Bayville, NJ
 Odyssey Health Care, Edison, NJ
 Osborn Family Health, Camden, NJ
 Our Lady of Lourdes–Child Development, Camden, NJ
 Outpost, Woodbury, NJ
 Overbrook School for the Blind, Philadelphia, PA
 Palisades Learning Center, Paramus, NJ
 Park Place–Jersey Shore Medical Center, Asbury Park, NJ
 Passages, Bridgewater, NJ
 Passaic County Women’s Center of NJAC, Paterson, NJ
 Passaic County Youth Detention Center, Haledon, NJ
 Paterson Public Schools–East Side High School, Paterson, NJ
 PATH (People Acting to Help), Philadelphia, PA
 Patterson Army Health Clinic–CMHS, Fort Monmouth, NJ
 People against Spouse Abuse, Glassboro, NJ
 Perth Amboy Public Schools–Dept. of Special Services, Perth Amboy, NJ
 Philadelphia Center for Human Development, Philadelphia, PA
 Philadelphia Corporation for Aging, Philadelphia, PA
 Philadelphia Health Management Corp., Philadelphia, PA
 Philadelphia Nursing Home–Social Work Dept., Philadelphia, PA
 Pineland Learning Center, Rosenhayn, NJ
 Piscataway Board of Education, Piscataway, NJ
 Pitman High School, Pitman, NJ
 Plainfield Board of Education–Plainfield Teen Parenting Program, Plainfield, NJ
 Plainfield Board of Education–Stronger Families Center, Plainfield, NJ
 Plainfield Cardinal Academy, Plainfield, NJ
 Planned Parenthood of Southern New Jersey, Camden, NJ
 Pleasantville Board of Education, Pleasantville, NJ
 Point Pleasant Hospital–Ocean Senior Behavioral Center, Point Pleasant, NJ
 Preferred Behavioral Health of New Jersey, Lakewood, NJ
 Prevent Child Abuse–New Jersey, New Brunswick, NJ
 Pride Institute@Carrier Foundation, Belle Mead, NJ
 Princeton House–Adjunctive Therapy Unit, Princeton, NJ
 Princeton House–Adolescent Unit, Princeton, NJ
 Princeton House–Behavioral Health, North Brunswick, NJ
 Princeton House, Cherry Hill, NJ
 Princeton House–Outpatient Services, Princeton, NJ
 Princeton House–Women’s Addiction and Trauma Center, Princeton, NJ
 Princeton University Counseling Center, Princeton, NJ
 Program of Assertive Community Treatment, Westampton, NJ
 Progressions, Cherry Hill, NJ
 Project Community Pride, Madison, NJ
 Project H.O.M.E., Philadelphia, PA
 Project HOPE, Camden, NJ
 Project Hospitality, Staten Island, NY
 Project L.E.A.P., Camden, NJ
 Project Self-Sufficiency, Sparta, NJ
 Promise Alternative Care, Cherry Hill, NJ
 Providence House, Willingboro, NJ
 PSI Services, Inc., Edison, NJ
 Puerto Rican Action Board, Inc., New Brunswick, NJ
 Puerto Rican Unity for Progress, Camden, NJ
 Quibbletown Middle School, Piscataway, NJ
 Ranch Hope, Inc., Williamstown, NJ
 Ranch House, Inc., Alloway, NJ
 Rancocas Hospital/Lady of Lourdes–MICA Unit, Riverside, NJ
 Rancocas Hospital, Willingboro, NJ
 Raritan Bay Medical Center, Perth Amboy, NJ
 Raritan Bay Mental Health Center, Perth Amboy, NJ
 Raritan Valley Academy, Piscataway, NJ
 Reality House, Voorhees, NJ
 Red Bank Regional High School–Child Study Team, Little Silver, NJ
 Reformed Church Home–Social Services Dept., Old Bridge, NJ
 Resolve Community Counseling Center, Scotch Plains, NJ
 Resource Center for Women and Their Families, Belle Mead, NJ
 Richard Hall Community Mental Health Center, Bridgewater, NJ
 Ridgefield Memorial High School, Ridgefield, NJ
 Riverfront State Prison, Camden, NJ
 Riverview Extended Care Residence, Red Bank, NJ
 Robert Wood Johnson University Hospital–Case Management, New Brunswick, NJ
 Robin’s Nest, Inc., Glassboro, NJ
 Roosevelt Care Center–Social Services Dept., Edison, NJ
 Rose Mountain Care Center, New Brunswick, NJ
 Russell O. Brackman Middle School–Child Study Team, Barnegat, NJ
 Rutgers Center for Strategic Urban Leadership, Camden, NJ
 Rutgers Citizenship and Service Education Program, New Brunswick, NJ
 Rutgers College Dept. of Student Services–Residence Life, New Brunswick, NJ
 Rutgers College Educational Opportunity Fund Program, New Brunswick, NJ
 Rutgers Cooperative Extension, New Brunswick, NJ
 Rutgers University Center of Alcohol Studies–PACT, Somerset, NJ
 Rutgers University Dept. of Sexual Assault, New Brunswick, NJ
 Rutgers University Ernest Mario School of Pharmacy–Office of Student Development, Piscataway, NJ
 Rutgers University–McNair Program, New Brunswick, NJ
 Rutgers University Personnel Counseling Service, New Brunswick, NJ
 SCARC, Augusta, NJ
 SERV Center of New Jersey–Hudson County, Secaucus, NJ
 SERV Center of Union County, Elizabeth, NJ
 SERV Centers, Inc.–Supervised Group Homes, Little Falls, NJ

SERV Centers of New Jersey, Inc.–Mercer County, Trenton, NJ
SERV Centers of New Jersey, Inc.–Middlesex County, East Brunswick, NJ
SERV Centers of New Jersey, Inc., Trenton, NJ
Saint Clare's Behavioral Health–Adult, Child, Family, Morristown, NJ
Saint Clare's Hospital–Alcohol and Chem., Boonton, NJ
Saint Clare's Hospital, Boonton, NJ
Saint Clare's Hospital–Child Abuse Treatment Program, Boonton, NJ
Saint Clare's Hospital–CMHC, Denville, NJ
Saint Columbia Neighborhood Club, Newark, NJ
Saint Mary's Hospital–CMCH, Hoboken, NJ
Saint Mary's Hospital–Giant Step Program, Hoboken, NJ
Saint Mary's Hospital, Hoboken, NJ
Salem Hospital, Salem, NJ
Salvation Army, Union, NJ
Samaritan Hospice, Marlton, NJ
School District of Philadelphia–Head Start, Philadelphia, PA
School District of South Orange–Maplewood, Maplewood, NJ
Seamen's Society for Children and Families, Staten Island, NY
Senior Citizens Community Services, Mount Ephraim, NJ
Senior Services, Inc., Orange, NJ
Somerset Council on Alcoholism and Drug Dependency, Inc., Somerville, NJ
Somerset County Family Crisis Intervention Unit, Somerville, NJ
Somerset County Office of Youth Services, Somerville, NJ
Somerset County Vocational and Technical High School, Bridgewater, NJ
Somerset Hills School District–Special Services, Bernardsville, NJ
Somerset Hills School, Middlesex, NJ
Somerset Home–Somerset Youth Shelter, Bridgewater, NJ
Somerset Medical Center–Center for Mental Health, Somerville, NJ
Somerset Medical Center–Psychiatry Dept., Somerville, NJ
Somerset Medical Center–Social Work/Case Management, Somerville, NJ
Somerset Treatment Services, Somerville, NJ
Southern Home Services, Philadelphia, PA
Southern Ocean County Hospital, Manahawkin, NJ
South Jersey Behavioral Health, Camden, NJ
South Jersey Behavioral Health–Magnolia, Magnolia, NJ
South Jersey Behavioral–STR, Stratford, NJ
South Jersey Hospital System–Bridgeton, Bridgeton, NJ
South Jersey Hospital System–Vineland Counseling Services, Vineland, NJ
Special Child Health Services–Jefferson House, Blackwood, NJ
Stanfill Towers, Haddon Heights, NJ
St. Ann's Home for the Aged, Jersey City, NJ
Staten Island University Hospital–Alcohol Rehab. Unit, Staten Island, NY
State of New Jersey Dept. of Education–Interagency Initiative, Trenton, NJ
St. Barnabas Medical Center–Dept. of Psychiatry, Livingston, NJ
St. Barnabas Medical Center–Social Work Services, Livingston, NJ
St. Clare's Hospital–Child and Adolescent Partial Program, Boonton, NJ
Steininger Center, Cherry Hill, NJ
Steininger Center–CoStar, Cherry Hill, NJ
St. Francis Counseling Services, Brant Beach, NJ
St. Francis Medical Center, Trenton, NJ
St. Joseph's Hospital Mental Health Services–Starlight Program, Paterson, NJ
St. Joseph's Medical Center–Mental Health Clinic, Paterson, NJ
St. Joseph's Medical Center–Social Work, Paterson, NJ
St. Lawrence Rehabilitation Center–Social Work, Lawrenceville, NJ
St. Mary Medical Center, Langhorne, PA
St. Mary's Home, Cherry Hill, NJ
St. Mary's Hospital–Psychiatry Emergency Service, Passaic, NJ
St. Michael's Medical Center–Social Work Dept., Newark, NJ
Stockton College of New Jersey–Counseling Center, Pomona, NJ
St. Peter's Medical Center–Social Service Dept., New Brunswick, NJ
Straight and Narrow, Inc., Paterson, NJ
Superior Court of Gloucester County–Family Division, Woodbury, NJ
Superior Court of New Jersey–Camden Family Court, Camden, NJ
Supportive Older Women's Network, Philadelphia, PA
Sussex Council on Alcohol and Drug Abuse, Newton, NJ
Tabernacle Middle School, Tabernacle, NJ
Tabernacle School District, Tabernacle, NJ
Tabor Children's Services–In-Home Services, Doylestown, PA
Tandem Healthcare, Lawrenceville, NJ
The Bridge, Inc., Caldwell, NJ
The Bridge–Irvington Youth Resources, Irvington, NJ
The Cancer Center at Monmouth Medical Center, Long Branch, NJ
The Cancer Institute of New Jersey–Social Work, New Brunswick, NJ
The Center School, Highland Park, NJ
The Chai Project, New Brunswick, NJ
The Children's Institute–Clinical Team, Livingston, NJ
The Coalition for Youth and Family Concerns, Bridgewater, NJ
The Crisis Ministry of Princeton and Trenton, Princeton, NJ
The E. Boggs Center–University Affiliated Program, New Brunswick, NJ
Theodore Shaw Middle School, Piscataway, NJ
The Open Door, Inc., New Brunswick, NJ
The Pingry School, Martinsville, NJ
The Puerto Rican Action Board, Inc., New Brunswick, NJ
Therapeutic Learning Center, Willingboro, NJ
The Renfrew Center, Philadelphia, PA
Thomas Jefferson University Hospital–Social Work, Philadelphia, PA
TOUCH at Leisuretowne, Inc., Southampton, NJ
Treatment Dynamics–Adolescent Services, Morristown, NJ
Trenton Community Charter School, Trenton, NJ
Trenton Education Development Corp.–TEDCA, Trenton, NJ
Trenton Psychiatric Hospital, West Trenton, NJ
Tressler Centers of Delaware, Wilmington, DE
Trinitas–Child/Adolescent OPU, Elizabeth, NJ
Trinitas–Outpatient Services, Elizabeth, NJ
Trinitas–Psychiatric Dept., Elizabeth, NJ
Trinitas–Substance Abuse, Elizabeth, NJ
Trinity Counseling Service, Princeton, NJ
Trinity Hospice, Runnemede, NJ
Turning Point, Verona, NJ
UMDNJ–Addiction Recovery Service, Piscataway, NJ
UMDNJ–Brief Treatment Services, Edison, NJ
UMDNJ–Brief Treatment Services, Piscataway, NJ
UMDNJ–Brunswick High School–Brief Services, New Brunswick, NJ
UMDNJ–CARRI Program, Piscataway, NJ
UMDNJ–Center for Children's Support, Stratford, NJ
UMDNJ–Child/Adolescent Inpatient Unit #410, Piscataway, NJ
UMDNJ–Children's Transitional Residency Unit, Piscataway, NJ
UMDNJ–Chronic Mental Health, North Brunswick, NJ
UMDNJ–Clinical Case Management–Mobile Unit, North Brunswick, NJ
UMDNJ–COPSA–Dementia Clinic, Piscataway, NJ
UMDNJ–Edison Office, Dunellen, NJ
UMDNJ–Intensive Case Management, Piscataway, NJ
UMDNJ–Metuchen Office, Metuchen, NJ
UMDNJ–New Brunswick Adult Learning Center–Youth Corp., New Brunswick, NJ
UMDNJ–New Brunswick High School–Brief Services, New Brunswick, NJ
UMDNJ–New Brunswick Office–Extended Services, New Brunswick, NJ
UMDNJ–PIC–C–New Brunswick High School, New Brunswick, NJ
UMDNJ–Roosevelt Elementary School–School-Based Youth Program, New Brunswick, NJ
UMDNJ–South Brunswick High School–School-Based Program, Monmouth Junction, NJ
UMDNJ–Specialized Addiction Services, Piscataway, NJ
UMDNJ–University Behavioral Healthcare, Piscataway, NJ
UMDNJ–University Hospital–Dept. of Social Services, Newark, NJ
UMDNJ–University Hospital–FXB Center for Children, Newark, NJ
Underwood Memorial Hospital, Woodbury, NJ
Union City Board of Education, Union City, NJ
Union County Youth Services Bureau, Linden, NJ
United Cerebral Palsy Association of New Jersey, Trenton, NJ
United Cerebral Palsy, Inc., of Morris–Somerset, Chester, NJ
United Family and Children's Society, Plainfield, NJ
United Progress, Inc.–Social Service Agency, Trenton, NJ
United Progress, Inc.–Trenton Treatment Program, Trenton, NJ
United States Dept. of Veterans Affairs–Ventnor Ct., Ventnor, NJ
United States Probation, Camden, NJ
United Way of Camden County, Camden, NJ
United Way of Central Jersey–Planning Dept., Milltown, NJ
United Way of Essex County and West Hudson, Newark, NJ
United Way of Monmouth County, Wall, NJ
University Behavioral Health Care, Piscataway, NJ
University of Pennsylvania Treatment Research Center, Philadelphia, PA
Upper Deerfield Township Schools–Child Study Team, Seabrook, NJ
Urban League of Hudson County, Jersey City, NJ
Valley Home Care, Inc.–Home and Hospice Program, Paramus, NJ
VA–NJ Health Care Systems–Biopsychosocial Rehab., Lyons, NJ
VA–NJ Health Care Systems, Lyons, NJ
Vet Center of Philadelphia, Philadelphia, PA
Veterans Affairs Medical Center, Philadelphia, PA
Veterans Affairs–New Jersey Health Care Systems, East Orange, NJ
Veterans Center of Philadelphia, Philadelphia, PA
Vineland Children's Residential, Vineland, NJ
Virtua Health–Memorial Hospital–Burlington County–Case, Mount Holly, NJ
Visiting Homemaker Services–Alternate Family Care, Hackensack, NJ
Visiting Nurse Association of Central New Jersey Foundation–#2, North Brunswick, NJ
Visiting Nurses Association of Southern New Jersey, Runnemede, NJ
Visiting Nurses of Greater Philadelphia, Philadelphia, PA
VITAS Healthcare Corp. of Pennsylvania, Blue Bell, PA
VNA of Central Jersey Community Services, Asbury Park, NJ
Volunteer Center of Bergen County, Hackensack, NJ
Volunteers of America–Bay City Residence, Perth Amboy, NJ
Volunteers of America–Corrections Program, Camden, NJ

Volunteers of America–Delaware Valley, Inc., Collingswood, NJ
 Volunteers of America–Gloucester County, Glassboro, NJ
 Volunteers of America, Newark, NJ
 Voorhees High School–Guidance and CST, Glen Gardner, NJ
 Voorhees School District–Child Study Team, Voorhees, NJ
 Wagner Youth Correctional Facility, Bordentown, NJ
 Wall Youth Center and Community Services, Wall, NJ
 Watchung Hills Regional High School, Warren, NJ
 Water’s Edge Convalescent Center, Trenton, NJ
 Wayne Counseling Center, Wayne, NJ
 West Bergen Mental Healthcare, Ridgewood, NJ
 West Jersey Hospital–Acute Partial Hospital, Camden, NJ
 West Milford Public Schools–Child Study Team, West Milford, NJ
 West Milford Public Schools–Dept. of Special Services, West Milford, NJ
 Weymouth Township School–Child Study Team, Dorothy, NJ
 Willingboro Public Schools–Pulip Personnel Services, Willingboro, NJ
 Winslow Township School–Board of Education, Blue Anchor, NJ
 Womanspace, Inc.–Counseling and Support Services, Lawrenceville, NJ
 Womanspace, Inc.–Shelter Program, Trenton, NJ
 Women Aware, Inc.–Outreach Office, New Brunswick, NJ
 Women Aware, Inc.–Prison Project, New Brunswick, NJ
 Women Helping Women, Metuchen, NJ
 Women in Transition, Philadelphia, PA
 Women’s Care Center, Camden, NJ
 Women’s Crisis Services, Flemington, NJ
 Women’s Fund of New Jersey, Inc., Union, NJ
 Woodbine Developmental Center, Woodbine, NJ
 Woodbridge Developmental Center–Social Services, Woodbridge, NJ
 Woodbridge Multi-Service Program on Aging, Colonia, NJ
 Woodstown–Pilesgrove Middle School, Woodstown, NJ
 Work First New Jersey, Sewell, NJ
 Youth Advocacy Programs, Woodbury, NJ
 Youth Consultation Service–Davis House, Newark, NJ
 Youth Consultation Service–Holley Center, Hackensack, NJ
 Youth Consultation Services–Laurie Haven, Edison, NJ
 Youth Consultation Services, Montclair, NJ
 Youth Consultation Services, New Brunswick, NJ
 Youth Consultation Services–Spec. Treat. Hom. Pro., Hackensack, NJ
 Youth Services Bureau–Union County, Linden, NJ
 YWCA of Eastern Union County, Elizabeth, NJ
 Zurbrugg Memorial Hospital, Riverside, NJ

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State of New Jersey

James E. McGreevey, Governor of the State

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Divisions of the University

ACADEMIC DIVISIONS

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

Camden

Camden offers programs at three undergraduate colleges and at five graduate schools. With an enrollment of 5,000 students, it offers exceptional educational opportunities in addition to providing the advantages and resources associated with a major state university.

Faculty of Arts and Sciences–Camden

Margaret Marsh, Ph.D., Dean

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

School of Business–Camden

Milton Leontiades, Ph.D., Dean

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

Camden College of Arts and Sciences

Margaret Marsh, Ph.D., Dean

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

University College–Camden

Margaret Marsh, Ph.D., Dean

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

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Graduate School–Camden

Margaret Marsh, Ph.D., Dean

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

School of Law–Camden

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

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

Summer Session–Camden

Thomas Venables, Ed.D.

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

Newark

Newark offers programs at three undergraduate colleges and at four graduate schools. With an enrollment of approximately 10,000 students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Steven J. Diner, Ph.D., Dean

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

Newark College of Arts and Sciences

Steven J. Diner, Ph.D., Dean

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

College of Nursing

Hurdis Margaret Ann Griffith, Ph.D., Dean

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

University College–Newark

Steven J. Diner, Ph.D., Dean

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

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, Ph.D., Dean

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It 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. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick date from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and New Jersey Institute of Technology.

Graduate School–Newark

Norman Samuels, Ph.D., Dean

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

School of Criminal Justice

Leslie W. Kennedy, Ph.D., Dean

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

School of Law–Newark

Stuart L. Deutsch, J.D., Dean

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

Summer Session–Newark

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

New Brunswick

The New Brunswick campus is the largest and most diversified of the university's three campuses, with 16 academic units, 1,800 faculty, and 33,000 students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Holly M. Smith, Ph.D., Executive 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

Linda Stamato, Acting 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 that 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

Ian L. Maw, Ph.D., Acting Dean

A coeducational and residential college, Cook offers undergraduate programs in various applied disciplines with an 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.

Ernest Mario School of Pharmacy

John L. Colaizzi, Ph.D., Dean

First organized in 1892 and incorporated into the state university in 1927, the Ernest Mario School of Pharmacy offers a six-year professional program leading to the Doctor of Pharmacy (Pharm.D.) degree and a graduate program offering a post-B.S. Pharm.D. degree (both traditional two-year and nontraditional). Other graduate programs leading to advanced degrees through the Graduate School–New Brunswick are available. In addition, the college sponsors a continuing education program for the benefit of practicing pharmacists throughout the state.

Mason Gross School of the Arts

George B. Stauffer, Ph.D., Dean

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

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, Ph.D., Dean

Established in 1993 as the Faculty of Management, Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It 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. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick date from the Seth Boyden School of Business, which was founded in 1929 and incorporated into Rutgers in 1946. The school offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of accountancy in financial accounting, a master of

quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and New Jersey Institute of Technology.

School of Communication, Information and Library Studies

Gustav Friedrich, Ph.D., Dean

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

School of Engineering

Michael T. Klein, Sc.D., Dean

Instruction in engineering began at Rutgers in 1864, when New Jersey designated Rutgers College to be the State College for the Benefit of Agriculture and Mechanic Arts. The College of Engineering became a separate unit in 1914 and was renamed the School of Engineering in 1999. The school is dedicated to the sound technical and general education of the student. It offers a Bachelor of Science degree in seven disciplines as well as a curriculum in applied sciences. Its graduate programs are conducted through the Graduate School–New Brunswick.

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, Ph.D., Dean

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

School of Management and Labor Relations

Barbara A. Lee, Ph.D., J.D., Dean

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

Graduate School–New Brunswick

Holly M. Smith, 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

Stanley B. Messer, 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. Nabisco Institute for Advanced Food Technology, Cook Campus

Advanced Information Processing, Center for. CoRE Building, Busch Campus

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

Alcohol Studies, Center of. Smithers Hall, Busch Campus

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

Art Museum, Jane Voorhees Zimmerli. College Avenue Campus

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

Biostatistics, Institute for. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment. Cook Campus

Ceramic Research, Malcolm G. McLaren Center for. 607 Taylor Road, Busch Campus

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

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

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

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

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

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

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

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

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

Edison Papers, Thomas A. 16 Seminary Place, College Avenue Campus

Engineered Materials, Institute for. Engineering Building, Busch Campus

Engineering Research, Bureau of. Engineering Building, Busch Campus

Fiber Optic Materials Research Program. 607 Taylor Road, Busch Campus

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

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

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

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

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

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

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

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

Jazz Studies, Institute of. Dana Library, Newark Campus

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

Journalism Resources Institute. 185 College Avenue, College Avenue Campus

Marine and Coastal Sciences, Institute of. 71 Dudley Road, Cook Campus

Materials Synthesis, Center for. Engineering Building, Busch Campus

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

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

Metropolitan Studies, Joseph C. Cornwall Center for. Smith Hall, Newark Campus

Molecular and Behavioral Neuroscience, Center for. Aidekman Center, Newark Campus

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

Neighborhood and Brownfields Redevelopment, National Center for. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

Operations Research, Center for. Hill Center, Busch Campus

Packaging Science and Engineering, Center for. Engineering Building, Busch Campus

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

Rutgers Cooperative Extension. Martin Hall, Cook Campus

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

Transportation Center, Alan M. Voorhees. Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus

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

Waksman Institute of Microbiology. 190 Frelinghuysen Road, Busch Campus

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

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

Women, Institute for Research on. 160 Ryders Lane, Douglass Campus

Women's Leadership, Institute for. 162 Ryders Lane, Douglass Campus

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

Centers Operated Jointly

Biotechnology and Medicine, Center for Advanced.

Environmental and Occupational Health Sciences Institute.

Hazardous Substance Management Research Center.

UNIVERSITY LIBRARY SYSTEM

Alcohol Studies Library. Smithers Hall, Busch Campus
Annex. Annex Building, Busch Campus

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

Art Library. Hamilton Street, College Avenue Campus

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

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

Chemistry Library. Wright Chemistry Laboratory Building,
Busch Campus

Chrysler Herbarium Library. Nelson Biology Laboratories,
Busch Campus

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

East Asian Library. Alexander Library, College
Avenue Campus

Institute of Jazz Studies Library. Bradley Hall,
Newark Campus

John Cotton Dana Library. 185 University Avenue,
Newark Campus

Kilmer Area Library. Avenue E, Livingston Campus

Library of Science and Medicine. Bevier Road,
Busch Campus

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

Mathematical Sciences Library. Hill Center, Busch Campus

Media Services. Kilmer Area Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street,
Camden Campus

Physics Library. Serin Physics Laboratories, Busch Campus

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

School of Law–Newark Library. S.I. Newhouse Center,
Washington Street, Newark Campus

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

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

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

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

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Cover Photography: Alan Goldsmith

W1445-02-14M