

School of Social Work Catalog 1999-2001

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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 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.

1999–2000

September

1	Wednesday	Fall term begins.
6	Monday	Labor Day holiday.

November

24	Wednesday	Friday classes meet.
25	Thursday	Thanksgiving recess begins.
28	Sunday	Thanksgiving recess ends.

December

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

January

17	Monday	Winter recess ends.
18	Tuesday	Spring term begins.

March

12	Sunday	Spring recess begins.
19	Sunday	Spring recess ends.

May

1	Monday	Regular classes end.
2	Tuesday	Reading period.
3	Wednesday	Reading period.
4	Thursday	Spring exams begin.
11	Thursday	Spring exams end.
23	Tuesday	Commencement.

2000–2001

September

4	Monday	Labor Day holiday.
5	Tuesday	Fall term begins.

November

21	Tuesday	Thursday classes meet.
22	Wednesday	Friday classes meet.
23	Thursday	Thanksgiving recess begins.
26	Sunday	Thanksgiving recess ends.

December

14	Thursday	Reading period begins.
15	Friday	Fall exams begin.
22	Friday	Fall exams end.
23	Saturday	Winter recess begins.

January

15	Monday	Winter recess ends.
16	Tuesday	Spring term begins.

March

11	Sunday	Spring recess begins.
18	Sunday	Spring recess ends.

April

30	Monday	Regular classes end.
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May

1	Tuesday	Reading period begins.
3	Thursday	Spring exams begin.
9	Wednesday	Spring exams end.
17	Thursday	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 major state university systems in the nation. The university comprises twenty-nine degree-granting divisions: twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen in New Brunswick.

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

Rutgers College became the land-grant college of New Jersey in 1864, resulting in the establishment of the Rutgers Scientific School, with departments of agriculture, engineering, and chemistry. Further expansion in the sciences came with the founding of the New Jersey Agricultural Experiment Station in 1880, the College of Engineering in 1914, and the College of Agriculture (now Cook College) in 1921. The precursors to several other Rutgers divisions also were founded during this period: the College of Pharmacy in 1892, the New Jersey College for Women (now Douglass College) in 1918, and the School of Education (now a graduate school) in 1924.

Rutgers College assumed university status in 1924, and legislative acts in 1945 and 1956 designated all its divisions as The State University of New Jersey. During these years, the university expanded significantly with the founding of an evening division, University College, in 1934, and the addition of the University of Newark in 1946 and the College of South Jersey at Camden in 1950.

Since the 1950s, Rutgers has continued to expand, especially in the area of graduate education. The Graduate School–New Brunswick, Graduate School–Newark, and Graduate School–Camden serve their respective campuses. In addition, several professional schools have been established in such fields as management and labor relations, social work, criminal justice, planning and public policy, applied and professional psychology, the fine arts, and communication, information, and library studies. A number of these schools offer undergraduate programs as well. Livingston College was founded in 1969 to provide a diverse community of students the opportunity to pursue undergraduate degrees in the liberal arts and professions.

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

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

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, please contact the Office of Institutional Research and Academic Planning.

Licensure

Rutgers, The State University of New Jersey, is duly licensed by the New Jersey Commission on Higher Education. For more information, please 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 the six 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 years, with a grade of C or better.

Students who are admitted as advanced standing students enter in the summer term, when they will be required to take two courses in preparation for beginning work as second year students in the fall term.

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 can 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.S.W./M.Div. 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 17 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 two courses in the School of Social Work. They are 19:910:507 Psychopathology and 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, has proposed establishment of an accelerated dual-degree program in law and social work, through which students may obtain dual J.D. and M.S.W. degrees. The proposed program would be offered to students on Rutgers' Camden, Newark, and New Brunswick campuses.

Through the accelerated program, full-time students could 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 would need to apply for admission individually to the School of Social Work and to either of the law schools, and would then need to satisfy admission requirements for the respective schools. To receive the dual degrees, participating students would be required to meet the academic standards of both programs throughout their courses of study.

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

The proposed program would offer 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, research, and advanced positions in social policy and administration. 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, 732/932-6968 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: www.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. 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 years with a grade of C or better. Applicants who do not meet this requirement will be considered for conditional admission.

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.

PH.D. PROGRAM

Applications are available on the Rutgers web site: www.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 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: 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

FEESCHEDULE

1998–1999 Academic Year

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

Application Fee, nonrefundable \$ 50.00

Tuition *

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

Student Fee

, per term

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

Meal Plans

, per term

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

Miscellaneous Fees

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

Restoral Fee

Fee, per term	267.60
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)	1,338.00

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

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

† Required for international students.

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

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the 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. No part of the student fee is 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 staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, is concerned with students' educational expenses. The impact of educational expenses upon the student and his or her family is sizable, in spite of the fact that tuition at Rutgers covers only a small portion of the actual cost of instruction for each student. In order to allow students with limited financial resources to attend college, every effort will be made to assist these students in finding the funds they need to finance their education.

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

Limited funds are available from scholarships, fellowships, assistantships, grants, low-interest loans, and part-time employment of students at the school. Application for such aid is made by completing the Free Application for Federal Student Aid (FAFSA). Applicants are considered for all forms of aid for which they are eligible. Applicants who file by March 1 may expect a reply by June 1. Applications received after the priority deadline of March 1 will be considered for remaining funds.

Following is a brief description of each program. All students are strongly encouraged to file an application for financial aid.

HOW TO APPLY

All applicants must complete the Free Application for Federal Student Aid (FAFSA) annually and submit it to the federal processor at the address listed on the envelope provided with the form. Applications should be received by the federal processor by March 15 of the academic year preceding the academic year for which aid is sought. The forms are available at all Rutgers financial aid offices. The FAFSA should be filed at the same time the admission application is submitted but no later than March 15 to ensure full consideration for all available funds.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Funds are limited and awards are made based on financial need and limited by the March 1 priority filing date. Therefore, there is a definite advantage to submitting an early, accurate, and complete application.

Counseling is available by appointment at the financial aid office to all students regardless of whether or not they qualify for financial aid. When comparing aid offers from Rutgers with other institutions, students should remember

that charges often differ significantly from school to school. Therefore, the important thing to consider is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

Applications for fellowships and assistantships are due on or before March 15. A prospective graduate student may apply for an assistantship or fellowship at the time of application or before admission is complete. Applicants completing the appropriate section of the admission application will be considered for those financial awards granted by the university for which they may be eligible. To be considered for an assistantship or fellowship, the student must be a full-time student. Please keep in mind that applications for assistantships and fellowships are competitive and the number of requests exceeds availability.

Part-Time Students

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

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

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

SOURCES OF FINANCIAL AID

Fellowships, Scholarships, and Grants

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, and is renewable for three additional years.

Fu Fellowship. The Fu fellowship is awarded annually to students enrolled in the M.S.W. program based on financial need and academic merit. The fellowship covers tuition and fees for one academic year.

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, as well as 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 up to two academic years. To apply, check the appropriate box on the graduate and professional school application form. Any additional statements that provide evidence of academic or artistic achievement and significant life, work, and/or extracurricular activities should be submitted in duplicate with the application. Only those applicants receiving awards 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 to which the student

is applying has an earlier deadline. In that case, the student must submit an application form to the appropriate admissions office by the program deadline date.

Ralph Johnson Bunche Distinguished Graduate Award.

Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the black American statesman, Nobel Peace Laureate, and recipient of an honorary Doctor of Laws from Rutgers in 1949.

Bunche fellowships provide \$12,000 per academic year plus tuition to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage. To apply, check the appropriate box on the graduate and professional school application form. Only those applicants receiving awards will be notified. The award is contingent upon acceptance to a graduate and professional school program and upon full-time enrollment. The application deadline for fall term awards is March 1, unless the program to which the student is applying has an earlier deadline. In that case, the student must submit an application form to the appropriate admissions office by the program deadline date.

New Jersey 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 vary from \$200 to \$1,000 per year and are dependent upon available funds. Application is made by submitting a FAFSA. EOF grant recipients are not eligible.

Educational Opportunity Fund (EOF). New Jersey residents who are full-time students and who can demonstrate backgrounds of financial and academic hardship are eligible for EOF grants ranging from \$200 to \$2,650. Students who received EOF grants as undergraduates are presumed eligible if they fall below the maximum income parameters required for all recipients of this state grant. Graduate students who did not receive EOF grants as undergraduates, but feel that they come from backgrounds of financial hardship and wish to be considered, should write to the financial aid office for consideration. The grants are renewable for the duration of the student's degree work, subject to continued student eligibility and provided satisfactory academic progress is made. Students must complete the FAFSA form.

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

Other Nonuniversity Awards. In addition to opportunities for financial assistance through the university, there are other sources from which qualified graduate students may receive financial aid, since many national, state, and regional associations make special awards.

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

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

Loans

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

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

Consistent with federal regulations, all first-time Federal Perkins Loan borrowers at Rutgers are required to attend an entrance interview in order to be informed of their rights and responsibilities regarding the loan. In addition, Federal Perkins Loan recipients must attend an exit interview prior to graduation or withdrawal from school. Further details and procedures regarding the repayment of the Federal Perkins Loan are sent to each student recipient from: Division of Accounting, Administrative Services Building, Rutgers, The State University of New Jersey, Office of Student Loans, 65 Davidson Road, Room 310, Piscataway, NJ 08854-8094.

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

In general, to be eligible for a Direct Loan, a student must have a high school diploma or a General Education Development (GED) certificate or meet other standards approved by the U.S. Department of Education, be a United States citizen or an eligible noncitizen, be enrolled at least half-time per term, be making satisfactory academic progress, have a Social Security number, sign a statement of educational purpose, not be in default on prior loans or owe refunds to a federal grant program, and register with the U.S. Selective Service Administration, if required.

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

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

Federal Direct Stafford/Ford Loan. This loan is based on financial need. The government pays the interest on the loan while the student is attending school. The interest rate is variable; that is, it is adjusted each year. Effective July 1, 1994, the maximum rate for the Federal Direct Stafford/Ford Loan was 8.25 percent. Additionally, borrowers are charged an origination fee of 4 percent. Graduate students may borrow \$8,500 per year. The total debt may not exceed \$65,000 including loans for undergraduate years.

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

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

Students must 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 to discuss long-term assistance. Students do not need to be recipients of financial aid nor to have filed a financial aid application to be considered for emergency loans.

A number of graduate schools offer low interest or interest free short-term loans to students in their program. Students should request additional information from the various deans or directors of each program.

SSW Alumni Scholarship Fund. The School of Social Work maintains a small fellowship account that is used to provide emergency funds on a loan basis to needy students. Specifically, these funds are designed to cover tuition and fees. Students wishing to apply may do so through the Office of the Assistant Dean for Student Services.

Employment

Assistantships Awarded by the University. The beginning salary for teaching and graduate assistantships is \$12,136 (1998–1999) for an academic year. Special graduate school fellowships, available only in certain programs, provide \$12,000 per year plus tuition for up to four years.

Applications for the assistantships are due on or before March 1, although awards are occasionally available at later dates. Prospective graduate students may apply for assistantships when they are sent an application form for admission. Applicants who complete the appropriate section of the form when they apply for admission will be considered for those financial awards granted by the university for which they may be eligible. 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 the graduate program in which the student is enrolled.

Preceptorships and Counselorships. Appointments as preceptors or counselors in the various undergraduate residence halls are available to a limited number of graduate students. The offices of the deans of students of those colleges will, on request, provide information regarding the duties required of preceptors and counselors; the benefits, such as room, board, and tuition grants; and the procedures for application. Applications for September appointments normally 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 requiring career commitments to these social problem areas. Availability varies from year to year; budget reductions may bring about their elimination. 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 to United States citizens and eligible noncitizens. Application for this program, as well as for all federal aid programs, is made by filing the FAFSA. On-campus jobs are available in many areas. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work between six and twenty hours weekly throughout the fall and spring academic terms. During the summer, students may work up to thirty-five hours per week. Students also may work off campus in nonprofit agencies. A number of paid community service positions are available. Contact the Student Employment Office for further information. All students who want to work on the FWSP must receive authorization before beginning a job.

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 Locator Program. The job locator program is open to all graduate students enrolled in the university. Most often, employment opportunities found through the program are located outside the university. Students interested in the job locator program should contact the student employment office at 732/932-8817.

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 veterans with a service-related total disability, and certain members of the selected reserve. Inquiries concerning eligibility may be directed to the Veterans Administration office in Newark, New Jersey (telephone 1-800/827-1000); the New Jersey Department of Military and Veterans Affairs in New Brunswick, New Jersey (732/937-6347); or to the veterans coordinator on each campus. For New Brunswick, the number is 732/932-7067.

Student Services

Veterans and others mentioned above who plan to make use of veterans' education benefits should initially present the Veterans Administration Certificate of Eligibility Form(s) and/or discharge papers (certified copy of the DD214) when registering for courses. If applying for other financial aid with the university, veterans must report to the Office of Financial Aid the fact 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 officially withdraw from a course (or courses) without prior approval from the academic services and/or dean of students offices. All withdrawals must be submitted in writing. The date of official withdrawal will be the determining date for changes in benefits. Failure to comply with the official school withdrawal procedure may affect both past and future benefits. Any change in schedule must also be reported to the campus Office of Veterans Affairs.

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

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

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

LIBRARIES

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

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

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

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

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

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

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

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

COMPUTER FACILITIES

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

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

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

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

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

HOUSING

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

Single graduate students may choose to reside in residence halls located on the Douglass, College Avenue, and Livingston campuses or in furnished apartments available on the Cook and Busch campuses. All residence halls offer single occupancy rooms. Ford Hall on College Avenue is a suite-style arrangement, Quad III at Livingston provides

traditional residence hall living, and the quaint Corwin and Old Gibbons houses at Douglass each offer accommodations for nine women. All residence halls have shared bath and kitchen facilities. The graduate apartments (Starkey Apartments at Cook College and Buell Apartments at Busch campus) house four students in single bedroom accommodations and offer full kitchens and bathrooms.

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

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

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

DINING SERVICES

The Division of Dining Services operates six major dining halls and several cash snack bars on the New Brunswick/Piscataway campuses. Students may purchase any one of several meal plan options ranging from 50 to 285 meals per term; single meals also may be purchased at any of these locations.

A variety of commercial food establishments is located near each of the campuses. The services range from typical fast food operations to fine dining restaurants.

For additional information, call the Rutgers Division of Dining Services at 732/932-8469.

RUTGERS UNIVERSITY HEALTH SERVICES

Rutgers University Health Services provide 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 5:30 P.M., Monday through Friday. The Hurtado Health Center is the only one of these clinics that operates year-round. In the summer and during breaks, it is open 8:30 A.M. to 4:30 P.M., Monday to Friday only.

Health centers are staffed by physicians, nurse practitioners, and registered nurses. A wide range of services is provided, including general primary care, gynecology, mental health services, alcohol and substance abuse outpatient treatment programs, health education, immunizations, allergy desensitization injections, laboratory tests, physical examinations, 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, a part of Health Services, works to increase discussions, examine issues, and explore the underlying contexts of selected health behavior that focuses on, for example, the use of food and chemical substances to manage feelings and situations, relationships, and sexuality as a part of being human.

Pharmacies are located at each health center and 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; 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.

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

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

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

For more information or to schedule an appointment or program, call 732/932-1181 or look at the department web page at www.rutgers.edu/sexual-assault/. The office is located at 3 Bartlett Street on the College Avenue campus.

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service and insurance fee, are insured for up to \$5,000 in medical expenses brought about by illness or accident. This policy provides excess coverage over other group insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students may also purchase coverage for their spouse and children at additional cost. Any student

not covered by individual or family policies, particularly international students, should consider this coverage. Information and applications are available from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-8285).

Compulsory International Student Insurance Fee

All students in F or J immigration status whose visa documents are issued by Rutgers are required to have both the basic and the major medical insurance coverages. The costs for insurance are charged to such students on their term bills. All accompanying family members (spouse and children) must also be insured. Insurance coverage for spouses and children must be purchased through the health insurance adviser, located 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).

COUNSELING SERVICES

Counseling Centers

Each of the general undergraduate colleges at Rutgers–New Brunswick has its own psychological counseling service. Students at the Mason Gross School of the Arts, College of Engineering, College of Pharmacy, School of Business–New Brunswick, School of Communication, Information and Library Studies, and the Edward J. Bloustein School of Planning and Public Policy may seek assistance at the counseling center of their college of affiliation.

The counseling centers provide free and confidential psychological counseling for students, on both an individual and group basis. All centers are staffed primarily by clinical and counseling psychologists. Students are encouraged to use the counseling centers for any of a variety of psychological or emotional concerns that may affect their academic work, including anxiety, depression, relationships, and family issues. Services are available for a range of concerns from minor situational crises to long-standing psychological issues that cause major disruptions in life. In most cases, students needing longer-term care will be referred to other nearby services.

Counseling centers also offer psychological education programs on such topics as stress management, eating and body image issues, text anxiety, interpersonal relationships, conflict resolution, and bereavement.

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, 50 College Avenue, 732/932-7884; and University College Office of Counseling, Miller Hall, 732/932-8074. Only the Rutgers College center is open during Summer Session.

There are also several peer counseling programs at the university. These student-run programs provide drop-in centers and/or telephone hotlines for students needing someone to talk to, information, or referral to campus or community agencies. Information about how to reach them can be obtained through Rutgers Information and Referral Center, 732/932-INFO.

Services for International Faculty and Students

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

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

Nonimmigrant students in F-1 or J-1 status must register with the center upon arrival 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.

Peer Counseling Services

There are three telephone hotlines and/or drop-in services on campus that offer supportive and anonymous listening and talk, help with crises, and a wide range of 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: Rutgers Peer Counseling, Bishop House, 732/247-5555; Gatehouse Peer Counseling Hotline, Cook-Douglass campus, 732/846-0957; and the Rutgers University Lesbian/Gay Alliance Hotline (focused on issues of interest to gays and lesbians), 732/932-7886.

Services for Students with Disabilities

Students with disabilities at Rutgers–New Brunswick are entitled to the same benefits of the university's educational mission, the same quality of student life, and are subject to the same academic and procedural requirements as other students. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The university's services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities may also contact the New Brunswick campus coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information.

Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 or Section 504 of the Rehabilitation Act may be directed to the Director of Compliance and Student Policy Concerns at 3 Bartlett Street (College Avenue campus) (732/932-7312).

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 in each campus area. Centers are operated by the state of New Jersey and are monitored by university staff on a yearly basis.

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

RUTGERS UNIVERSITY POLICE DEPARTMENT

The Rutgers University Police Department (RUPD) is dedicated to the protection of life and property on campus and to the prevention and detection of crime. The department operates from its headquarters at 5 Huntington Street on the College Avenue campus. Police officers patrol the campuses on foot, in vehicles, and on bicycles. They enforce laws and university regulations, respond to emergencies, investigate criminal activities, provide security for campus facilities and events, and provide crime prevention and other

services. Security officers also patrol the campuses, serving as “eyes and ears” for the police as well as securing facilities, providing escort services, and operating security shuttle buses.

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

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

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

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

TRANSPORTATION AND PARKING

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

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

For additional information, call 732/932-7744.

GRADUATE STUDENT ASSOCIATION

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

Every graduate student, full-time or part-time, in any of the six New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA’s main legislative body is its Council, which meets once a month. Every graduate program and department may elect one representative for every forty students enrolled; schools not organized into departments elect their representatives at large, one for every forty students enrolled. (Departments with less than forty students are also allowed one elected representative.) If you are interested in being a department representative, check with your departmental organization or the GSA office. The GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 732/932-7995 (GSA) or 7994 (GSL).

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

Graduate Student Association of the School of Social Work

The School of Social Work has its own student governing body. The students serving in the Graduate Student Association (GSA) of the school are elected each academic year. The school’s GSA serves as a major representative of student needs and concerns within the School of Social Work. It sponsors various educational and social activities throughout the academic year and is the liaison group between the faculty/administration and the student body. In addition, students participate on certain committees within the school that enact and implement policy and curriculum affecting student learning. Student ideas are encouraged and welcomed by the faculty and school administration.

PAUL ROBESON CULTURAL CENTER

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

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

CENTER FOR LATINO ARTS AND CULTURE

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

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

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

OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS

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

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

The office is TDD-accessible by calling 732/932-8670.

ACTIVITIES

Athletic Facilities

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

Athletic Ticket Policies

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

Concerts, Dramatic Productions, and Lectures

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

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

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

ALUMNI

Alumni Relations

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

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

Alumni Relations provides guidance and administrative services to each of the college associations, as well as to a network of regional alumni clubs throughout the country.

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

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

Rutgers University Foundation

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

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

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

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

Since the conclusion of the Campaign for Rutgers, annual contributions have continued to rise, exceeding \$53 million during the 1996-97 fiscal year, and the foundation has undertaken several successful multimillion-dollar "special purpose" campaigns: the Campaign for the Center for the Study of Jewish Life, the Campaign for the School of Law-Newark, the Campaign for Undergraduate Biological Sciences, the Campaign for Rutgers Stadium and Women's Athletic Scholarships, the Alexander Library Campaign, and the university-wide Campaign for Community, Diversity, and Educational Excellence.

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

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

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

In addition to the contents of this catalog, students are also responsible for keeping informed of policies and procedures published in the school's Schedule of Classes and of notices posted on bulletin boards in the School of 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. A student elects a major, which will have its own specific requirements. 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 Undergraduate Catalog.

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. A full-time program averages 15 credits a term. A maximum program is normally 16 to 18 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 within the last six 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 professional foundation areas.

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 admissions and student affairs, 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 four regular terms. Students who do not formally resume studies after four terms of approved leave must apply for readmission through the Office of Graduate and Professional Admissions.

Students who do not register for course work or matriculation continued status must apply to the assistant dean for reinstatement before resuming formal study. A fee of \$27 will be assessed for each term in which the student failed to register, up to a limit of four regular terms. Students who fail to register for more than four regular 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
Full-Time M.S.W.	4 terms	4 terms
Part-Time M.S.W.	5 terms	8 terms
Advanced Standing M.S.W.	3 terms	3 terms
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 day-time classes.

During severe weather conditions, announcements are made over the following radio stations concerning the cancellation of classes: WCTC, WMGQ, WRSU, WCBS, WINS, WHWH, WPST, WJLK, WRNJ, WBUD, WXKW, INFO, and WADB.

Arrangements for makeup work are announced by individual instructors.

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

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

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 supervisor 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. A fee of \$3 per copy, payable to Rutgers, The State University, must accompany the request. At least ten days should be allowed for processing the request.

Student Identification Cards

Student identification cards are sent to the School of Social Work Office of Student Services on or about November 1 for fall admissions. Thereafter, continuing students are sent a revalidating sticker for these cards on or about October 15 during the fall term. Students should contact the registrar, Room 200L, Administrative Services Building, Busch campus, 732/445-3221, to replace missing or lost I.D. cards. The replacement fee is \$5.

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; two current faculty members who are former members of the committee serve as alternates; and four students designated by the Graduate Student Association. To achieve continuity, a mix of first- and second-year students is necessary. All students vote in all matters except when the separation of a student from the School of Social Work is at issue. In such cases, only second-year students vote; in the absence of a second-year student a first-year student votes. In other respects, all students serve as full members. 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 Problem

A student is defined as having an academic problem if:

1. At the conclusion of any 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.

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

1. The student and his or her adviser are notified by the Office of the Assistant Dean.
2. The student and adviser meet and develop a plan to resolve the academic problem.
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 term the student has a grade-point average of 2.49 or less; or
2. At the conclusion of any term, other than his or her first, the student has a cumulative grade-point average of less than 3.00; or
3. The student has received a grade of F or NC in a required course; or
4. The student has received a grade of NC 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 Office of the Assistant Dean.
2. The student and adviser meet and develop a plan to be presented in writing to the committee to resolve the academic problem. In the case of a fieldwork problem, 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 problem.
3. All students in jeopardy have a formal meeting with the Academic Standing and Student Review Committee to review and discuss the plan.
4. Strict rules of confidentiality govern all procedures.
5. Students who are requested, in writing, to meet with the committee can bring a faculty advocate from the School of Social Work to the meeting. Advisers will receive copies of all notifications.
6. The student's adviser is expected to accompany the student to the meeting and present the plan. In cases where the advocate is not the adviser, both are expected

- to come. In the case of fieldwork problems, the director of field instruction or his or her designee is expected to present the plan.
7. The committee or the student has the right to request that witnesses who know the student's work be present at the meeting and provide a written statement.
 8. Any member of the committee will disqualify himself or herself from the meeting if he or she feels unable to be completely impartial.
 9. After meeting with the student and reviewing his or her plan, the committee has the following options:
 - a. To review the current situation and decide the committee has no role at this time.
 - b. To approve, amend, or reject the plan presented.
 - c. If, in the opinion of the committee, no plan seems workable, to recommend separation of the student from the school.
 10. The student is notified in writing by the assistant dean within one calendar week.
 11. Decisions of the committee are binding. Appeals may be made to the committee within a week only if new information can be submitted. The appeal must be made in writing.
 12. An appeal also may be made to the dean within a week 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. The faculty and the Graduate Student Association approved, in 1981, the following procedure for handling student grievances and complaints.

Grievances/Complaints—Class

1. A complaint/grievance may be initiated by the student meeting with his or her faculty adviser or student-selected advocate (A/A). In this process, the A/A serves as a grievance adviser. A student has the right to select anyone to serve as his or her advocate. At this point, the A/A and student should explore all possibilities for an informal resolution to the complaint.

2. The second step, if necessary, is for the student and the A/A to meet with the instructor to discuss the complaint and its possible resolution.
3. The student prepares and submits to the chairperson of method or specialization a written statement of the complaint/grievance. The chairperson will call a meeting to include the student, A/A, and the instructor. The complaint is discussed and its possible resolution explored. This step is initiated when the response in step 2 is not satisfactory to all involved.
4. If the response is still not satisfactory to all involved, the grievance is then forwarded in writing to the Academic Standing and Student Review Committee, which may call for more information, advise the student and faculty member of its sense of the matter, and resolve the disagreement.
5. If the student is unable to get a satisfactory response in step 4, then he or she can forward the grievance 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 or student-selected advocate (A/A) and the school 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, the A/A, and the agency 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 response is still not satisfactory to all involved, the grievance is then forwarded in writing to the Academic Standing and Student Review Committee, which may call for more information, advise the student and faculty member of its sense of the matter, and resolve the disagreement.
5. If the student is unable to get a satisfactory response in step 4, 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 Advance 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, it will be appreciated if such requests are placed before that date, although they will be accepted any time before commencement. Candidates whose attendance is prevented by some last-minute emergency are asked to communicate with the university registrar within twenty-four hours of commencement. In all cases, the candidate should indicate the address to which the diploma may be sent when it is mailed in June or July.

Graduate Diploma Application

A form entitled Graduate Diploma Application (Application for an Advanced Degree), obtainable from the registrar, 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 as much as one year.

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

POLICY ON ACADEMIC INTEGRITY SUMMARY

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

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

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

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

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action

being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

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

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

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

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

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

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

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

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

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

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

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the university. All members of

the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Preamble
University Code of Student Conduct

Overview

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

Process

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

Filing a Complaint

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

Preliminary Review

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

Separable Offenses

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

1. violations of academic integrity
2. forgery, unauthorized alteration or unauthorized use of any university documents or records or any instrument or form of identification
3. intentionally furnishing false information to the university or intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency
4. use of force against any person or property or the threat of such force
5. sexual assault or nonconsensual sexual contact
6. hazing

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

Campus Advisers

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

Attorneys

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

University Hearings

University hearings are presided over by a hearing officer and heard by a hearing board usually composed of three students and two faculty members (with students always being in the majority). It is the hearing board’s responsibility

to determine whether the accused student is responsible or not responsible for violating the code. If the hearing board determines a student to be responsible by the standard of clear and convincing evidence, it also recommends a sanction for the offense to the vice president for student affairs. The vice president for student affairs considers the hearing board recommendation and determines the sanction.

Appeals

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

Authority for Student Discipline

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

UNIVERSITY SAFETY AND SECURITY

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

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

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

Public Safety Information

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

Camden: 856/225-6009
Newark: 973/353-5478
New Brunswick: 732/932-8407

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

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

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

1. The president of the university and the vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. When neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.
4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the vice president for academic affairs, will have the authority to decide that civil authorities beyond the campus are to be called upon to contain those disruptions that the university police are unable to handle. In extraordinary circumstances, where neither the president nor the vice president for academic affairs is available to make such a decision, the senior vice president and treasurer or the provosts of Newark and Camden have the same authority.
5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

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.

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex (except Douglass College, which is entitled under the law to remain a single-sex institution), sexual orientation, disability, marital status, or veteran status. The university complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions about these laws, or allegations of student rights violations, should be directed to Brian Rose, Director of Compliance and Student Policy Concerns and Designated Employee for Student Rights Compliance, Rutgers, The State University of New Jersey, 3 Bartlett Street, New Brunswick, NJ 08901-1190 (732/932-7312).

POLICY PROHIBITING HARASSMENT

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

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

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

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

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.

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

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

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

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

Prohibited Conduct

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

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

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

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

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

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

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

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

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

STUDENT RECORDS AND PRIVACY RIGHTS

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

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

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

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

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

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

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

STUDENT RESIDENCY FOR TUITION PURPOSES

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

Procedure

The Initial Determination

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

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

After the Initial Determination

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

Request for a Change of Status

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

Appeals

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

Students' Responsibilities

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

Penalties

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

RESEARCH POLICY AND RESEARCH CENTERS

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

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

PATENT POLICY

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

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

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

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 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 statistics.

Students also must take any one course from three of the following subject areas: Africana studies, American studies, anthropology, economics, political science, public health, urban studies and community health, and women's studies.

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

An introductory course in statistics that covers descriptive and basic inferential statistical procedures, completed with a grade of C or better, is required.

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 successfully completed 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, three clusters are offered: Alcohol, Tobacco, and Other Drugs (ATOD); Children and Families (C&F); and Health, Mental Health, and Aging (HMHA).

Alcohol, Tobacco, and Other Drugs

The Alcohol, Tobacco, and Other Drugs cluster prepares students for careers in the prevention, treatment, and control of problems related to drug abuse. Advanced field placement opportunities in ATOD are available to direct practice and administration, policy, and planning students. The following courses are required for the ATOD cluster:

- 19:910:586 Issues in Social Policy: Alcohol, Tobacco, and Other Drugs (3)
- 19:910:558 Integrative Seminar: Alcohol, Tobacco, and Other Drugs (3)

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

Health, Mental Health, and Aging 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	2
		<hr/> 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	3
		<hr/> 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(5,6,7)	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	3
		<hr/> 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(7,8,9)	Integrative Seminar	3
19:910:601	Field Practicum IV	4
19:910:___	Elective	3
19:910:___	Elective	3
		<hr/> 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	3
		<hr/> 6
Second Term		
19:910:505	Methods of Social Work Research I	3
19:910:507	Psychopathology	3
		<hr/> 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	2
		<hr/> 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	3
		<hr/> 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.

Course Listing

Third Year (Advanced Curriculum)

First Term

19:910:511	Advanced Direct Practice I or 19:910:536 Advanced Administration, Policy, and Planning Practice I	3
19:910:600	Field Practicum III	3
19:910:___	Elective	3
		<hr/> 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	3
		<hr/> 10

Fourth Year (Advanced Curriculum continued)

First Term

19:910:58(5,6,7)	Issues in Social Policy	3
19:910:595	Methods of Social Work Research II	3
		<hr/> 6

Second Term

19:910:55(7,8,9)	Integrative Seminar	3
19:910:___	Elective	3
		<hr/> 6
	Total Credits	60

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: 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: 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. Corequisite: Advanced direct practice and cluster-appropriate field placement.

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. Corequisite: Advanced direct practice and cluster-appropriate field placement.

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.

19:910:515. ADVANCED DIRECT PRACTICE IN CREATIVE CLINICAL GROUP ACTIVITIES AND PROGRAM SKILLS (3)

Pre- or corequisite: 19:910:511. Corequisite: Advanced direct practice and cluster-appropriate field placement.

The use of creative activities for individual, interpersonal group and family, and community change. Building knowledge and program skills in the areas of creative arts, music, drama, movement and dance, relaxation and imagery, horticulture, indoor and outdoor activities, and leisure activities in general.

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. Corequisite: Advanced direct practice field placement.

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. Corequisite: Advanced direct practice field placement.

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. Corequisite: Advanced direct practice field placement.

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. Corequisite: Advanced direct practice field placement.

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. Corequisite: Advanced direct practice field placement.

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.

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, meeting needs of populations at risk.

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.

Theory and practice of human resource administration in social welfare agencies. All aspects of personnel management—job analysis, management by objectives, performance appraisal, staff recruitment and selection, affirmative action and workplace diversity, volunteer management, career development, and personnel policies.

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)

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.

19:910:558. INTEGRATIVE SEMINAR: ALCOHOL, TOBACCO, AND OTHER DRUGS (3)

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 alcohol, tobacco, and other drugs. 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)

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)

Recommended for students in the ATOD cluster.

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 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.

19:910:586. ISSUES IN SOCIAL POLICY: ALCOHOL, TOBACCO, AND OTHER DRUGS (3)

Prerequisite: Successful completion of the professional foundation. Required for students in the Alcohol, Tobacco, and Other Drugs cluster.

Models of policy analysis applied to alcohol, tobacco, and other drug 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.

19:910:587. 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 (3)

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 in any term. 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 Continuing Education and Professional Development program (CEPDP) is one of four programs in the education continuum of the School of Social Work. It is a nondegree program that offers a variety of activities designed to: affect the organizational context in which practice occurs; influence the definition, prevention, and amelioration of social problems; and augment, enhance, or modify the knowledge and skills previously acquired by social workers and allied professionals.

Workshops, Seminars, and Conferences

The CEPDP offers a variety of learning activities designed for postbaccalaureate, postmasters, and postdoctoral level social workers and related professionals who want to update their skills, examine new concepts and techniques, or change their specialties. These learning activities are listed in the fall and spring brochures issued each year.

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 systematically develop or refine practice specialties. The CEPDP has four certificate programs:

- Certificate in Gerontology
- Certificate in Volunteer Management
- Certificate in Human Services
- Certificate in Post Masters

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' human services for more than thirty years.

The mission of the center is to build the capacity of government, community organizations, human service organizations and agencies, and other institutions to respond to complex social problems. 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: training; research and evaluation services; technical assistance to field staffs of community-based organizations; development of information/technical assistance networks; consultation; and publications and other public information tools.

The center provides services to more than 2,500 New Jersey citizens annually through a variety of short-term consultation and training programs that have assisted state and local institutions, including the Department of Education, the statewide Head Start Directors' Association, the City of Paterson, the County of Camden, the statewide Association of Subsidized and Public Housing Residents, the Trenton Board of Education, the City of Trenton, the Trenton Head Start Program, the Newark Redevelopment and Housing Authority, and the Black Churchmen's Association of Northern New Jersey.

Also, the State Department of Human Services, the New Jersey Department of Health, the City of Perth Amboy, the United Passaic Organization, Paterson Northside Forces, the Paterson Interfaith Community Organization, the International Youth Organization (IYO), United Community Corporation, Corinthian Housing Development Corporation,

Housing Authority of the City of New Brunswick, Housing Authority of Union City, Newark Boys and Girls Club, Covenant House-Newark, and many other public and private agencies and community organizations.

The center also 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.

The ongoing programs of the School of Social Work's Center for Social and Community Development include: New Jersey Network on Adolescent Programs, New Jersey Network for Family Life Education, and the Urban Community Development Program.

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 center also is a leader in providing innovative strategies for community assessment and program evaluation. It provides participatory and usable research services to such organizations as the Camden County Hispanic Advisory Commission, Newark Fighting Back (a division of the Boys and Girls Club of Newark), and United Way of Essex and West Hudson counties.

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

CENTER FOR INTERNATIONAL AND COMPARATIVE SOCIAL WELFARE

This center is part of the International Center of Rutgers. It seeks to promote the study of social work and social welfare as found in nations of various ideological, technological, or cultural positions. The center offers occasional colloquia by visiting scholars and facilitates an international exchange program for social work faculty. It also cooperates with other International Center components in order to enrich the social welfare component of their efforts.

Faculty and Administration

ADMINISTRATION

Mary Edna Davidson, Dean and Professor; B.A., San Francisco; M.S.W., California (Berkeley); Ph.D., Brandeis
Ann Abbott, Associate Dean, Associate Professor, and Director, Baccalaureate Social Work Program; B.S., St. Norbert College; M.S.S., Ph.D., Bryn Mawr College
Donald Barrows, Associate Dean for Administration; B.A., Yale; M.C.R.P., Rutgers
Ethel Catlin, Director of Placement, New Brunswick; B.A., Dillard; M.S.W., Tulane
Sharon Lyter, Director of Placement, Camden; B.A., East Stroudsburg State College; M.S.W., Temple; Ph.D., Rutgers
Bernard Neugeboren, Associate Dean for Academic Affairs and Professor; B.A., CUNY (Brooklyn College); M.S.W., Case Western Reserve; Ph.D., Brandeis
Patricia O'Dell, Director of Placement, Newark; B.S.W., Fairleigh Dickenson; M.S.W., New York
Sheryl Sharry, Executive Assistant to the Dean
Barbara Stoker, Assistant Dean, Newark; A.B., Upsala; M.S.W., Rutgers
Gregory Stosuy, Assistant Dean and Director of Admissions and Student Affairs; B.A., CUNY (Queens College); M.S.W., Rutgers
William Tatum, Extension Specialist and Director, Center for Social and Community Development; B.S., Allen; Ed.M., Rutgers

FACULTY, B.A. (Social Work Major), M.S.W., AND PH.D. PROGRAMS

Ann Abbott, Associate Dean, Associate Professor, and Director, Baccalaureate Social Work Program; B.S., St. Norbert College; M.S.S., Ph.D., Bryn Mawr College
Marcia Abramson, Associate Professor; B.A., Bennington College; M.S.S., Syracuse; Ph.D., Iowa
Judith Baer, Assistant Professor; B.A., M.S.W., Ph.D., Houston
Eleanor Brilliant, Professor; B.A., Smith College; M.S.S., Bryn Mawr College; D.S.W., Columbia
Sondra Burman, Assistant Professor; B.S., Pennsylvania; M.S.W., Houston; Ph.D., Illinois
Michael Camasso, Associate Professor; B.A., King's College; M.A., Virginia; M.S.W., Marywood; Ph.D., Penn State
Mary Edna Davidson, Dean and Professor; B.A., San Francisco; M.S.W., California (Berkeley); Ph.D., Brandeis
Donald T. Dickson, Professor; B.A., Carleton College; J.D., Chicago; M.A., Ph.D., Michigan
Patricia Dunn, Associate Extension Specialist; A.B., Virginia Union; M.S.W., Michigan State; Ed.D., Rutgers
Antoinette Rodgers Farmer, Assistant Professor; B.S., M.S., Ph.D., Pittsburgh
G. Lawrence Farmer, Assistant Professor; B.S., M.S.W., Pittsburgh; Ph.D., Florida International
Paul Glasser, Professor; B.A., CUNY (City College); M.S.S.W., Columbia; Ph.D., North Carolina
Yvonne Johnson, Assistant Instructor; M.A., Aberdeen; M.S., London School of Economics and Political Science; Ph.D. candidate, Columbia
Michael LaSala, Assistant Professor; B.A., SUNY (Binghamton); M.S.W., Ph.D., SUNY (Albany)
Marcos Leiderman, Associate Professor; B.A., La Plata (Argentina); M.S.W., M.C.R.P., Rutgers
Edward R. Lowenstein, Associate Professor; B.A., CUNY (Brooklyn College); M.S.W., Pittsburgh; Ph.D., Michigan
Raymond Sanchez Mayers, Associate Professor; B.A., CUNY (Baruch College); M.S.W., Barry College; Ph.D., Brandeis
Shari Munch, Assistant Professor; B.A., Michigan State; M.A., Michigan; Ph.D., Michigan State
Bernard Neugeboren, Associate Dean for Academic Affairs and Professor; B.A., CUNY (Brooklyn College); M.S.W., Case Western Reserve; Ph.D., Brandeis
Eloine Raab Plaut, Adjunct Instructor; B.A., Anderson; M.S.W., Indiana; Ph.D. candidate, Chicago
Kathleen Pottick, Associate Professor; B.A., Bennington College; M.A., M.S.W., Ph.D., Michigan
Mark Schmitz, Assistant Professor; B.A., Grinnell; M.S., Michigan; M.S., Ph.D., Iowa State
Sharon Hines Smith, Assistant Professor; B.A., Rutgers (Douglass); M.S.W., Chicago; Ph.D., Pennsylvania
Paul Speer, Assistant Professor; B.S., Baker; M.S., Ph.D., Missouri (Kansas City)
William Tatum, Extension Specialist and Director, Center for Social and Community Development; B.S., Allen; Ed.M., Rutgers
Jerome C. Wakefield, Professor; B.A., CUNY (Queens College); M.A., M.S.W., Ph.D., California (Berkeley)
Allison Zippay, Assistant Professor; B.A., Antioch; M.S.W., Ph.D., California (Berkeley)

Field Agencies

AGENCY NAME, CITY, STATE

A.A.R.I.E.S. INC., Bayonne, New Jersey
 A.S.P.I.R.A., Newark, New Jersey
 AIDS Coalition of Southern New Jersey, Bellmawr, New Jersey
 ARC - Sussex County, Augusta, New Jersey
 ARC of Essex County - Shapiro Center, East Orange, New Jersey
 ARC of Morris County, Convent Station, New Jersey
 ARC of New Jersey, Mount Holly, New Jersey
 ARC of New Jersey, North Brunswick, New Jersey
 ARC of New Jersey, Citizen Advocacy Program, Mt. Holly, New Jersey
 ARC of Somerset, Manville, New Jersey
 ARC of Union County, Plainfield, New Jersey
 Abbottsford Community Health, Philadelphia, Pennsylvania
 Abington Memorial Hospital - Dept. of Social Work, Abington, Pennsylvania
 Absegami High School, Absecon, New Jersey
 Action Aids, Inc., Philadelphia, Pennsylvania
 Adoption Resource Center, Voorhees, New Jersey
 Adult Health Services & Comm Diseases, Cherry Hill, New Jersey
 Advanced Housing, Inc., Hackensack, New Jersey
 Affordable Housing Network of N.J., Trenton, New Jersey
 Alcoholism and Drug Dependency, Somerville, New Jersey
 Alfre, Inc. (Mrs. Wilson's), Morristown, New Jersey
 Alive With Raps, New Brunswick, New Jersey
 Alliance Memorial Hospital Behavioral Health, Mount Holly, New Jersey
 Alliance Memorial Hospital of Burlington, Mount Holly, New Jersey
 Alliance for the Betterment of Citizens w/ Disab., Paramus, New Jersey
 Alliance for the Betterment of Citizens w/Disab., Hamilton, New Jersey
 Alternatives to Domestic Violence, Hackensack, New Jersey
 Alternatives, Inc., Raritan, New Jersey
 Alzheimer's Association, Marlton, New Jersey
 Amandla Crossing, Edison, New Jersey
 American Cancer Society-Elizabeth, Elizabeth, New Jersey
 American Cancer Society-Parsippany, Parsippany, New Jersey
 American Cancer Society-Raritan, Raritan, New Jersey
 American Cancer Society-West Orange, West Orange, New Jersey
 American Day Treatment Center, Cherry Hill, New Jersey
 American Day Treatment Center-Bergen, Saddlebrook, New Jersey
 American Friends Service Committee, Newark, New Jersey
 American Institute for Behavioral Counseling, Green Brook, New Jersey
 Ancora Psychiatric Hospital, Hammonton, New Jersey
 Archway Programs, Atco, New Jersey
 Archway Senior Activity Center, Audubon Park, New Jersey
 Archway/Washington Township, Sewell, New Jersey
 Association for Children of New Jersey, Newark, New Jersey
 Association for Retarded Citizens - Raritan Valley, North Brunswick, New Jersey
 Association for the Advancement Mental Health, Princeton, New Jersey
 Atlantic City Medical Center Dialysis, Atlantic City, New Jersey
 Atlantic City Medical Center Hospice, Atlantic City, New Jersey
 Atlantic County Women's Center, Northfield, New Jersey
 Atlanticare Behavioral Health, Atlantic City, New Jersey
 Audubon Schools, Audubon, New Jersey
 Bachrach Rehabilitation Hospital, Pomona, New Jersey
 Barbara E. Cheung Hospice at Roosevelt, Edison, New Jersey
 Barnert Hospital Community Counseling Center, Paterson, New Jersey
 Bayonne Community Mental Health Clinic, Bayonne, New Jersey
 Bayshore Counseling Center, Holmdel, New Jersey
 Bellmawr Township Schools, Bellmawr, New Jersey
 Belmont Center for Comprehensive Treatment, Philadelphia, Pennsylvania
 Bergen County Community Action Program, Hackensack, New Jersey
 Bergen County Council on Alcoholism & Drug Abuse, Paramus, New Jersey
 Bergen County Department of Human Services, Hackensack, New Jersey
 Bergen Regional Medical Center, Inc., Paramus, New Jersey
 Bethanna, Southampton, Pennsylvania
 Big Brothers/Big Sisters of Philadelphia, Philadelphia, Pennsylvania
 Big Brothers/Big Sisters of Salem, Salem, New Jersey
 Bloomfield Division of Human Services, Bloomfield, New Jersey
 Bonnie Brae, Liberty Corner, New Jersey
 Borough of Highland Park, Highland Park, New Jersey
 Boys and Girls Clubs of Newark, Newark, New Jersey
 Brain Injury Association of New Jersey, Edison, New Jersey

Bridgeton Hospital Adult Psych, Bridgeton, New Jersey
 Broadway House for Continuing Care, Newark, New Jersey
 Bucks County Department of MH/MR, Warminster, Pennsylvania
 Burlington County Prosecutor-Child Advocacy Center, Mount Holly, New Jersey
 Burlington County Special Services School District, Mount Holly, New Jersey
 Buttonwood Hospital, New Lisbon, New Jersey
 Camden Board of Education, Camden, New Jersey
 Camden County Board of Human Services, Camden, New Jersey
 Camden County Family Court, Camden, New Jersey
 Camden County Mental Health Services Center, Blackwood, New Jersey
 Camden County Probation/PREP, Blackwood, New Jersey
 Camden County Youth Center, Blackwood, New Jersey
 Cancer Care, Inc.-Bergen County Office, Ridgewood, New Jersey
 Cancer Care, Inc., Millburn, New Jersey
 Cancer Center at Monmouth Medical Center, Long Branch, New Jersey
 Cape Atlantic Counseling Service, Pleasantville, New Jersey
 Cape Counseling Services, Cape May, New Jersey
 Cape Counseling Services-Rainbow of Hope, Woodbine, New Jersey
 Cape May County Special Services School District, Cape May, New Jersey
 Cape May County Superior Court, Cape May, New Jersey
 Capital Health System at Fuld, Trenton, New Jersey
 Carrier Foundation-Pride Institute, Belle Mead, New Jersey
 Carrier Foundation, Toms River, New Jersey
 Carrier Foundation-East Mountain Youth Services, Belle Mead, New Jersey
 Carrier Foundation-Hamilton, Hamilton, New Jersey
 CATCH Children's Partial Care, Philadelphia, Pennsylvania
 Catholic Charities-Alcoholism/Addictions Program, Trenton, New Jersey
 Catholic Charities-Bridgewater, Bridgewater, New Jersey
 Catholic Charities Burlington Emergency Services #3, Riverton, New Jersey
 Catholic Charities-Carteret Youth Program, Edison, New Jersey
 Catholic Charities-Child/Adolescent Program, Edison, New Jersey
 Catholic Charities-Child/Adolescent Partial Hospital, East Brunswick, New Jersey
 Catholic Charities-Connections, Edison, New Jersey
 Catholic Charities-Delaware House, Westampton, New Jersey
 Catholic Charities/East Brunswick Mental Health Center, East Brunswick, New Jersey
 Catholic Charities-Edison Family Service Office, Edison, New Jersey
 Catholic Charities-Emergency Services Division-#1, Riverton, New Jersey
 Catholic Charities-Emergency Services - #5, Cinnaminson, New Jersey
 Catholic Charities-Family and Community Services-#1, Trenton, New Jersey
 Catholic Charities-Family and Community Services-#2, Hamilton, New Jersey
 Catholic Charities-Family Preservation AfterCare, Perth Amboy, New Jersey
 Catholic Charities-Family Shelter Program, Edison, New Jersey
 Catholic Charities-Flemington, New Jersey
 Catholic Charities-Gathering Place, Trenton, New Jersey
 Catholic Charities-HIV Day Treatment Program, Perth Amboy, New Jersey
 Catholic Charities-Inner City Counseling, Perth Amboy, New Jersey
 Catholic Charities/Maternity and Adoption, Perth Amboy, New Jersey
 Catholic Charities-Mercer Emergency Services - #4, Trenton, New Jersey
 Catholic Charities--Monmouth Behavioral Healthcare, Red Bank, New Jersey
 Catholic Charities-Neighborhood Center, Edison, New Jersey
 Catholic Charities-Ocean Emergency Services - #2, Lakewood, New Jersey
 Catholic Charities, Perth Amboy, New Jersey
 Catholic Charities, Phillipsburg, New Jersey
 Catholic Charities-Providence House, Toms River, New Jersey
 Catholic Charities-Saint John of God Community Center, New Brunswick, New Jersey
 Catholic Charities-Toms River, New Jersey
 Catholic Charities-Trenton, New Jersey
 Catholic Charities/PACT Program of Assertive C.Tx., East Brunswick, New Jersey
 Catholic Charities/Parish-Based Counseling, Perth Amboy, New Jersey
 Catholic Charities/Peer Group Initiative/Middlesex, Perth Amboy, New Jersey
 Catholic Charities/Positive Parenting, Edison, New Jersey
 Catholic Charities/Skills Program, Perth Amboy, New Jersey
 Catholic Charities/St. John's Assistance Program, Perth Amboy, New Jersey
 Catholic Charities/Strength-Based Family Treatment, Edison, New Jersey
 Catholic Community Services-Addiction Treatment Services, Newark, New Jersey
 Catholic Community Services-Boystown, Kearny, New Jersey
 Catholic Community Services, Cranford, New Jersey
 Catholic Community Services-Mount Carmel Behavioral Health Care., Jersey City, New Jersey
 Catholic Community Services-Mount Carmel Guild, Cranford, New Jersey
 Catholic Community Services-Mt. Carmel Guild School, Kearney, New Jersey
 Catholic Community Services, Jersey City, New Jersey
 Catholic Family and Community Services, Paterson, New Jersey
 Catholic Health Corporation-New Jersey, Trenton, New Jersey

Catholic Social Services New Jersey, Vineland, New Jersey
Catholic Social Services Pennsylvania, Philadelphia, Pennsylvania
Catholic Social Services/Pregnancy and Adoption, Vineland, New Jersey
Catholic Social Services/School-Based Social Work Program, Pennsauken, New Jersey
Cedar Oaks Care Center, South Plainfield, New Jersey
Center for Children's Support—UMDNJ, Stratford, New Jersey
Center for Autistic Children, Philadelphia, Pennsylvania
Center for Head Injuries-JFK Johnson Rehab., Edison, New Jersey
Center for Hope Hospice, Linden, New Jersey
Center for Social and Community Development, Piscataway, New Jersey
Center for Strategic Urban Leadership, Camden, New Jersey
Cerebral Palsy Association-Resource Division, New Brunswick, New Jersey
Chancellor Academy, Lincoln Park, New Jersey
Cherry Hill High School East, Cherry Hill, New Jersey
Child Guidance Center of CHOP, Philadelphia, Pennsylvania
Children and Youth-Division of Youth and Family Services, Philadelphia, Pennsylvania
Children's Aid and Family Counseling Service, Ridgewood, New Jersey
Children's Center, Edison, New Jersey
Children's Home Society of New Jersey, Trenton, New Jersey
Children's Hospital of Philadelphia, Philadelphia, Pennsylvania
Children's Institute, The, Livingston, New Jersey
Children's Seashore House, Atlantic City, New Jersey
Children's Seashore House, Philadelphia, Pennsylvania
Chilton Memorial Hospital - Social Services Dept., Pompton Plain, New Jersey
Christ Hospital-Counseling and Resource Center, Jersey City, New Jersey
Christ Hospital-Home Health Service, Jersey City, New Jersey
Christian Health Care Center, Wyckoff, New Jersey
Citizenship and Service Education Program, New Brunswick, New Jersey
City of Trenton/Division of Economic Opportunity, Trenton, New Jersey
Classic Residence by Hyatt, Teaneck, New Jersey
Clinic for Mental Health Services, Paterson, New Jersey
Coastal Learning Center, Morganville, New Jersey
Collingswood Board of Education, Collingswood, New Jersey
Commander-U.S. Army Meddca, Fort Monmouth, New Jersey
Communities in Schools of Plainfield, Plainfield, New Jersey
Community Access Unlimited, Elizabeth, New Jersey
Community Agencies Corp. of New Jersey, Newark, New Jersey
Community Center for Mental Health - CCMH, Englewood, New Jersey
Community Healthcare Network, Belleville, New Jersey
Community Mental Health Center for Gloucester Co., Woodbury, New Jersey
Community Planning and Advocacy Council, Pennsauken, New Jersey
Community Psychiatric Institute, East Orange, New Jersey
Community YMCA Family Services, Matawan, New Jersey
Comprehensive Behavioral Healthcare - Hackensack, New Jersey
Comprehensive Behavioral Healthcare, Lyndhurst, New Jersey
Contact 609, Moorestown, New Jersey
Cooper Hospital, Camden, New Jersey
Cooper Hospital Women's Care Center, Camden, New Jersey
Cooper House, Camden, New Jersey
Cornell Hall Nursing and Rehabilitation Center, Union, New Jersey
Corner House, Princeton, New Jersey
Court Appointed Special Advocates (CASA), Newark, New Jersey
Covenant House-N.J., Newark, New Jersey
CPC Behavioral Healthcare-Aberdeen Counseling Center, Aberdeen, New Jersey
CPC Behavioral Healthcare-Freehold Counseling Center, Freehold, New Jersey
CPC Behavioral Healthcare-High Point Specialized Schools, Morganville, New Jersey
CPC Behavioral Healthcare, Red Bank, New Jersey
Cranford High School, Cranford, New Jersey
Creative Achievement Academy, Vineland, New Jersey
Crossroads, Mount Holly, New Jersey
Cumberland County Guidance Center, Millville, New Jersey
Cumberland Human Services, Bridgeton, New Jersey
CURA, Inc., Newark, New Jersey
Division of Youth and Family Services—Burlington, Mount Holly, New Jersey
Division of Youth and Family Services, Camden, New Jersey
Division of Youth and Family Services—Camden North, Camden, New Jersey
Division of Youth and Family Services, Cape May, New Jersey
Division of Youth and Family Services—Cumberland, Bridgeton, New Jersey
Division of Youth and Family Services—Gloucester, Deptford, New Jersey
Division of Youth and Family Services, Hammonton, New Jersey
Division of Youth and Family Services, Salem, New Jersey
Daytop, Mount Freedom, New Jersey
Deborah Heart and Lung Center, Brown Mills, New Jersey
Defender Association of Philadelphia, Philadelphia, Pennsylvania
Delaware Valley Medical Center, Langhorne, Pennsylvania
Delaware Valley Mental Health Foundation, Doylestown, Pennsylvania
Demonstration Day Care Learning Center, New Brunswick, New Jersey
Department of Health and Senior Services, Trenton, New Jersey
Department of Human Services, North Brunswick, New Jersey
Department of Veterans Affairs—Readjustment Counseling, Trenton, New Jersey
Devereux Deerhaven, Chester, New Jersey
Division of Developmental Disabilities, Camden, New Jersey
Division of Developmental Disabilities, Howell, New Jersey
Division of Human Services, Bloomfield, New Jersey
Division of Youth and Family Services, Edison, New Jersey
Division of Youth and Family Services, Red Bank, New Jersey
Division of Youth and Family Services, Camden County, Camden, New Jersey
Doctor's Hospital, Staten Island, NY
Douglass College Psychological Services, New Brunswick, New Jersey
Dove Counseling, Stratford, New Jersey
Dr. Orlie Pell Fund, Inc., Flemington, New Jersey
Drenk Mental Health Center-Site #1, Mount Holly, New Jersey
Drenk Mental Health Center-Site #2, Mount Holly, New Jersey
Drenk SCIP Unit-Site #3, Mount Holly, New Jersey
Durand Academy, Woodbury, New Jersey
East Mountain Day School-Carrier Foundation Belle Mead, New Jersey
East Orange General Hospital-Outpatient MH, East Orange, New Jersey
East Orange General Hospital-Addiction Services, East Orange, New Jersey
Easter Seal New Jersey, East Brunswick, New Jersey
Easter Seal New Jersey, Ocean, New Jersey
Easter Seal Society of New Jersey, Somerville, New Jersey
Easter Seal Society of New Jersey - Suite #1, Blackwood, New Jersey
Easter Seal Society, Flemington, New Jersey
Easter Seal Society-Substance Abuse Services, Toms River, New Jersey
Egg Harbor Board of Education, West Atlantic City, New Jersey
Egg Harbor Township Middle School, West Atlantic City, New Jersey
Elijah's Promise Soup Kitchen, New Brunswick, New Jersey
Elizabeth Board of Education-Special Services, Elizabeth, New Jersey
Elizabeth General Medical Center, Elizabeth, New Jersey
Elizabeth General Medical Center-Family Resource, Cranford, New Jersey
Elizabeth General Medical Center-Outpatient Services, Elizabeth, New Jersey
Elizabeth General Medical Center-Substance Abuse, Elizabeth, New Jersey
Elizabeth General Medical Center-Child/Adolescent OPU, Elizabeth, New Jersey
Eric B. Chandler Health Center, New Brunswick, New Jersey
Eric Johnson House, Morristown, New Jersey
Essex Comprehensive Health Care Plus, Orange, New Jersey
Essex County Hospital Center-Psychiatry Social Work, Cedar Grove, New Jersey
Esther T. Dutton Counseling Center, Morristown, New Jersey
Fair Housing Council of Southern New Jersey, Woodbury, New Jersey
Faith Services, Hoboken, New Jersey
Famcare, Bridgeton, New Jersey
Family and Children's Services-Adult Protective Services, Oakhurst, New Jersey
Family and Children's Service-Counseling, Oakhurst, New Jersey
Family and Children's Services of Elizabeth, Elizabeth, New Jersey
Family and Social Service Federation, Hackensack, New Jersey
Family Connections, Orange, New Jersey
Family Counseling of Greater New Haven, Inc., New Haven, Connecticut
Family Counseling Services, Camden, New Jersey
Family Court-Camden County, Camden, New Jersey
Family Court-Gloucester, Woodbury, New Jersey
Family Crisis Intervention Unit, Somerville, New Jersey
Family Development, Atlantic City, New Jersey
Family Guidance Center-Child Day Treatment Program, Trenton, New Jersey
Family Guidance Center-Children's Day School, Ewing, New Jersey
Family Guidance Center-Hamilton Office, Hamilton, New Jersey
Family Guidance Center of Warren County, Washington, New Jersey
Family Guidance Center, Trenton, New Jersey
Family Health Center, Elizabeth, New Jersey
Family Institute of New Jersey, Metuchen, New Jersey
Family Intervention Services-East Orange, East Orange, New Jersey
Family Intervention Services, Inc./Family Crisis Unit, Morristown, New Jersey
Family Intervention Services, Inc./Family Preservation, Morristown, New Jersey
Family Intervention Services, Inc./Family Stabilization, Morristown, New Jersey
Family Intervention Services-Newton, Newton, New Jersey
Family Intervention Services-Paterson, Paterson, New Jersey
Family Medical Center, Mount Holly, New Jersey
Family Service Association of Atlantic County, Absecon New Jersey
Family Service Association of Bucks County, Langhorne, Pennsylvania
Family Service Association of Burlington County, Mount Holly, New Jersey
Family Service Bureau, Newark, New Jersey

Family Service League, Bloomfield, New Jersey
 Family Service League, Caldwell, New Jersey
 Family Service League, Montclair, New Jersey
 Family and Children's Services of Central New Jersey, Princeton, New Jersey
 Family and Children's Services of Central New Jersey #2, Highland Park, New Jersey
 Family and Children's Services of Central New Jersey #1, Hightstown, New Jersey
 Family and Community Services, Burlington, New Jersey
 First Baptist Community Development Corporation, Somerset, New Jersey
 Forensic Psychiatric Hospital, West Trenton, New Jersey
 Foster Care Counseling Project, Piscataway, New Jersey
 Frankford Hospital, Philadelphia, Pennsylvania
 Franklin Convalescent Center and Nursing Home, Franklin Park,, New Jersey
 Franklin Township Department of Community Resources and Services, Somerset, New Jersey
 Freehold Community Counseling Services, Freehold, New Jersey
 Freehold Regional High School District, Freehold, New Jersey
 Freehold Township Schools-Child Study Team, Freehold, New Jersey
 Friends Hospital, Philadelphia, Pennsylvania
 Friendship House, Hackensack, New Jersey
 Garden State Youth Correctional Facility, Yardville, New Jersey
 Generations, Teaneck, New Jersey
 Genesis Counseling Center, Colinswood, New Jersey
 Genesis Elder Care/Cinnaminson Center, Cinnaminson, New Jersey
 Genesis, Long Branch, New Jersey
 Giant Steps Program-Franciscan Health System, Hoboken, New Jersey
 Glenfield Middle School, Montclair, New Jersey
 Glenlora Nursing Home, Chester, New Jersey
 Glenview Academy, Fairfield, New Jersey
 Gloucester City Schools, Gloucester City, New Jersey
 Gloucester County Institute of Technology, Sewell, New Jersey
 Gloucester County Reach-Department of Community Resources, Woodbury, New Jersey
 Gloucester Special Services School, Gibbstown, New Jersey
 Golden Slipper Uptown Home, Philadelphia, Pennsylvania
 Greater Trenton CMHC #1, Trenton, New Jersey
 Greater Trenton CMHC #2, Trenton, New Jersey
 Greater Trenton CMHC-Adolescent Day Services, Trenton, New Jersey
 Greater Trenton CMHC-Birmingham Clinic, Trenton, New Jersey
 Green Brook Regional Center, Green Brook, New Jersey
 Greenbriar Health Care Center, Woodbury, New Jersey
 Greystone Park Psychiatric Hospital, Greystone Park, New Jersey
 Group Homes of Camden County, Camden, New Jersey
 Guadalupe, Camden, New Jersey
 Hackensack University Medical Center, Hackensack, New Jersey
 Haddon Township Schools, Haddon Twp, New Jersey
 Haddonfield Public Schools - Child Study Team, Haddonfield, New Jersey
 Hagedorn Psychiatric Hospital, Glen Gardner, New Jersey
 Hahnemann Hospital, Philadelphia, Pennsylvania
 Hall Mercer/Pennsylvania Hospital, Philadelphia, Pennsylvania
 Hampton Counseling Center, Rancocas, New Jersey
 Hawthorne Public Schools-Lincoln Middle School, Hawthorne, New Jersey
 Headstart, Camden, New Jersey
 Healthcare Commons, Carneys Point, New Jersey
 Henry J. Austin Health Center, Inc., Trenton, New Jersey
 High Focus Centers, Saddlebrook, New Jersey
 High Focus Treatment Center, Sparta, New Jersey
 High Road School, East Brunswick, New Jersey
 High Road Upper School, Somerset, New Jersey
 Highland Park Schools-Bartle School, Highland Park, New Jersey
 Hispanic Family Center of Southern New Jersey, Camden, New Jersey
 Hispanic Information Center, Passaic, New Jersey
 Holy Name Hospital, Teaneck, New Jersey
 Hope House, Dover, New Jersey
 Hospice Care of Southern New Jersey, Vineland, New Jersey
 Hospital Center at Orange, Orange, New Jersey
 Hospital for Special Surgery, New York, NY
 Housing Coalition of Central Jersey, New Brunswick, New Jersey
 Howell Township Youth and Family Counseling Services, Howell, New Jersey
 Hudson County Child Abuse Prevention Center, Jersey City, New Jersey
 Hudson County Corrections Center, Kearney, New Jersey
 Hudson County Senior Healthcare Center at Kensington, Jersey City, New Jersey
 Hunterdon County Department of Human Services, Flemington, New Jersey
 Hunterdon Hospice Inc., Flemington, New Jersey
 Hunterdon Medical Center-Special Children's Health Services, Flemington, New Jersey
 Hunterdon Probation Division, Flemington, New Jersey
 Hunterdon Youth Shelter, Flemington, New Jersey
 Hyacinth AIDS Foundation, New Brunswick, New Jersey
 I.E.P. Youth Services-Project KIN, Freehold, New Jersey
 Institute for Family Services, Somerset, New Jersey
 Institute for Health, Health Care Policy and Aging, New Brunswick, New Jersey
 Institute for Human Development, Atlantic City, New Jersey
 Integrity House, Newark, New Jersey
 Integrity House-PORT, Newark, New Jersey
 Integrity House, Secaucus, New Jersey
 Inter County Council on Drug and Alcohol, Kearney, New Jersey
 Inter-Agency Council, Salem, New Jersey
 Interagency Initiative/Department of Education, Trenton, New Jersey
 Intoxicated Driver Resource Center, North Brunswick, New Jersey
 Irvington Counseling Center, Irvington, New Jersey
 Janus Solutions, Hopewell, New Jersey
 Jefferson University Hospital, Philadelphia, Pennsylvania
 Jersey Battered Women's Services, Inc., Morris Plains, New Jersey
 Jersey City Medical Center-AIDS Health Services, Jersey City, New Jersey
 Jersey City Medical Center-Child Psychiatry, Jersey City, New Jersey
 Jersey City Medical Center-IPQ Day Treatment, Jersey City, New Jersey
 Jersey City Public Schools, Jersey City, New Jersey
 Jersey Shore Family Health Center/OB Clinic, Neptune, New Jersey
 Jersey Shore Medical Center CMHC, Neptune, New Jersey
 Jersey Shore Medical Center-Park Place, Asbury Park, New Jersey
 Jersey Shore Medical Center-Rosa Pavilion, Neptune, New Jersey
 Jewish Board of Family and Children's Services, New York, NY
 Jewish Community Center, Philadelphia, New Jersey
 Jewish Community Center of Metro West, Whippany, New Jersey
 Jewish Community Center of Southern New Jersey, Cherry Hill, New Jersey
 Jewish Family and Children's Services, Asbury Park, New Jersey
 Jewish Family and Children's Services, Lakewood, New Jersey
 Jewish Family and Children's Services-New Jersey, Cherry Hill, New Jersey
 Jewish Family and Children's Services-Southern New Jersey, Cherry Hill, New Jersey
 Jewish Family and Vocational Services of Middlesex County, Edison, New Jersey
 Jewish Family Service, Elizabeth, New Jersey
 Jewish Family Service of Atlantic, Ventnor, New Jersey
 Jewish Family Service of Metro West, Florham Park, New Jersey
 Jewish Family Service of Metro West, Springfield, New Jersey
 Jewish Family Service of Somerset, Somerville, New Jersey
 Jewish Family Service-Southern Middlesex County, East Brunswick, New Jersey
 JFCS Senior Chai Program, Cherry Hill, New Jersey
 JFK Johnson Rehabilitation Institute, Edison, New Jersey
 JFK Medical Center-CDAPT, Edison, New Jersey
 JFK Medical Center-Center for Behavioral Health, Edison, New Jersey
 JFK Medical Center-Haven Hospice, Edison, New Jersey
 Joseph J. Peters Institute, Philadelphia, Pennsylvania
 Karen Ann Quinlan Hospice, Newton, New Jersey
 Kennedy Gerontology Center, Stratford, New Jersey
 Kennedy Health Systems, Cherry Hill, New Jersey
 Kennedy Health Systems-Beh. Health, Cherry Hill, New Jersey
 Kennedy Hospital Child/Adolescent Psych., Cherry Hill, New Jersey
 Kennedy Memorial Hospital, Cherry Hill, New Jersey
 Kessler Memorial Hospital, Hammonton, New Jersey
 Kids Peace National Centers for Kids in Crisis, Union, New Jersey
 Kidspeace, Orefield, Pennsylvania
 Kings County Hospital Center-Addictive Disease, Brooklyn, NY
 Kohler Child Development Center, Winfield, New Jersey
 La Casa de Don Pedro, Newark, New Jersey
 Lacey Township Board of Education, Lanoka Harbor, New Jersey
 Lakeside School, Fort Washington, Pennsylvania
 Lakeview School, Edison, New Jersey
 Laurel Landing Group Home, Erial, New Jersey
 League for Family Services, Bloomfield, New Jersey
 Legal Services of New Jersey, Edison, New Jersey
 Lenape Regional High School District, Medford, New Jersey
 Lenape Transitional Program, Medford, New Jersey
 Lenape Valley Foundation, Doylestown, Pennsylvania
 Libertae, Inc., Bensalem, Pennsylvania
 Lighthouse Hospice, Cherry Hill, New Jersey
 Lindenwold Child Study Team, Lindenwold, New Jersey
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Memorial Medical Center at South Amboy, South Amboy, New Jersey
Mental Health Association of Essex County, Montclair, New Jersey
Mental Health Association of Monmouth County, Eatontown, New Jersey
Mental Health Association of Morris County, Madison, New Jersey
Mental Health Clinic of Passaic, Clifton, New Jersey
Mental Health Resource Center, Montclair, New Jersey
Mentor Clinical Care, Edison, New Jersey
Mercer Council on Alcoholism and Drug Addiction, Trenton, New Jersey
Mercer Emergency Services, Trenton, New Jersey
Mercer Street Friends Center, Trenton, New Jersey
Mercer Street Friends Visiting Nurse, Trenton, New Jersey
Mercy Health Plan, Camden, New Jersey
Mercy Health Plan of New Jersey, Trenton, New Jersey
Mid-Bergen Center-Integrated Case Management Service, Lodi, New Jersey
Mid-Bergen (ICMS), Englewood, New Jersey
Mid-Bergen PESP, Paramus, New Jersey
Middlesex County Human Services Department-Division of Social Work, North Brunswick, New Jersey
Middlesex County College Office of Grants Development, Edison, New Jersey
Middlesex County Health Department, Edison, New Jersey
Middlesex County Office on Aging, North Brunswick, New Jersey
Middlesex County Youth Advocacy Program, New Brunswick, New Jersey
Middletown Public Schools-Student Assistance Program, Middletown, New Jersey
Milltown Public Schools-Joyce Kilmer School, Milltown, New Jersey
Monmouth Center Vocational Rehabilitation, Tinton Falls, New Jersey
Monmouth County Board of Social Services, Neptune New Jersey
Monroe Village, Jamesburg, New Jersey
Montclair Child Development Center (Head Start), Glen Ridge, New Jersey
Montgomery Township Schools, Skillman, New Jersey
Morris County Board of Social Services, Parsippany, New Jersey
Morris Heights Health Center, Bronx, NY
Morris Hills Center, Morristown, New Jersey
Morris Shelter, Inc., Morristown, New Jersey
Morristown Memorial Hospital-Crisis Intervention Services, Morristown, New Jersey
Morristown Memorial Hospital-Institutional Behavioral Health, Morristown, New Jersey
Morristown Memorial Hospital-Social Work Services, Morristown, New Jersey
Mount Holly Center, Mount Holly, New Jersey
Mt. Carmel Guild-Addiction Treatment Services, Newark, New Jersey
Mt. Carmel Guild-ICMS, Newark, New Jersey
Mt. Holly Township Schools-Special Education Dept., Mount Holly, New Jersey
Muhlenberg Regional Medical Center-Behav. Health, Plainfield, New Jersey
N.J. Association of the Deaf-Blind, Inc., Somerset, New Jersey
N.J. Department of Human Services-Office of KidCare, Trenton, New Jersey
N.J. Department of Human Services, Trenton, New Jersey
N.J. Division of Mental Health, Trenton, New Jersey
N.J. Office of the Public Defender/Burlington Co., Mount Holly, New Jersey
N.J. Superior Court-Ocean Co.-Judicial Vol. Program, Toms River, New Jersey
National Association of Social Workers, Washington, DC
National Association of Social Workers-New Jersey Chapter, Hamilton, New Jersey
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New Bridge Services, Montville, New Jersey
New Brunswick Counseling Center, New Brunswick, New Jersey
New Brunswick Youth Services, New Brunswick, New Jersey
New Community Corp.-Harmony House, Newark, New Jersey
New Jersey Commission for the Blind, Newark, New Jersey
New Jersey Department of Human Services, North Brunswick, New Jersey
New Jersey Department of Human Services-Trenton, Trenton, New Jersey
New Jersey Department of Education-Division of Student Services, Trenton, New Jersey
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New Jersey Division of Youth and Family Services, Edison, New Jersey
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New Jersey Division of Youth and Family Services, Perth Amboy, New Jersey
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New Jersey Protection and Advocacy, Inc., Trenton, New Jersey
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New Jersey Women and AIDS Network, New Brunswick, New Jersey
New Lisbon Developmental Center, New Lisbon, New Jersey
New Pathway Counseling Services, Bayonne, New Jersey
New Vision Addiction Services-Positive Change, East Orange, New Jersey
Newark Beth Israel Medical Center-Family Treatment Center, Newark, New Jersey
Newark Beth Israel Medical Center, Newark, New Jersey
Newark Beth Israel Medical Center-SAIRI and CHAMP Units, Newark, New Jersey
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Newark Board of Education-Sam Berliner School, Newark, New Jersey
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Newton Memorial Hospital-Growth House, Lafayette, New Jersey
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North Plainfield Schools, North Plainfield, New Jersey
Northeast Community MH/MR, Philadelphia, Pennsylvania
Northeast Growth and Development Center, Philadelphia, Pennsylvania
Northeast Treatment Center, Philadelphia, Pennsylvania
Northeastern Hospital, Philadelphia, Pennsylvania
Northern State Prison, Newark, New Jersey
Nutley Family Service Bureau, Inc., Nutley, New Jersey
Ocean County Department of Juvenile Services, Toms River, New Jersey
Ocean Mental Health Services, Inc., Bayville, New Jersey
Ocean Senior Behavioral Center, Point Pleasant, New Jersey
Office on Aging, Haddon Heights, New Jersey
Osborn Family Health, Camden, New Jersey
Outpost, Woodbury, New Jersey
Overbrook School for the Blind, Philadelphia, Pennsylvania
Palisades Learning Center, Paramus, New Jersey
Park Place - Jersey Shore Medical Center, Asbury Park, New Jersey
Passages, Bridgewater, New Jersey
Passaic County Women's Center, Paterson, New Jersey
Passaic County Youth Detention Center, Haledon, New Jersey
Paterson Public Schools-East Side High School, Passaic, New Jersey
PATH (People Acting to Help), Philadelphia, Pennsylvania
Pennsylvania Prison Society, Philadelphia, Pennsylvania
People Against Spouse Abuse, Glassboro, New Jersey
Perth Amboy Public Schools-Dept. of Special Services, Perth Amboy, New Jersey
Philadelphia Center for Human Development, Philadelphia, Pennsylvania
Philadelphia Corporation for Aging, Philadelphia, Pennsylvania
Philadelphia Health Management, Philadelphia, Pennsylvania
Pineland Learning Center, Rosenhayn, New Jersey
Pinnacle Medical Group, Paramus, New Jersey
Piscataway Board of Education, Piscataway, New Jersey
Pitman High School, Pitman, New Jersey
Plainfield Health Center-Women's Center, Plainfield, New Jersey
Plainfield High School-School-Based Youth Services Program, Plainfield, New Jersey
Planned Parenthood of Southern New Jersey, Camden, New Jersey
Pleasantville Board of Education, Pleasantville, New Jersey
Preferred Behavioral Health of New Jersey, Lakewood, New Jersey
Presbyterian Homes of New Jersey, Plainfield, New Jersey
Princeton House-Medical Center at Princeton, Princeton, New Jersey
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Program of Assertive Community Treatment, Westampton, New Jersey
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Progressions, North Brunswick, New Jersey
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Ranch Hope for Boys, Alloway, New Jersey

Rancocas Hospital, Willingboro, New Jersey
Rancocas MICA, Riverside, New Jersey
Raritan Bay Medical Center, Perth Amboy, New Jersey
Raritan Bay Mental Health Center, Perth Amboy, New Jersey
Reality House, Voorhees, New Jersey
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SERV Center of Union County, Elizabeth, New Jersey
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Saint Clare's Hospital, Boonton, New Jersey
Saint Clare's Hospital-Child Abuse Treatment Program, Boonton, New Jersey
Saint Clare's Hospital-CMHC, Denville, New Jersey
Salem Hospital, Salem, New Jersey
Salvation Army, Union, New Jersey
Samaritan Hospice, Marlton, New Jersey
School Based Youth Services, Passaic, New Jersey
School District of South Orange / Maplewood, Maplewood, New Jersey
Senator Frank Lautenberg's Office, Barrington, New Jersey
Senior Citizens Community Services, Mount Ephraim, New Jersey
Senior Services, Inc., Orange, New Jersey
Sister Academy, Asbury Park, New Jersey
Society for Children and Families, Staten Island, NY
Somerset Council on Alcoholism and Drug Dependency, Inc., Somerville, New Jersey
Somerset County Office of Youth Services, Somerville, New Jersey
Somerset Hills School, Middlesex, New Jersey
Somerset Hills School District, Bernardsville, New Jersey
Somerset Home, Bridgewater, New Jersey
Somerset Medical Center-Center for Mental Health, Somerville, New Jersey
Somerset Treatment Services, Somerville, New Jersey
Somerset Youth Shelter, Bridgewater, New Jersey
South County Center of Memorial Medical Center, Dayton, New Jersey
South Jersey Behavioral Health/Magnolia, Magnolia, New Jersey
South Jersey Behavioral Health, Camden, New Jersey
South Jersey Behavioral/STR, Stratford, New Jersey
South Jersey Hospital Bridgeton DVSN, Bridgeton, New Jersey
Southern Home Services, Philadelphia, Pennsylvania
Southern Ocean County Hospital, Manahawkin, New Jersey
Special Child Health Services-Jefferson House, Blackwood, New Jersey
St. Ann's Home for the Aged, Jersey City, New Jersey
St. Barnabas Medical Center-Department of Psychiatry, Livingston, New Jersey
St. Barnabas Medical Center-Social Work Services, Livingston, New Jersey
St. Columba Neighborhood Club, Newark, New Jersey
St. Francis Counseling Services, Brant Beach, New Jersey
St. Francis Medical Center, Trenton, New Jersey
St. Joseph's Hospital Mental Health Services-Starlight Program, Paterson, New Jersey
St. Joseph's Medical Center - Mental Health Clinic, Paterson, New Jersey
St. Joseph's Medical Center-Social Work, Paterson, New Jersey
St. Lawrence Rehabilitation Center, Lawrenceville, New Jersey
St. Mary Medical Center, Langhorne, Pennsylvania
St. Mary's Home, Cherry Hill, New Jersey
St. Mary's Hospital-CMHC, Hoboken, New Jersey
St. Mary's Hospital-Giant Step Program, Hoboken, New Jersey
St. Mary's Hospital-Seton Behavioral Health Center, Passaic, New Jersey
St. Michael's Medical Center-Social Work Dept., Newark, New Jersey
St. Peter's Medical Center-PACT Program, New Brunswick, New Jersey
St. Peter's Medical Center-Social Service Department, New Brunswick, New Jersey
Stanfill Towers, Haddon Heights, New Jersey
Steininger Center, Cherry Hill, New Jersey
Steininger Center-CoStar, Cherry Hill, New Jersey
Steps Recovery Center at Muhlenberg Medical Center, Plainfield, New Jersey
Stockton College Counseling Center, Pomona, New Jersey
Straight and Narrow, Inc., Paterson, New Jersey
Success by 6, Egg Harbor Township, New Jersey
Sussex Council on Alcohol and Drug Abuse, Newton, New Jersey
Tabernacle Middle School, Tabernacle, New Jersey
Tabernacle School District, Tabernacle, New Jersey
The Bridge, Inc., Caldwell, New Jersey
The Bridge-Irvington Youth Resources, Irvington, New Jersey
The Cancer Center at Monmouth Medical Center, Long Branch, New Jersey
The Cancer Institute of New Jersey, New Brunswick, New Jersey
The Center for Hospice Care-Glen Ridge, Glen Ridge, New Jersey
The Center for Hospice Care-Morristown, Morristown, New Jersey
The Center School, Highland Park, New Jersey
The Chai Project, New Brunswick, New Jersey
The Children's Institute, Livingston, New Jersey
The Crisis Ministry of Princeton and Trenton, Princeton, New Jersey
The Hospital Center at Orange, Orange, New Jersey
The Medical Center at Princeton, Princeton, New Jersey
The Open Door, Inc., New Brunswick, New Jersey
The Pingry School, Martinsville, New Jersey
The Puerto Rican Action Board, Inc., New Brunswick, New Jersey
The Ramapough Mountain Indian Nation, Mahwah, New Jersey
Therapeutic Learning Center, Willingboro, New Jersey
Thomas Jefferson Univ. Hosp., Dept. of Social Work, Philadelphia, Pennsylvania
TOUCH at Leisuretowne, Southampton, New Jersey
Treatment Dynamics, Morristown, New Jersey
Trenton Community Charter School, Trenton, New Jersey
Trenton Education Development Corp., Trenton, New Jersey
Trenton Psychiatric Hospital, West Trenton, New Jersey
Tressler Centers of Delaware, Wilmington, Delaware
Trinity Counseling Service, Princeton, New Jersey
Trinity Hospice, Runnemede, New Jersey
Tully House, Newark, New Jersey
UNDNJ-Addiction Recovery Service, Piscataway, New Jersey
UNDNJ-Brief Treatment Services, Edison, New Jersey
UNDNJ-Brief Treatment Services, Piscataway, New Jersey
UNDNJ-CARRI Program, Piscataway, New Jersey
UNDNJ-Child/Adolescent Inpatient Unit #410, Piscataway, New Jersey
UNDNJ-Children's Transitional Residency Unit, Piscataway, New Jersey
UNDNJ-Clinical Case Management/Mobile Unit, North Brunswick, New Jersey
UNDNJ-COPSA/Dementia Clinic, Piscataway, New Jersey
UNDNJ-Chronic Mental Health, North Brunswick, New Jersey
UNDNJ-Edison Office, Dunellen, New Jersey
UNDNJ-Intensive Case Management, Piscataway, New Jersey
UNDNJ-Metuchen Office, Metuchen, New Jersey
UNDNJ-New Brunswick Adult Learning Center/Youth Corp., New Brunswick, New Jersey
UNDNJ-New Brunswick High School/Brief Services, New Brunswick, New Jersey
UNDNJ-New Brunswick Office/Extended Services, New Brunswick, New Jersey
UNDNJ-PIC-C - New Brunswick High School, New Brunswick, New Jersey
UNDNJ-Roosevelt Elementary School/School Based Youth Program, New Brunswick, New Jersey
UNDNJ-South Brunswick High School/School Based Program, Monmouth Junction, New Jersey
UNDNJ-Specialized Addiction Services, Piscataway, New Jersey
UNDNJ-University Affiliated Program/The Bogg Center, New Brunswick, New Jersey
UNDNJ-University Hospital/Department of Social Services, Newark, New Jersey
UNDNJ-University Hospital/FXB Center for Children, Newark, New Jersey
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 University Affiliated Program-UAPNJ, Piscataway, New Jersey
 University Behavioral Health Care, Piscataway, New Jersey
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 Veterans Administration-New Jersey Health Care Systems, Lyons,
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 Volunteers of America-Corrections Program, Camden, New Jersey
 Volunteers of America of Delaware Valley, Inc., Collingswood, New Jersey
 Volunteers of America of Gloucester County, Glassboro, New Jersey
 Veterans Affairs Medical Center, Philadelphia, Pennsylvania
 Veterans Affairs-New Jersey Health Care Systems, East Orange, New Jersey
 Veterans Center of Philadelphia, Philadelphia, Pennsylvania
 Vineland Children's Residential, Vineland, New Jersey
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 Amboy, New Jersey
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 Visiting Nurses of Greater Philadelphia, Philadelphia, Pennsylvania
 Volunteer Center of Bergen County, Hackensack, New Jersey
 Volunteers of America, Newark, New Jersey
 Voorhees High School, Glen Gardner, New Jersey
 Wagner Youth Correctional Facility, Bordentown, New Jersey
 Wall Youth Center and Community Services, Wall, New Jersey
 Watchung Hills High School, Warren, New Jersey
 Water's Edge Convalescent Center, Trenton, New Jersey
 Wayne Counseling Center, Wayne, New Jersey
 West Bergen Mental Healthcare, Ridgewood, New Jersey
 West Milford Public Schools-Child Study Team, West Milford, New Jersey
 Westfield Senior Citizens Housing Corporation, Westfield, New Jersey
 Winslow Township School-Board of Education, Blue Anchor, New Jersey
 Woman Space, Inc.-CSS Program, Trenton, New Jersey
 Woman Space, Inc.-Shelter Program, Trenton, New Jersey
 Women Aware, Inc., New Brunswick, New Jersey
 Women Helping Women, Metuchen, New Jersey
 Women in Transition, Philadelphia, Pennsylvania
 Women's Care Center, Camden, New Jersey
 Women's Crisis Services, Flemington, New Jersey
 Women's Fund of New Jersey, Inc., Union, New Jersey
 Woodbine Developmental Center, Woodbine, New Jersey
 Woodbridge Multi-Service Program on Aging, Colonia, New Jersey
 Woodstown-Pilesgrove Middle School, Woodstown, New Jersey
 Work First New Jersey, Sewell, New Jersey
 Youth Advocate Programs, New Brunswick, New Jersey
 Youth Advocacy Programs, Woodbury, New Jersey
 Youth Consultation Service-Davis House, Newark, New Jersey
 Youth Consultation Service-Holley Center, Hackensack, New Jersey
 Youth Consultation Service-Middlesex Campus, Avenel, New Jersey
 Youth Consultation Services, Montclair, New Jersey
 Youth Consultation Services, New Brunswick, New Jersey
 Youth Consultation Services-Edison Group Home, Edison, New Jersey
 Youth Consultation Services-Spec. Treat. Hom. Pro., Hackensack, New Jersey
 Youth Services Bureau-Union County, Linden, New Jersey
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Rory P. Maradonna, M.B.A., Associate Provost for Student Affairs

Ian Jacobs, Ph.D., Associate Provost for University Outreach

(on leave 11/98–11/99)

Newark

Norman Samuels, Ph.D., Provost

Harvey H. Feder, Ph.D., Associate Provost for Academic Programs

Carol L. Martancik, Associate Provost for Administrative Services

Donald L. McCabe, Ph.D., Associate Provost for Campus Development

Norman J. Schnayer, Ph.D., Associate Provost for Academic Personnel

Raymond T. Smith, Ph.D., Associate Provost for Student Affairs

Gene A. Vincenti, M.B.A., Associate Provost for Budget and Campus Development

ACADEMIC DIVISIONS

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

Camden

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

Faculty of Arts and Sciences–Camden

Margaret Marsh, Ph.D., Dean

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

School of Business–Camden

Milton Leontiades, Ph.D., Dean

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

Camden College of Arts and Sciences

Margaret Marsh, Ph.D., Dean

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

University College–Camden

Margaret Marsh, Ph.D., Dean

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

Graduate School–Camden

Margaret Marsh, Ph.D., Dean

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

School of Law–Camden

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

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

Summer Session–Camden

Thomas Venables, Ed.D.

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

Newark

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

Faculty of Arts and Sciences–Newark

Steven J. Diner, Ph.D., Dean

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

Newark College of Arts and Sciences

Steven J. Diner, Ph.D., Dean

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

College of Nursing

Hurdis Margaret Ann Griffith, Ph.D., Dean

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

University College–Newark

Steven J. Diner, Ph.D., Dean

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

Faculty of Management

Howard Tuckman, Ph.D., Dean

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

Graduate School–Newark

Norman Samuels, Ph.D., Dean

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

School of Criminal Justice

Leslie W. Kennedy, Ph.D., Dean

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

School of Law–Newark

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

Hugo J. Kijne, Ph.D.

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

New Brunswick

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

Faculty of Arts and Sciences–New Brunswick

Richard F. Foley, Ph.D., Dean

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

Douglass College

Barbara Shailor, Ph.D., Dean

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

Livingston College

Arnold Hyndman, Ph.D., Dean

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

Rutgers College

Carl Kirschner, Ph.D., Dean

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

University College–New Brunswick

Emmet A. Dennis, Ph.D., Dean

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

Cook College

Bruce C. Carlton, Ph.D., Dean

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

College of Engineering

Michael T. Klein, Ph.D., Dean

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

College of Pharmacy

John L. Colaizzi, Ph.D., Dean

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

Mason Gross School of the Arts

Marilyn Feller Somville, Ph.D., Dean

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

School of Business–New Brunswick

Howard Tuckman, Ph.D., Dean

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

School of Communication, Information and Library Studies

Gustav Friedrich, Ph.D., Dean

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

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, Ph.D., Dean

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

School of Management and Labor Relations

John F. Burton, Ph.D., Dean

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

Graduate School-New Brunswick

Richard F. Foley, Ph.D., Dean

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

Graduate School of Applied and Professional Psychology

Sandra L. Harris, Ph.D., Dean

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

Graduate School of Education

Louise C. Wilkinson, Ed.D., Dean

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

School of Social Work

Mary E. Davidson, Ph.D., Dean

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

Summer Session-New Brunswick

Thomas A. Kujawski, Ed.M.

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

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

Advanced Food Technology, Center for. Nabisco Institute for Advanced Food Technology, Cook Campus

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

Alcohol Studies, Center of. Smithers Hall, Busch Campus

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

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

Animal Behavior, Institute of. Smith Hall, Newark Campus

Art Museum, Jane Voorhees Zimmerli. College Avenue Campus

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

Biostatistics, Institute for. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment. Cook Campus

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

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

Computer Aids for Industrial Productivity, Center for. CoRE Building, 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

Molecular and Behavioral Neuroscience, Center for. Newark Campus

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

Operations Research, Center for. Hill Center, Busch Campus

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

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

Waksman Institute of Microbiology. 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

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

TRAVEL DIRECTIONS TO RUTGERS-CAMDEN

From the North: New Jersey Turnpike to Exit 4; proceed on Route 73 North approximately one mile to Route 38 West; or Route 295 South to Route 38 West exit at Moorestown. Route 38 West will merge with Route 30 West. Proceed on Route 30 West for approximately one mile where the road forks. Take the right fork marked “Camden Business District—Rutgers University. Last Exit Before Toll.” Continue straight ahead to Seventh Street or the fifth traffic light. * **See below.**

From the South: Route 295 North to the North-South Freeway (Route 42). Follow signs to Camden, exiting at Route 676. Proceed on Route 676 to Exit 5B marked “Camden Business District—Rutgers University. Last Exit Before Toll.” At the first traffic light turn left onto Linden Street, continue one block to Seventh Street or the next traffic light. * **See below.**

From the Atlantic City Expressway: Pick up the North-South Freeway (Route 42). Follow signs to Camden, exiting at Route 676. Proceed on Route 676 to Exit 5B marked “Camden Business District—Rutgers University. Last Exit Before Toll.” At the first traffic light turn left onto Linden Street, continue one block to Seventh Street or the next traffic light. * **See below.**

From Admiral Wilson Boulevard (Route 30 West): Proceed for approximately one mile from the Airport Circle where the road forks. Take the right fork marked “Camden Business District—Rutgers University. Last Exit Before Toll.” Continue straight ahead to Seventh Street or the fifth traffic light. * **See below.**

From the Benjamin Franklin Bridge: Stay in right hand lane and pass through the far right toll booth lane. Make a sharp right turn onto Penn Street. Proceed one block to stop sign. See campus straight ahead with the law school to your left.

From the Walt Whitman Bridge: Take the Camden/Gloucester City exit. Proceed in left lane about 1,000 feet to Camden exit, turn left and continue on Route 676 to Exit 5B marked “Camden Business District—Rutgers University. Last Exit Before Toll.” At the first traffic light turn left onto Linden Street, continue one block to Seventh Street or the next traffic light. * **See below.**

From the Patco High-Speed Line: Exit at Camden City Hall. Walk north on Fifth Street for two blocks to the Camden campus. **Please note:** The Camden City Hall stop is not open on Saturdays. Get off at the Transportation Center (Broadway Stop). Once above ground, proceed north on Broadway (toward Benjamin Franklin Bridge) to Cooper Street, make left on Cooper to Fifth Street, right on Fifth Street to campus. The law school is on your left.

* Make a left at this light and you will proceed over the Seventh Street Bridge to Cooper Street. Make a right turn onto Cooper and go to Fifth Street. Make a right onto Fifth Street and see the campus with the law school to your left. Metered parking is available in the public lot to your right on Fifth Street. On weekends all university lots are available.

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