



Rutgers Business School

The State University of New Jersey

2005-2007 MBA Course Catalog

CollegeSource

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Rutgers Business School: Graduate Programs– Newark and New Brunswick M.B.A. Course Catalog, Curriculum, and Information Guide 2005–2007

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Important Notice

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

Dates are subject to change.

2004–2005

September

- 1 Wednesday Fall term begins.
- 6 Monday Labor Day—No classes.

November

- 24 Wednesday No classes.
- 25 Thursday Thanksgiving recess begins.
- 28 Sunday Thanksgiving recess ends.

December

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

January

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

March

- 13 Sunday Spring recess begins.
- 20 Sunday Spring recess ends.

May

- 2 Monday Regular classes end.
- 3 Tuesday Reading period.
- 4 Wednesday Reading period.
- 5 Thursday Spring exams begin.
- 11 Wednesday Spring exams end.
- 19 Thursday University commencement.
- 20 Friday RBS graduate commencement.

2005–2006

August

- 31 Wednesday Fall term begins.

September

- 5 Monday Labor Day—No classes.

November

- 23 Wednesday No classes.
- 24 Thursday Thanksgiving recess begins.
- 27 Sunday Thanksgiving recess ends.

December

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

January

- 16 Monday Winter recess ends.
- 17 Tuesday Spring term begins.

March

- 11 Saturday 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.
- 10 Wednesday Spring exams end.
- 18 Thursday University commencement.
- 19 Friday RBS graduate commencement.

For further information on academic calendars, visit the web site <http://scheduling.rutgers.edu/academic.htm>.

About the University

Rutgers, The State University of New Jersey, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick/Piscataway, is one of the nation's major state university systems. The university comprises 29 degree-granting divisions: 12 undergraduate colleges, 11 graduate schools, and 6 schools offering both undergraduate and graduate degrees. Five are located in Camden, 8 in Newark, and 16 in New Brunswick.

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

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

Rutgers College became a university in 1924. The legislature passed laws in 1945 and 1956 designating all divisions of Rutgers as the state university of New Jersey. During these years, the university expanded dramatically. An evening division, University College, opened in 1934. The University of Newark joined the system in 1946, and the College of South Jersey at Camden was added in 1950.

Since the 1950s, Rutgers has continued to expand, especially in graduate education. The Graduate School–New Brunswick, the Graduate School–Newark, and the

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

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

Institutional and Specialized Accreditation

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

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

Licensure

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

About the School

Rutgers Business School–Newark and New Brunswick (RBS) was founded in Newark in 1929 as the Seth Boyden School of Business. It opened its doors at 40 Rector Street in space shared with the New Jersey Law School and Dana College (now Rutgers' School of Law–Newark and Faculty of Arts and Sciences–Newark, respectively). The school offered one degree—a bachelor of science in business administration.

In 1934, Seth Boyden became part of the newly formed University of Newark and was renamed the School of Business Administration. AACSB accreditation was granted in 1941, and in 1946 it and the other University of Newark colleges became part of Rutgers, The State University of New Jersey.

RBS launched its master of business administration degree program in the fall of 1950 and a master's degree in public accounting—the first of its kind in the country—in 1956. The graduate student population quickly exceeded the undergraduate, and the school, in a move that mirrored a trend in business education at the time, decided in 1961 to discontinue the undergraduate program and concentrate exclusively on graduate education. A new name—Graduate School of Management—reflected the change.

With its new focus, RBS continued to grow and innovate. The creation in 1970–71 of the Interfunctional Management program, an M.B.A. fieldwork course sequence in which teams of student consultants work on real problems for real companies, was another first for higher education in the United States. By the program's 30th anniversary in 2001, more than 1,500 projects had been completed for some 700 organizations. It has been widely imitated by other business schools.

While the Interfunctional Management program catered predominantly to large, more established corporations, the school expanded its outreach to small companies and entrepreneurs with the establishment of the New Jersey Small Business Development Center (NJSBDC) in 1977. The center—a partnership between RBS and the U.S. Small Business Administration—is the result of an act of Congress (Public Law 96-302) that called for the creation of a pilot network of state-based small business development centers. Headquartered in Newark, the NJSBDC offers counseling and training that help small business owners finance, manage, and market their companies. Today it has 11 full-service regional centers and 20 affiliate offices serving all 21 of New Jersey's counties.

In 1978, the Ph.D. program in management, administered by Rutgers and taught in conjunction with the New Jersey Institute of Technology, was added to the curricula. It was modeled on the structure of a traditional Ph.D. program, with prescribed core courses, elective courses, preliminary exams, dissertation, and final defense, and is now one of the largest doctoral programs in management in the country.

In 1980, RBS launched an Executive M.B.A. program for middle-level managers who want to earn their degrees on a full-time basis while working full time. Meeting on alternating Fridays and Saturdays throughout the school year and in four "residency" weeks during 20 months, the carefully selected students study subjects at a higher level and more intensively than is possible in the regular M.B.A. courses. International Executive M.B.A. programs in Asia followed a decade later. The I.E.M.B.A. degree is currently offered in Beijing and Shanghai, China.

While undergraduate degrees in the broad functional areas of businesses had been available on the New Brunswick campus since 1934, Rutgers took the step toward having an official undergraduate program in New Brunswick in 1981 when it organized several departments into the School of Administrative Services under the Faculty of Professional Studies. In June 1984, the university's Board of Governors approved a reorganization of the School of Administrative Services into the School of Business–New Brunswick. The new school received final approval from the New Jersey Department of Higher Education in February 1986 and began operating on September 1 of that year. Its mission was "to provide a high quality, upper-division program of study for students wishing to pursue professional careers . . . (and) prepare the student for imaginative and responsible citizenship and leadership roles in business and society."

Since the sixties, undergraduate business education in Newark had been offered through the Faculty of Arts and Sciences–Newark and University College–Newark. That changed in 1993 when the university's Board of Governors created the Rutgers–Newark School of Management, an upper-division school (four-year program for students entering fall 2000 and beyond) with a mission "to offer contemporary programs . . . to students who are broadly educated in the liberal arts . . . to equip graduates to enter the workforce as skilled professionals . . . and lead rich lives appreciative of their cultural heritage."

At the same time, the Board of Governors merged the Departments of Business Administration and Accounting and the faculty of the Graduate School of Management to form the Faculty of Management (FOM). FOM was initially given responsibility for management education on the undergraduate level in Newark and on the graduate level in Newark and New Brunswick. In 1995, the School of Business–New Brunswick was also put under the auspices of the Faculty of Management.

In the fall of 2001, the FOM label was officially dropped in favor of Rutgers Business School–Newark and New Brunswick. The names of the schools were also changed. Rutgers Business School: Undergraduate–Newark replaced School of Management; Rutgers Business School: Undergraduate–New Brunswick replaced School of Business–New Brunswick; and Rutgers Business School: Graduate Programs–Newark and New Brunswick replaced Graduate School of Management.

Today Rutgers Business School: Graduate Programs–Newark and New Brunswick has an international reputation for teaching and research excellence.

Registration and Degree Requirements

REGISTRATION

Continuing Students

Information for use of the online registration system is made available at the web site <http://business.rutgers.edu> approximately two months before the start of each trimester.

New Students

New student registration takes place in person at orientation. Information about orientation is mailed to new students by Rutgers Business School: Graduate Programs—Newark and New Brunswick Office of Admissions. If not received, students are responsible for obtaining this information.

Trimester Bill

New and continuing students receive preprinted trimester bills from the Office of the Bursar. Late registrants for any trimester must obtain the trimester bill from the Office of Student Services at the time of their registration. On-time payment of trimester bills avoids the cancellation of registration and the assessment of a late payment fee.

Change of Registration

The online registration system is used for change of registration (drop/add). Refer to instructions sent prior to the start of the trimester. Drop/add forms are used only when the online system is not available.

Time Restrictions on Change of Registration

First 5 Business Days. Students may drop or add courses without penalty (no fees, no grades, full refund) provided they are still registered for at least one course. This applies to all courses regardless of their starting dates. Students must contact the Newark cashier's office (973/353-5265) to request a refund for a course drop.

Second 5 Business Days. Students may drop but may not add courses.

Weeks 3 through 5. There is no refund. Students may drop courses only, and a W grade is issued.

Weeks 6 through 12. Dropping of individual courses is not permitted during this period. Students may withdraw completely from the trimester and receive a W grade. Withdrawal forms are available at the Office of Student Services. Students may not withdraw during the final examination period.

Maximum Credit Restrictions

Part-time students may register for up to 11—and are encouraged to register for at least 6—credits per trimester. Full-time students may register for 12 to 18 credits per

trimester. Maximum credit hour restrictions include E level courses (noncredit courses).

Cross- and Exchange-Registration Procedures

Students may take courses at other Rutgers graduate schools and programs (cross-registration), as well as at the New Jersey Institute of Technology or the University of Medicine and Dentistry of New Jersey (exchange registration). With the prior permission of the appropriate department chair, these credits will be counted toward M.B.A. degree requirements. Check with the Office of Student Services for information about appropriate procedures.

Nonmatriculated Studies

Courses are offered to qualified nonmatriculated students on a space-permitting basis at off-campus locations in Hopewell, Jersey City, and Morristown. For further information, please call special M.B.A. programs (973/353-1697). Alumni of Rutgers Business School: Graduate Programs—Newark and New Brunswick (RBS) may enroll on campus on a nonmatriculated basis. Students in good standing at other AACSB institutions may be granted permission to enroll in Rutgers Business School: Graduate Programs—Newark and New Brunswick courses in order to meet, in part, the M.B.A. degree requirement at their institutions. Students holding an M.B.A. degree from AACSB-accredited programs may enroll in the post-M.B.A. certificate program.

Immunizations

By law, the university requires that all persons born after 1956 have immunization against certain diseases prior to enrollment. Every student should have received an immunization form; if not, be sure to bring with you proof (signed by a doctor) that you have received two doses against measles, mumps, and rubella. Exemptions can be made only for medical or religious reasons, upon written request. For more information, call 732/932-8429 or 973/353-5231.

GRADING

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

| Grade | Definition | Numerical Equivalent |
|-------|---------------|----------------------|
| A | Distinguished | 4.00 |
| A- | | 3.67 |
| B+ | | 3.33 |
| B | | 3.00 |
| B- | Good | 2.67 |
| C+ | | 2.33 |
| C | | 2.00 |
| C- | | 1.67 |
| D | Poor | 1.00 |
| F | | 0.00 |
| | Failed | 0.00 |

The graduate faculty accepts for graduate credit only a limited number of courses in which a student earns a grade of C+ or C (see Scholastic Standing later in this chapter). A grade of F is assigned to students who fail to earn credit in a course they completed and to students who do not complete a course from which they have not withdrawn officially. In addition, RBS uses the following grade symbols:

INC (Incomplete). May be assigned at the discretion of an instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Within any period agreed to by the instructor and the student, incomplete work may be made up, and a change of grade may be authorized by the instructor. This makeup period may not extend for more than two semesters beyond the original course registration (excluding Summer Session). Incompletes generated in a Summer Session must be completed by the end of the following Summer Session. Programs may establish shorter time limits. Students with two or more incompletes are not permitted to register for additional courses until one semester after they have completed the incompletes.

S/U (Satisfactory/Unsatisfactory). For 700-level courses of research carrying credit or in regular courses taken "not-for-credit" (N prefix).

W (Withdrawal). Officially withdrew.

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; all course requirements must be completed and a regular grade is assigned.

G. A 300- or 400-level undergraduate course for which credit toward the graduate degree sought has been approved.

K. Course taken as a nonmatriculant; not counted towards degree.

N. Course taken "not-for-credit." The final examination is not required. A final grade of *S* (satisfactory) or *U* (unsatisfactory) is assigned. Graduate students registering for undergraduate courses are subject to the credit prefix rules of the undergraduate division offering the course.

M.B.A. Degree Requirements

The general M.B.A. degree program requires a minimum of 60 credits. The professional accounting M.B.A. program requires 63 credits. Completion of the prescribed program of courses is a necessary, but not sufficient, condition for the award of a degree. Consult the Degree Programs chapter for specific course requirements. All M.B.A. candidates must complete the program with a grade average of 2.500 or better. Students who do not complete the program with a grade average of 2.500 or better may petition to enroll in additional courses to raise their average to 2.500. The courses that a student may take to attempt to raise their average must be at the 600-level and must be preapproved (submit request to the Office of Student Services). In no case is student permitted to attempt more than 75 credits of approved courses toward their degree.

Time Limits

A time limit of eight calendar years from the date of first enrollment is permitted for achieving the M.B.A. degree. Any courses (including challenge examinations) taken more than eight years before the date of graduation are not counted toward the degree. Students are required to retake such courses.

Incomplete Course Work

If for legitimate reasons a student is unable to complete all the required course work or examinations, a faculty member may choose to submit a grade of *INC* (incomplete). If the course work is not completed, the *INC* is automatically changed to an *F* on February 1 for the summer trimester, June 1 for the fall trimester, and September 1 for the spring trimester. Justified reasons for the submission of the grade of *INC* might include illness requiring medical attention, personal emergency obligations claimed by the student and recognized as valid, recognized religious holiday(s), and severe inclement weather causing dangerous travel conditions.

Students incurring more than two *INC* grades in the same trimester may be contacted by the scholastic standing committee. The committee reserves the right to place on probation any student who consistently fails to complete course work on time, in which case that student will be permitted no future *INC* grades.

Scholastic Standing

Students must maintain an academic average of no less than 2.500. The student's average is computed on the basis of all courses taken for credit. Each grade received in a course that has been failed and then repeated is included in the calculation. Grades received in courses not given at a graduate department of Rutgers, New Jersey Institute of Technology, or the University of Medicine and Dentistry of New Jersey are not included in the computation. Grades are rounded to the third decimal place; a 2.499 is not equivalent to a 2.500. The scholastic standing committee reviews each student's academic record at the end of each trimester. However, the committee may at any time review any student's record and take appropriate action, including placing the student on probation or dismissing him or her from the program. Appeals of these actions may be submitted in writing, addressed to the chair of the scholastic standing committee. Mail or drop off such appeals to the Office of Student Services in Newark. Students on academic probation may be required to follow a program of study prescribed by the scholastic standing committee. The successful completion of such a program is a condition of the student's continued enrollment at Rutgers Business School: Graduate Programs–Newark and New Brunswick.

Grade Deficiency

A student may repeat a failed credit or not-for-credit course only once. Both grades will be used in computing the grade-point average. A second failure in that course will be grounds for the dismissal of the student from the program.

Conflict with Faculty

Sometimes students feel they would like to appeal a faculty member's decision. Matters such as review of a specific grade given by a faculty member should first be discussed with the faculty member and then referred to the department chair. However, if unresolved, the university policy allows students to appeal to the following persons in the exact order listed:

Professor
Department Chair
Director, M.B.A. Program
Associate Dean for Academic Programs
Dean
Provost, Newark Campus
University President

Each appeal to these individuals must be made in writing with a copy to the school for the student's file. Each person in turn will respond in writing with a copy for the student's file. If a student appeals to all of the above persons without gaining satisfaction, he or she may then engage independent legal counsel.

M.B.A. Credit by Challenge Examination(s)

Students may apply to sit for a challenge examination in core course subjects. There is a \$50 fee for each examination. Contact the department secretary for information.

Residency Requirement

No more than 18 credits may be applied toward the degree via transfer and/or challenge examination.

Class Attendance

Students are expected to attend all regularly scheduled classes. A student is permitted to make up required exercises and examinations missed as a result of justified absences when these are authenticated and presented in a timely manner. University regulations permit instructors to include attendance among the factors determining a course grade.

Readmission to the Program

Students who do not register for three consecutive trimesters must request readmission by writing to the Office of Student Services. The school retains student files for a period of one year; thus, depending upon the length of time out of the program, the applicant for readmission may be required to resubmit all admissions credentials and pay the application fee. All persons requesting readmission must have on file a Graduate Management Admission Test (GMAT) score no older than five years prior to the date of readmission. It is the responsibility of each applicant to check with the Office of Student Services as to the exact credentials needed. All readmitted students must fulfill the current curriculum requirements. The application of a student with a cumulative average below 2.500 or a student who has attempted 69 credit hours or more is referred to the scholastic standing committee for review and possible action.

Readmission to the program is based upon the availability of space for the specific trimester of reentry; thus, students are advised to make their applications well in advance. Readmitted students are also advised that any courses, examinations, advanced standing credits, or waivers taken or given prior to eight years before the date of graduation are not counted toward the degree.

DIPLOMA APPLICATION

Degrees are conferred by the university upon recommendation of the faculty. Diplomas are issued at the annual commencement in May. Candidates must complete the blue graduate diploma form and white degree completeness worksheet. Both forms are available through the graduate student services offices in Newark and New Brunswick. The diploma application form must be received by the Newark Registrar, 249 University Avenue, Newark, NJ 07102, no later than August for the diploma dated October, November for the diploma dated January, and March for the diploma dated May.

A new application is required if the candidate is unable to complete the degree requirements by the end of the trimester specified in the diploma application. The degree completion form must be submitted to Rutgers Business School: Graduate Programs-Newark and New Brunswick Office of Student Services at least three weeks before the student's final exam period.

AWARDS FOR GRADUATING STUDENTS

General

Beta Gamma Sigma. The Alpha of New Jersey Chapter of Beta Gamma Sigma restricts eligibility for election to membership in the society to the highest 10 percent of the graduating class. The attainment of high original scholarship, outstanding service, and good moral character are qualifications for election of those scholastically eligible.

Beta Gamma Sigma Alumni Bronze Medallion. Presented to the graduating student who has demonstrated outstanding character; scholastic achievement; participation in collegiate affairs; and potential for civic, business, or professional leadership.

Beta Gamma Sigma Key. Awarded to the initiate who has not only an excellent scholastic record, but who has also given outstanding service to the school.

Edmund L. Houston-Alfreda P. Robinson Award. This award is presented to a minority M.B.A. graduate who demonstrates great academic achievement as well as evidence of entrepreneurial achievement.

Major Field Test in Business Outstanding Achievement Award. This award is given to the M.B.A. student with the highest score on the Educational Testing Service M.F.T.-M.B.A. of M.B.A. core curriculum. The test uniquely measures critical thinking ability—the ability to interpret data; to apply concepts and ideas; and to analyze data, theories, and relationship deductively and inductively.

Rutgers Business School Alumni Association Prize, Day Program. This award is given each year to the full-time M.B.A. student with high scholastic and extracurricular activities.

Rutgers Business School Alumni Association Prize, Evening Program. This award is given each year to the part-time M.B.A. student with high scholastic and extracurricular achievement.

Arts

Prudential Arts Management Scholar. Awarded to a graduating student to recognize outstanding achievement both academically and as an arts manager.

Business Ethics

Dr. Harold Davis Award in Business Ethics–Graduate. Presented in the name of Dr. Harold Davis, former Senior Vice President and Chief Ethics Officer of Prudential Financial, this award is presented to a student whose course work reflects the highest degree of mastery of the field of business ethics.

Executive M.B.A.

Executive M.B.A. Achievement Prize. The E.M.B.A. Class of 1984 is the sponsor of this prize. It is awarded annually to the E.M.B.A. graduate with the highest academic achievement in the E.M.B.A. program.

Leon Wojtenko Award. This award is given to the E.M.B.A. student who exemplifies persistence and integrity in the face of personal challenge.

Joel E. Kelly Award. The E.M.B.A. Class of 1994 is the sponsor of this prize in memory of their classmate. It is awarded to the E.M.B.A. graduate, selected by fellow students, who best exemplifies the qualities of leadership and citizenship toward classmates and the E.M.B.A. program.

E.M.B.A. Director's Award. It is awarded to the graduating E.M.B.A. student who has made outstanding contributions to the continued success of the E.M.B.A. program.

Finance and Economics

Brick-Whitcomb Prize. Established by John Longo and David Whitcomb, this award recognizes the M.B.A. student who completes the best stock report for the course Advanced Portfolio Management.

Merrill Lynch Award. Recognizing the graduating student who has demonstrated excellence in investment management studies and a capacity for professional accomplishment in this field.

Morris Schoenwald Memorial Award in Financial Management. Given in memory of the father of Professor Arthur A. Schoenwald to the M.B.A. candidate who has best demonstrated the capacity for professional work and future development in the field of financial management.

Rutgers Business Finance Advisory Board Award. Award made on behalf of the school's finance advisory board annually to an outstanding student in finance.

The Whitcomb Center for Research in Financial Services Award. This award recognizes the M.B.A. graduating student who has demonstrated excellence in general finance studies.

Interfunctional Team Consulting

Dean's Award for the Outstanding Team Consulting Program Project. This award is given by the dean of Rutgers Business School in conjunction with the S. George Walters Award in recognition of the best team consulting project.

Dr. S. George Walters Consulting Excellence Award. This award was established in honor of George Walters, who developed the first interfunctional team consultancy process for the M.B.A. program. This award recognizes the teams with the best submissions of consulting assignments for the team consulting program.

Marketing

American Marketing Association Award (New Jersey Chapter). For the student doing the most outstanding work in the field of marketing.

Sales Executives Club of New Jersey Foundation Award II. Given to the student who has demonstrated excellence in the study of sales management and marketing.

Professional Accounting

Touche Ross, A.H. and H.S. Puder Memorial Fund Academic Award. This award derives from the income of an endowment fund established in memory of A.H. and H.S. Puder by their associates. The award recognizes two graduates with the highest academic achievement in the professional accounting program.

Supply Chain Management

Outstanding Leadership and Service in Supply Chain Management. This award is given to the student for excellent leadership in the M.B.A. supply chain management club.

Tuition and Fees

FEE SCHEDULE

2004–2005 Academic Year

Note: tuition and fees are adjusted annually. 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 semester.

Tuition

| | |
|---------------------------------------|------------|
| New Jersey resident, per semester | \$7,349.50 |
| Non-New Jersey resident, per semester | 12,637.50 |
| New Jersey resident, per credit | 608.65 |
| Non-New Jersey resident, per credit | 1,049.50 |

Student Fee, per semester

| | |
|--------------------------------------|---------------|
| Full time | 634.00 |
| Part time, depending on credit total | 246.00–291.00 |

FEDERAL EMPLOYEES

Rutgers Business School maintains a special relationship with the federal government. If you are a federal worker working at a facility in the state of New Jersey, you may qualify for the in-state tuition rate regardless of whether or not you reside in New Jersey. Please contact your general services administration representative for additional details, or call the Rutgers Business School graduate admissions office at 973/353-1234.

GENERAL REFUND POLICY

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

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

No reduction is granted after the sixth week.

The effective date of withdrawal is the date on which a written statement is received by Rutgers Business School: Graduate Programs–Newark and New Brunswick Office of Student Services. No part of the student fee is refundable. No refunds will be granted after the 10th business day of any trimester to students who withdraw from one or more, but not all, courses. No adjustment from full-time to part-time status will be made after the 10th business day of the trimester. If withdrawal from one or more courses amounts to complete withdrawal from the program, the provisions of the preceding paragraph apply. A student whose registration is canceled by the registrar receives a full refund of tuition and fees and pro-rated charges for room and board, if applicable. A student whose registration is terminated at any time during the refund period because of nonpayment of amounts owed the university receives a revised bill based on a refund calculated as if it were a voluntary withdrawal. Failure to attend class is not equivalent to withdrawal, and a student does not receive an adjustment of charges unless formal withdrawal is filed with and approved by the registrar, regardless of whether the student actually attended classes or took examinations. Contact the Office of Student Services for withdrawal forms and for more information.

There is a difference between a withdrawal and a drop. Withdrawal indicates the student has decided to take no courses during a particular trimester. Drop means that the student has decided to reduce his or her course load during that trimester, but is still enrolled in at least one course. See the Academic Policies and Procedures chapter for the drop/add policy.

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 on 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, every effort is made to assist these students in finding the funds to finance their education.

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

HOW TO APPLY

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. A separate application is required for assistantships. Only full-time students are considered for assistantships and fellowships. Please keep in mind that applications for assistantships and fellowships are competitive and requests exceed availability.

Applicants must complete the FAFSA annually and submit it to the federal processor. To ensure full consideration for funds, students should submit the FAFSA at the time they submit the admission application, but no later than March 15 if they are seeking aid for the following academic year.

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

Counseling is available at the Office of Financial Aid to all students regardless of whether they qualify for financial aid. When comparing aid offers from Rutgers with those from other institutions, students should remember that costs often differ significantly from school to school. Therefore, the important consideration to weigh is not the dollar value of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

If a student or a student's family experiences unusual circumstances after receiving a financial aid award letter, he or she may file an appeal. Unemployment, sudden medical expenses, loss of wages, increased tuition for elementary or secondary schools may affect your ability to contribute

toward the cost of education. The financial aid office may be able to offer assistance.

Students enrolled in the professional accounting program should contact Maria Correia or Marjorie Hendrick for all matters relating to this program. Financial aid counselors are assigned to regular M.B.A. students.

International Students

Students who are permanent U.S. residents and have a Permanent Resident Card (Form I-551, since 1997), Resident Alien Card (Form I-551, before 1997), or an Alien Registration Receipt Card (Form I-151, issued prior to June 1978) are classified as eligible noncitizens for the purpose of receiving federal and state financial assistance. Permanent residents who hold an Arrival/Departure Record (Form I-94) annotated with an A-number and showing one of the following endorsements, Processed for I-551 or Temporary Form I-551, are eligible to receive federal and state aid as long as the expiration date has not passed. Students who possess an I-94 indicating one of the following designations are also classified as eligible noncitizens: refugee, asylee, conditional entrant, parolee, Cuban-Haitian entrant.

Students who possess an approved I-797, Application for Voluntary Departure under the Family Unity Program, are not eligible to receive federal or state student aid. Students who hold an Employment Authorization Card (Form I-688A), Employment Authorization Documents (Form I-688B or I-766), or a Temporary Resident Card (Form I-688) are also not eligible to receive federal or state student aid.

International students with an F-1, F-2, or M-1 Student Visa; B-1 or B-2 Visitor Visa; J-1 or J-2 Exchange Visitors Visa; H series or L series Visa; or a G series Visa cannot receive federal or state aid. Students who possess only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464) are also not eligible to receive federal or state student aid.

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 William D. Ford Federal Direct Loan program requires that a student enroll on a half-time per term basis to be eligible. The state of New Jersey does not provide funds for assisting part-time students.

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

SOURCES OF FINANCIAL AID

The following is a brief description of programs available to graduate students.

Assistance Offered through Rutgers Business School: Graduate Programs–Newark and New Brunswick

A listing of individual awards can be found in Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS) admissions and application booklet.

The RBS Office of Admissions is responsible for the awarding of merit fellowships, merit- and need-based scholarships, and grant funds. These awards are coordinated with the Newark financial aid office to assure compliance with federal and state program regulations by the dean of admissions and Ms. Janice Morrell, who act as liaisons to the Newark financial aid office. For the convenience of New Brunswick students, the dean of admissions is available periodically at the Janice H. Levin Building on the Livingston campus.

Fellowship, scholarship, and grant applicants must complete an application for admission to RBS. If two merit applicants are of equal merit, the award will be granted to the student demonstrating greater computed financial need. The decision of the school is considered final.

Professional Accounting Loan Program. A 7 percent interest rate loan is available to students enrolled in the program in professional accounting. The awards may not exceed the cost of tuition. Application for this program should be made as a loan of last resort only. Interested students must complete the RBS application for financial aid in addition to the FAFSA.

Kenneth D. Taggart Emergency Loan Fund. The family of Kenneth D. Taggart established this loan program in his memory to affirm Mr. Taggart's interest in graduate students and their education. The emergency tuition loan is available to full-time students who demonstrate a need. The interest-free short trimester loans may not exceed the cost of the tuition and must be repaid within six months of the award. Application for this program should be made as a loan of last resort only. Interested students must complete the RBS application for financial aid and arrange for a personal interview with the dean of admissions.

Merit-Based Financial Aid

University Fellowships and Scholarships

Graduate and Professional Scholar Awards. Outstanding students in the graduate and professional schools are eligible for merit-based scholarships. The awards range from \$2,000 to \$5,000 per year for full-time study for as many as two academic years.

To apply, complete the appropriate section on the graduate and professional school application form. Along with the application, students should submit any statements that provide evidence of academic or artistic achievement and significant life, work, or extracurricular activities. The award is contingent upon acceptance into a graduate or professional school program. Only those applicants receiving awards are notified.

Generally, the application deadline for fall semester awards is March 1. If a specific program has set an earlier deadline, the student must submit an application form to the appropriate admissions office by that date.

Other Nonuniversity Awards. Some graduate students at the university are supported by fellowships funded by sources outside the university. Students may wish to consult standard reference materials for sources of non-university fellowships.

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

Students should contact clubs; fraternal, religious, 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.

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 \$14,000 per academic year plus tuition remission for as many as two years to exceptional full-time students with backgrounds of substantial educational or cultural disadvantage.

Rutgers Excellence Fellowship Award. This award is issued by departments of the university on the basis of exceptional academic merit, as evidenced by scholarly promise. The award is for as much as \$14,000 plus tuition remission. It is renewable for three additional years.

Need-Based Financial Aid

Limited funds are available from scholarships, grants, low-interest loans, and part-time employment. Application for such aid is made by completing the Free Application for Federal Student Aid (FAFSA), available at <http://www.fafsa.ed.gov>. Paper applications are available from most college and university financial aid offices, including Rutgers.

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

Grants

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. Grants are renewable. Applicants must complete the FAFSA form. 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 contact the Office of Financial Aid for information. 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. Applicants must complete the FAFSA form.

Loans

Federal Perkins Loan. This loan is based on need. Annual awards vary according to fund availability but cannot, by federal regulation, exceed \$6,000. Federal regulation limits the maximum aggregate loan amount for graduate and professional students to \$40,000, including National Direct Student and Perkins Loans borrowed as an undergraduate student.

Interest at the rate of 5 percent begins nine months after the borrower ceases to enroll on a half-time basis per term.

Repayment extends over a maximum of 10 years. Monthly payments of at least \$40 are required. Deferment of repayment is permitted for certain kinds of federal service, and cancellation of loans is permitted for certain public-service positions.

All first-time Federal Perkins Loan borrowers are required to attend an entrance interview to learn about their rights and responsibilities regarding the loan. They must also attend an exit interview before graduation or upon withdrawal from school.

Details and procedures regarding the repayment of the Federal Perkins Loan are sent to each student recipient by Rutgers, The State University of New Jersey; Office of Student Loans; Division of Student Accounting, Billing, Cashiering, and Collections; 65 Davidson Road; Piscataway, NJ 08854-8094.

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

In general, to be eligible for a Direct Loan, a student must have a high school diploma or a General Education Development (GED) certificate or meet other standards set by the U.S. Department of Education, provide evidence of U.S. citizenship or be an eligible noncitizen, be enrolled at least half time per term and be making satisfactory academic progress, have a valid 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, if required.

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

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

Federal Direct Subsidized Loan. This loan is based on financial need. The government pays the interest on the loan while the student is attending school. The variable interest rate is adjusted each year. Effective July 1, 2003, the rate for the Federal Direct Loan was 3.42 percent. Additionally, borrowers are charged an origination fee of 1.5 percent. Graduate students may borrow \$8,500 per year. The total debt may not exceed \$65,500, including loans for undergraduate years.

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

NJCLASS Loan. The NJCLASS, initiated by the state of New Jersey and administered by the New Jersey Higher Education Student Assistance Authority (NJHEAA), is a program that makes loans available to students regardless of income level. Students must be permanent New Jersey residents classified as citizens or eligible noncitizens of the United States for at least six months prior to filing the NJCLASS application. Students must also complete the financial aid application procedure to determine the student's eligibility for Federal Direct Student Loans and must accept loan funds from that program before applying for NJCLASS funds. The interest rate may be either fixed or variable. For more information about NJCLASS, call the NJHEAA Financial Aid Hotline at 800/792-8670.

Sallie Mae M.B.A. Loan. This private loan is an option for students who have exhausted their Federal Stafford Loan eligibility. Visit the web site, <http://salliemae.com>, or call 888/440-4622 for eligibility clarification and more information.

Citiassist Loan through Citibank. This private loan is an option for students who have exhausted their Federal Stafford Loan eligibility. Visit the web site, <http://citiassist.com>, or call 800/745-5473 for eligibility clarification and more information.

Emergency Loan. Students experiencing a financial emergency may apply for a university loan of as much as \$500. A simple interest rate of 3 percent is charged. Loans are awarded as long as funds are available. The applicant must demonstrate an emergency need and indicate a source of repayment. Contact the Office of Financial Aid for additional information.

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

Employment

Federal Work-Study Program (FWSP). Federal work-study employment may be offered as a portion of the financial aid award. Application for this program is made by filing the FAFSA. On-campus jobs are available in many departments. Selection for a particular job is based on the applicant's skills, job availability, university needs, and student preference. In assigning students jobs, the program assumes a student will work between 6 and 20 hours a week during the fall and spring semesters. For summer assignments, students may work as many as 35 hours a week.

Off-campus employment is available. These jobs are paid community-service positions in nonprofit agencies.

No job assignments will be made until financial aid requirements are met. Any change in work-study jobs must be made through the Student Employment/Office of Financial Aid.

Other University Employment. Any graduate student enrolled at the university may inquire with individual academic or administrative offices for available non-FWSP opportunities. All hiring decisions for non-FWSP jobs are made by the department.

Job Location and Development (JLD) Program. The JLD Program is open to all students enrolled in the university. Most employment opportunities are located outside the university in local businesses. Information about jobs is available online at <http://studentwork.rutgers.edu>.

Other Sources of Aid

Veterans Benefits. The United States Veterans Administration operates various education-assistance programs for eligible veterans, war orphans, surviving spouses or children of any veteran killed while on duty with the Armed Forces, disabled veterans, and dependents of any veteran with a service-related total disability. These programs also are available for certain members of the selected reserve. For information about eligibility, contact the Veterans Administration office in Newark, NJ (800/827-1000), or the New Jersey Department of Military and Veterans Affairs in New Brunswick, NJ (732/937-6347). This information also is available from the veterans coordinator on each campus. For the New Brunswick office, the number is 732/445-3557.

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

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

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

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Ordinarily, graduate students may not simultaneously hold two different fellowships, assistantships, or substantial forms of employment. Students who have been offered two different awards should inquire at the dean's office of the school of matriculation before acceptance.

Students who hold fellowships, assistantships, or internships or Russell Scholarships may not accept employment outside their academic department without the permission of the graduate program 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.

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

This catalog provides a summary of rules governing graduate work at the university, and students are advised to keep their copy as a reference handbook. Students are expected to familiarize themselves with the principal rules in this chapter and in the chapter on Degree Programs. The academic and other regulations established by the faculty and administration of the Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS) and the Board of Governors of the university are subject to amendment at any time.

REGISTRATION AND COURSE INFORMATION

Formal admission to RBS and payment, or arrangement with the cashier regarding payment, of tuition and fees are a part of the registration process. Students who have not properly registered cannot attend class.

All students who complete registration on time receive registration information for the following semester. Those who take part in registration receive semester bills for the following semester. All students, regardless of method of payment, must make contact with the cashier each semester or their registration will be canceled.

Students who do not receive registration information by May 15 for the fall semester and by October 15 for the spring semester should contact the RBS Office of Student Services. Newly admitted students receive complete registration instructions at the time of their admission.

It is the responsibility of the student to remain in communication with the graduate director of the program for which he or she is matriculated.

A student admitted into a degree program of RBS is expected to remain registered in every fall and spring semester thereafter until completing the program and earning the degree. Normally a student registers for courses and, if necessary, may register for matriculation continued (leave of absence). Any student who fails to maintain continuous registration (nonenrolled for three consecutive semesters) may not resume formal graduate study or register again in RBS without first applying for readmission through the Office of Student Services.

Summer Registration

The requirement of RBS that its students remain in continuous registration from the time they are admitted until their degrees are earned applies only to the regular academic year (spring and fall semesters), not Summer

Session. Summer Session instructions are sent to each student in the late winter.

Change of Registration and Withdrawal

After the add-drop period ends, the only routine permissible changes of registration are withdrawals from individual courses or withdrawal from all courses. Both actions are allowed without academic penalty until the end of the seventh week. The date on which the graduate registrar receives notice of withdrawal from the student governs the academic and financial consequences of the withdrawal. Any student withdrawing from a course after the seventh week needs the approval of the dean's office, is required to provide a letter indicating academic status in the course from the course instructor, and could receive a failing grade at the discretion of the instructor. A student who stops attending a course without notifying the registrar will receive a grade of *F* in that course. No refunds of tuition are given for individual course withdrawals after the drop period ends. A student who withdraws from all courses may receive a partial refund, however, according to the rules described in the section on refunds in the Tuition and Fees chapter. Withdrawal of any sort is not permitted during the last two weeks of classes.

Transfer of Credit

See program descriptions.

Intercollege Registration

A student in RBS may apply to take a course offered by another division of the university, but other approvals may be required. Students registering for courses in the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School, in the New Brunswick Theological Seminary, or at Princeton University also must complete appropriate forms that are available from the Office of the Registrar.

Multiple School Registration

A student may not be registered simultaneously in two or more units of the university. Students wishing to take courses in more than one unit in the same semester or those who wish to take courses in units in which they are not enrolled may accomplish this through intercollege registration.

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

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

New Brunswick Theological Seminary and UMDNJ–RWJMS Exchanges

Cross-registrations are available in the New Brunswick Theological Seminary and the University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School. Forms are available at the Office of the Graduate Registrar.

Courses Taken “Not for Credit”

Students who wish to enroll in a graduate or a 100- through 400-level undergraduate course and perform all the assigned work except the final exam without receiving credit may do so if they secure the advance approval of their advisers. When they register, they must indicate “not-for-credit” status by entering the symbol *N*. They must pay the normal graduate tuition fee for the course and fulfill the same requirements as other students during the semester, including doing all written assignments. At the end of the semester, however, they do not take the final examination, and they are assigned a grade of *S* (satisfactory) or *U* (unsatisfactory). The course and the letter grade are included on the student's record, but no credit toward a degree is given. See the Registration and Degree Requirements chapter for information regarding credit prefixes.

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s also may be approved for a given graduate student, either as a regular part of his or her graduate program or to remedy a deficiency in preparation. When a graduate student is permitted to enroll in a course numbered below 500, the credit prefix *E* or *N* may appear on the registration and record forms. See Grading in the Registration and Degree Requirements chapter for rules related to credit prefixes. No more than 12 credits of courses numbered between 300 and 499 may be offered in fulfilling the requirements for advanced degrees. 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 the university who wish to study in courses offered by the graduate faculty are welcome to do so if they receive the written approval of the instructor of the course and the dean of RBS. Students must have senior standing and a cumulative grade-point average of at least 3.0. Forms are available for this purpose in deans' offices at the undergraduate colleges.

Full-Time and Part-Time Students

For most purposes, a full-time student is defined as one who is registered for 12 or more credits. Anyone who registers for 11 or fewer credits is a part-time student. All courses, including courses of research and regular courses undertaken “not for credit” (*E* and *N* prefixes), are counted in measuring the student's recordable program of work. These regulations govern tuition charges, student fees, statistical records, residency requirements, and other issues affected by definitions of full-time and part-time status.

Change of Program

A change of curriculum within RBS requires the approval of the graduate program director and the dean. The transaction is not complete until notice of the approved change has been received from the program director.

Change of Status

Students wishing to change their status within a graduate program, such as from nonmatriculated to matriculated, should file the appropriate form with the department.

Any student who has earned a terminal degree in RBS and who desires to continue as a nonmatriculated student should apply for a change of status. To avoid the need for readmission, students in this category should apply without letting their registrations lapse. Foreign students must notify the Center for International Faculty and Student Services of a change in status.

Readmission or Restoration of Active Status

Students who have interrupted their graduate registration without receiving a degree in the program for which they were enrolled must apply for readmission if they wish to continue in that program. All students who have interrupted their graduate registration for more than two semesters must request readmission through the Office of Student Services. (Applicants may request that previously submitted records be used.) Students who are denied readmission will be required to submit a new application to the RBS Office of Graduate Admissions.

CLASS SCHEDULES AND HOURS

Starting and closing dates for each semester, scheduled holidays, and other important scheduling information can be found in the academic calendar. Class periods are generally 160 minutes in length, meeting once a week, unless otherwise specified. There will be 15 weeks of instructional activity for each course. The Thanksgiving week schedule is rearranged to allow all classes to meet 15 sessions during the semester.

Attendance

All instructors are required to maintain an accurate record of attendance in each of their classes or sections. Students are expected to be present at each meeting of their classes. At the instructor's discretion, exceptions to this rule may be made for illness or other circumstances. University examinations will not be scheduled on Saturdays except in those courses that 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 absences. Examinations and special, required, out-of-class activities ordinarily will not be scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for reporting purposes. 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 the winter, exceptions may be made for evening classes, and under exceptionally hazardous conditions, exceptions may be made for daytime classes.

Announcements concerning campus status will be made over the following stations: WRNJ (1510 AM), WCTC (1450 AM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM), WRSU (88.7 FM), and NEWS12 (cable).

Additionally, information will be available through RU-TV's Rutgers INFO Channel 3; the campus operating status page <http://nbp.rutgers.edu>; from Rutgers-INFO, 732/932-INFO; and on the recorded message system at 732/932-7799 for the New Brunswick/Piscataway campus, and at 973/353-1766 for the Newark campus.

Arrangements for makeup work are announced by individual instructors.

Transcripts

Requests for official transcripts should be addressed to Office of the Registrar, Records and Transcripts, Rutgers, The State University of New Jersey, 249 University Avenue, Newark, NJ 07102-1896. The request should indicate that the student was enrolled in RBS, identify the dates of attendance, and give any other relevant information. It must be received at least 10 working days before the date the transcript is desired. Forms for making the request may be obtained from the records and transcripts department or they may be printed from the registrar's web site at <http://registrar.rutgers.edu>.

POLICY ON ACADEMIC INTEGRITY SUMMARY

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

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

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

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

Violations of Academic Integrity

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

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

Level One Violations

These violations may occur because of ignorance or inexperience on the part of the person(s) committing the violation and ordinarily involve a very minor portion of the course work.

Examples: Improper footnoting or unauthorized assistance on academic work.

Recommended Sanctions: Makeup assignment.

Level Two Violations

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

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

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

Level Three Violations

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

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

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

Level Four Violations

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

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

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

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

UNIVERSITY CODE OF STUDENT CONDUCT SUMMARY

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

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

*Preamble
University Code of Student Conduct*

Overview

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

Process

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

Filing a Complaint

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

Preliminary Review

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

Separable Offenses

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

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

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including

speaking on their behalf. The Office of Compliance, Student Policy, and Judicial Affairs maintains a list of trained campus advisers for this purpose. Students are free to select any members of the university community to serve as their advisers, whether they are on the list or not.

Attorneys

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

University Hearings

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

Appeals

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

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 deans of students' offices and have been placed at the reference desks of all university libraries. In addition, the assistant director of judicial affairs in the Office of Compliance, Student Policy, and Judicial 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

Division of Public Safety

Providing a safe and secure environment for all members of the university community is the highest priority of the university's public safety staff. The executive director for public safety is responsible for safety and security services on the New Brunswick/Piscataway campuses. On the Newark and Camden campuses, the police chiefs report to the Office of the Provost while following policies, procedures, and administrative practices established by the executive director for public safety.

Members of the public safety staff patrol each campus and respond to emergencies and requests for assistance on a full-time basis, 24 hours a day, 365 days a year. Rutgers public safety employees are only part of the universitywide crime prevention team. All members of the university community also are part of that team. As a team, it is everyone's duty to actively maintain a safe environment and be careful while complying with all local, state, and university regulations.

Information regarding public safety at Rutgers is available from the campus police departments. *Safety Matters* details public safety statistics, services, and programs on each of Rutgers' regional campuses. To have a printed copy of *Safety Matters* mailed to you free of charge, please contact the appropriate Rutgers University Police Department office at one of the following numbers, or view the online version at any of the following web sites:

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| Camden Campus: | http://www.camden.rutgers.edu/~rupdcamd/index.htm 856/225-6009 |
| Newark Campus: | http://newarkpolice.rutgers.edu 973/353-5581 |
| New Brunswick/ Piscataway Campus: | http://publicsafety.rutgers.edu 732/932-8407 |

Rutgers University Police Department

The Rutgers University Police Department (RUPD) is dedicated to providing progressive community policing services that focus on the prevention of crime through the development of university-based partnerships. The RUPD provides police, security, and safety services, and is staffed by commissioned police officers with full investigative and arrest authority, a professional security staff, students trained as community service officers, student safety officers, dispatchers, and technical and administrative employees.

The university police department is located at 5 Huntington Street on the College Avenue campus. The campuses are patrolled on foot, in vehicles, and on bicycles. To contact the RUPD to report emergencies (police, fire, and emergency medical), dial 911; from university centrex telephones, obtain an outside line and dial 911. For nonemergency telephone calls to the police, dial 732/932-7211; from university centrex telephones, dial 2-7211. You also can contact the police by using any of the more than 60 blue light emergency telephone boxes on the campuses or by using the housing telephones located near residence hall entrances.

Community policing offices are located in each of the campus student centers. These frontline police officers act as community organizers, team builders, and problem solvers. They provide a communications link between the community and the police department, serve on campus bias committees, and perform proactive patrol. Security officers patrol the campuses, serving as "eyes and ears" for the police while securing facilities and providing escort services. Student safety officers and community services officers provide a host of other safety and security services that include controlling access to selected residence halls during evening hours. For more information on these programs, call 732/932-5400.

Emergency Services

Fire safety is a major component of our total safety and security program. State certified fire inspectors provide fire safety awareness training sessions in the residence halls and conduct emergency evacuation drills to familiarize occupants with emergency procedures. Emergency Services

personnel regularly inspect all university buildings and facilities, conduct alarm tests and fire drills, and enforce the New Jersey Uniform Fire Code. As a state-licensed ambulance service, Emergency Services provides emergency medical care to the university community. The staff of New Jersey certified emergency medical technicians respond to emergency medical calls and provide standby services at major university events.

Sexual Assault Services and Crime Victim Assistance

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment. For more information or to schedule an appointment or program, call 732/932-1181, visit the department web site at <http://www.rutgers.edu/SexualAssault>, or email the staff at sascva@rci.rutgers.edu. The office is located at 3 Bartlett Street on the College Avenue campus, New Brunswick.

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 university vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick/Piscataway, the senior vice president and treasurer will have the same authority.
2. Broadly defined, a disruption is any action that significantly or substantially interferes with the rights of members of the academic community to go about their normal business or that otherwise unreasonably interrupts the activities of the university.
3. A statement will be read by the appropriate officers as specified in (1) or by such officers as they may designate for the purpose of such reading and will constitute the official warning that the activity is in violation of university policy, that it must cease within a specified time limit, and where appropriate, that no commitments made by university officials will be honored if those commitments are made under duress.

4. If the activity continues beyond the specified time limit as determined by the official in authority, the authorized officers as specified in (1) will have the discretion to call upon the university police to contain the disruption. Ordinarily, the president of the university alone, or in his or her absence the university 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 university vice president for academic affairs is available to make such a decision, the senior vice president and treasurer in New Brunswick/Piscataway and the provosts on the Camden and Newark campuses have the same authority.
5. The deans of students are the chief representatives of the deans of the colleges in all matters of student life. Members of the university community who are aware of potentially disruptive situations are to report this to the deans of students on their respective campuses. In a disruption, the deans of students and their staff members have a twofold responsibility: to protect against personal injury and to aid in providing for the order of the university. In the latter case, the deans of students, as well as other university personnel, may be called upon to coordinate or assist members of the academic community in ending the disruption, directing it to legitimate channels for solution, or identifying those who have violated the rights of others.

POLICY PROHIBITING HARASSMENT

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

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

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

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or need more information, you are encouraged to contact Jayne M. Grandes, Director of University Harassment Compliance and Equity, Rutgers, The State University of New Jersey, 56 Bevier Road, Piscataway, NJ 08854, 732/445-3020, ext. 626, or by email at uhce@hr.rutgers.edu. You may obtain copies of the *Policy Prohibiting Harassment and the Harassment Complaint Process* on our web page at <http://uhr.rutgers.edu/uhce>.

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

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

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

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

Prohibited Conduct

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

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as a "threat of . . . physical abuse.")
2. Theft of, or intentional damage to, university property, or property in the possession of, or owned by, a member of the university. (Acts of graffiti or other vandalism may be prosecuted as "intentional damage to . . . property.")
3. Harassment, which is statutorily defined by New Jersey law to mean, and here means, purposefully making or causing to be made a communication or communications anonymously or at extremely inconvenient hours, or in offensively coarse language, or in any other manner likely to cause annoyance or alarm, or subjecting or threatening to subject another to striking, kicking, shoving, or other offensive touching, or engaging in any other course of conduct or of repeatedly committed acts with purpose to alarm or seriously annoy any other person. Harassment is considered a separation offense under the University Code of Student Conduct.

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

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

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

Brian T. Rose, director of compliance, student policy, and judicial affairs, 3 Bartlett Street, College Avenue campus (732/932-7312);

Cheryl Clarke, director of diverse community affairs and lesbian/gay concerns, 3 Bartlett Street, College Avenue campus (732/932-1711);

Mary Beth Daisey, associate provost for student affairs, Armitage Hall, Room 248, Camden campus, (856/225-6043);

Marcia W. Brown, associate provost for student affairs and community outreach, Center for Law and Justice, Newark campus (973/353-5541).

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

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students, and to provide equal employment opportunity to all employees and applicants for employment, regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. (Douglass College, as a traditionally and continuously single-sex institution, may, under federal law, continue to restrict college admission to women.) Questions concerning student rights violations should be addressed to Brian T. Rose, Director of Compliance, Student Policy, and Judicial Affairs (732/932-7312). Questions concerning harassment or employment discrimination should be directed to Jayne M. Grandes, Director of University Harassment Compliance and Equity (732/445-3020, ext. 626).

DRUG-FREE SCHOOLS AND CAMPUSES ACT

The Drug-Free Schools and Campuses Act requires institutions of higher education to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. In compliance with this federal regulation, Rutgers has various policies and programs in place. The University Code of Student Conduct, available at <http://www.rci.rutgers.edu/~judaff/code.htm>, or through the Assistant Director of Student Judicial Affairs (732/932-9414), provides information regarding prohibited conduct and sanctions related to drug and alcohol possession, use, and distribution. The university also has adopted a Policy on the Use of Alcoholic Beverages that can be accessed online at <http://www.rci.rutgers.edu/~polcomp/alcohol.shtml>. In addition, Rutgers offers extensive educational resources and programming related to alcohol and other drugs through University Health Services. Students can access educational materials and program information online at <http://health.rutgers.edu/healthinfo/alcohol.htm>. More comprehensive information regarding the Drug-Free Schools and Campuses Act is set forth in the *Student Health Insurance Manual*, located online at <http://health.rutgers.edu/insurance/RUHSLInsurancebook.pdf>, and is provided to all new students.

EQUITY IN ATHLETICS DISCLOSURE ACT REPORTS

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

The U.S. Department of Education Office of Post-secondary Education Equity in Athletics Disclosure web site is <http://ope.ed.gov/athletics>.

GRADUATION RATES

The IPEDS Graduation Rate Survey is an annual report of graduation rates of the university's degree-seeking, full-time undergraduate students by gender and race/ethnicity, and by sport for those who received athletically related student aid. This report is available at <http://oirap.rutgers.edu/disclosure.html>.

TEACHER PREPARATION PROGRAM PASS RATES

In compliance with the Higher Education Act, Rutgers provides data on Teacher Preparation Program pass rates and related issues. Detailed information about Rutgers' report to the state can be found at <http://oirap.rutgers.edu/disclosure.html>.

STUDENT RECORDS AND PRIVACY RIGHTS

Rutgers, The State University of New Jersey, complies with the Family Educational Rights and Privacy Act (FERPA). FERPA affords students certain rights with respect to their "education records" as that term is defined in the law. These rights include the following:

1. The student has the right to inspect and review his or her education records within 45 days of the date Rutgers receives a proper request for access to such records.
2. The student has the right to request amendment of education records that the student believes are inaccurate or misleading.
3. Rutgers shall obtain the prior consent of the student before disclosing personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.
4. The student may direct complaints concerning the alleged failure of Rutgers to comply with the requirements of FERPA to the Office of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312), or to the U.S. Department of Education, c/o Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Students wishing to exercise their rights to inspect and review their education records should submit a written request to the appropriate official at the Rutgers office which is custodian of the records they wish to review. Students requesting amendment of education records should first review the policies and procedures of their college or school and/or consult with their dean of students, or equivalent official. FERPA permits disclosure of directory information without a student's consent, unless the student has requested such information be kept confidential. Directory information includes the student's name, address, phone, school of attendance, and several other fields of information. For information on how to keep your directory information confidential, visit the Rutgers Online Directory by using the "Search: People" link of the Rutgers home page (<http://www.rutgers.edu>), or contact the Office of the Registrar on your campus. Rutgers uses a student's social security number as an identification number. While the number is not released as directory information and its confidentiality is protected in the same manner as are other educational records, Rutgers offers students the opportunity to acquire a substitute number. Students wishing to have a substitute number assigned must go to the registrar's office with two forms of identification and complete the appropriate forms. Rutgers publishes two official notices concerning FERPA at least twice per academic year. The official notices are archived on the Office of Compliance, Student Policy, and Judicial Affairs web site

at <http://www.rci.rutgers.edu/~polcomp>. The notices provide full information on Rutgers' compliance with FERPA including the current definition of "directory information." Students with questions about FERPA or the privacy of their records should consult these notices and/or contact the Office of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312, cspc@rci.rutgers.edu).

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 semester 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 day of the semester for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be filed by the petitioner in accordance with the time limit specified in the preceding sentence. In no case may supporting affidavits be filed later than four weeks from the conclusion of the semester 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 semester 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 semesters. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior semester.

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 associate vice president for enrollment management or the university registrar. These officers respond to the student within

30 working days of the receipt of the appeal in the appropriate office. Appeals from this determination should be submitted to the vice president for university budgeting by the student within two weeks after the director of admissions or the university registrar has issued a determination. The decision of the vice president for university budgeting is final.

Students' Responsibilities

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

Penalties

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

RESEARCH POLICY AND RESEARCH CENTERS

Research at the university, apart from that conducted by students in connection with their academic course work, is in general intended to lead to publication in some form so that its results are available to interested persons everywhere. All university-conducted research must be available

for public scrutiny and use. The university does not accept grants from or enter into contracts with governmental agencies or any other sponsors for research projects of which the results may not be made publicly accessible.

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

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

PATENT POLICY

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

Student Life

GENERAL INFORMATION

Sending and Receiving Mail

Newark

Faculty and administration mailboxes are on the second floor of Ackerson Hall near Room 218.

New Brunswick/Piscataway

Correspondence should be directed to Rutgers Business School: Graduate Programs–Newark and New Brunswick, Levin Building, Livingston campus. Full-time students and others have mailboxes available to them upon request.

Housing

Newark

Graduate student housing is available on a first-come, first-served basis. Single graduate students live in Talbott Apartments, which offers convenience, 24-hour security, laundry facilities, and central air conditioning. A full-time, live-in professional staff provides a full complement of programs and services, including a faculty lecture series, weekly films, and trips into New York City. Students interested in on-campus housing should return the housing interest card included with acceptance materials as soon as possible. Limited housing is available for married students and students with children. Students interested in this option should request an application from the housing office. Questions may be directed to the Office of Housing and Residence Life, Room 234, 350 Martin Luther King, Jr., Boulevard, Newark, NJ 07102 (973/353-1037).

New Brunswick/Piscataway

Formal applications must be filed for dormitory housing. For continuing students, room assignments are filled in April for the following September trimester. Dual degree (3-1-1) students are considered “continuing,” and must apply in April of their senior year to be placed in graduate housing for the following September. Early admits may apply for summer graduate housing for the period May 15 to August 1. Contact the graduate housing office, 581 Taylor Road, P.O. Box 880, Piscataway, NJ 08854 (732/445-2215). This also applies for married students. For off-campus housing assistance in the New Brunswick/Piscataway area, call 732/932-7766.

Dining

Newark

The university student and faculty cafeterias are located in Robeson Campus Center on the plaza level; Woodward Dining Hall is located in Stonsby Commons. There are other establishments close to campus. Many students bring their lunch and relax between classes in the student lounge on the second floor of Engelhard Hall or at outside tables available around campus.

New Brunswick/Piscataway

The Livingston Student Center, near the Levin Building, provides fast food meals, a convenience store, and a money machine. There are vending machines in classroom buildings. Students may also purchase meals at Tillett Dining Hall. The Rutgers Club on College Avenue campus extends membership privileges to Rutgers Business School: Graduate Programs–Newark and New Brunswick students for an annual fee; call 732/932-7139 for more information. New Brunswick has many fine restaurants and a lively cultural life.

Recreation

Newark

The Golden Dome Athletic Center is located a block from Rutgers Business School: Graduate Programs–Newark and New Brunswick buildings. It houses an eight-lane, 25-yard swimming pool; four racquetball courts; and five outdoor, lighted tennis courts. Two gymnasiums—a recreation gym with two basketball or volleyball courts and the Arena Gym, which seats 1,200 for athletic contests—are also available. Alumni Field offers baseball and softball fields, a regulation soccer field, and an all weather track. Other facilities include a modern fitness center containing a free weight and Nautilus room; a multipurpose/aerobics/karate room; and fitness room equipped with step mills, bikes, treadmills, and other fitness machines. Locker and shower facilities for both men and women are also available. A valid student ID card must be shown. For more information, call the Newark Department of Campus Athletics and Recreation at 973/353-5474.

New Brunswick/Piscataway

Livingston Recreation Center (732/445-2398) and Sonny Werblin Recreation Center (732/445-0460) on the Busch campus offer the most convenient athletic facilities for Rutgers Business School: Graduate Programs–Newark and New Brunswick students. Recreation and wellness classes are scheduled during the fall, spring, and summer trimesters. The centers also offer basketball, squash, swimming, volleyball, weight training, and aerobics/dance facilities. A valid student ID must be shown.

Parking and Transportation

Newark and New Brunswick/Piscataway

Both part- and full-time students may buy a parking permit, valid on both campuses. Please visit the web site, <http://www.rutgers.edu/menus/parkingtrans.shtml>, for additional information.

In Newark students may park at Parking Deck I, 200 University Avenue; Parking Deck II, 166 Washington Street; and Lot 508, adjacent to Bradley Hall, Warren Street, after 4:00 P.M. weekdays, with the purchase of a Newark campus deck permit. Vehicles not displaying a valid Rutgers permit are subject to ticketing and/or towing. The permit is valid for the entire academic year and costs \$20.00. In addition to the permit fee, daily rates are charged at the student parking facilities. The maximum daily rate charged is \$3.25. Both parking decks are open Monday through Friday, 7:00 A.M. to MIDNIGHT; Lot 508 is open to students from 4:00 P.M. to MIDNIGHT; Parking Deck I is open Saturdays from 7:00 A.M. to 7:00 P.M.

Students residing at Talbott Hall may purchase reserved 24-hour residential parking in Deck I. Reserved spaces are

limited and sold on a first-come, first-served basis. Residents may opt to purchase a 12-month contract (September 1 through August 31) for \$720. Partial payment contracts are available upon request.

Vehicle registration materials, including registration forms and payment instructions, are mailed to continuing students during the summer. Vehicle registration materials are also made available at new student registrations. Please use the return envelope accompanying materials to expedite processing.

All Rutgers Business School: Graduate Programs–Newark and New Brunswick students requiring the use of Rutgers parking facilities must apply for a Newark campus permit. A deck permit will be honored at Newark parking decks and at Zone K on the New Brunswick/Piscataway campuses. Students may park in Zone K from 8:00 A.M. to 5:00 P.M. Most faculty/staff lots may be used after 5:00 P.M. academic days, weekends, and on holidays.

Shuttle Bus Service (Newark)

A free shuttle bus service is available to faculty, staff, and students between the hours of 3:30 P.M. and 11:30 P.M., Monday through Friday. A valid ID card must be presented to enter the bus. The shuttle bus departs every 30 minutes from Conklin Hall, University Avenue, and proceeds to other designated stops including the Broad Street and Pennsylvania railroad stations. Schedules are available at the Office of Parking and Transportation Services, University Police Headquarters, or from shuttle service drivers. Contact the Office of Parking and Transportation Services, 249 University Avenue, Blumenthal Hall, Newark, NJ 07102 (973/353-5873).

Public Transit (New Brunswick/Piscataway)

Most Rutgers Business School: Graduate Programs–Newark and New Brunswick classes are held on the Livingston campus of Rutgers in Piscataway. Free intercampus bus service is available from the College Avenue campus (nearest the New Brunswick New Jersey Transit train station and bus terminal) to the Livingston campus. Student ID must be shown. For more information, call 732/932-7817.

Bookstores

Newark

The University Bookstore is located in Bradley Hall. Call 973/353-5377 for more information. New Jersey Books, 167 University Avenue, Newark, also carries texts and supplies. Call 973/624-5383 for more information.

New Brunswick/Piscataway

Livingston Bookstore, Avenue D, Livingston campus, carries Rutgers Business School: Graduate Programs–Newark and New Brunswick texts. The store offers extended hours during the first two weeks of school in the fall and spring trimesters. Call 732/445-3210 for more information.

Libraries

Rutgers Business School: Graduate Programs–Newark and New Brunswick students have access to the more than two dozen library units at Rutgers. The online catalog for the entire Rutgers library system is accessible from computer terminals at each library. Students are able to borrow materials from any of the collections by presenting their ID card with current validation sticker at the library unit of their choice.

Newark

Located on the plaza behind Conklin Hall, John Cotton Dana Library is the University's official business library. Ka-Neng Au (973/353-5911) and Roberta Tipton (973/353-5910) handle the business collection. For library hours and general information, call 973/353-5900, or visit the web site at <http://www.libraries.rutgers.edu>. For the reference desk, call 973/353-5901. Students are also free to use the Newark Public Library, 5 Washington Street, or its Business Library Branch, 34 Commerce Street, Newark (973/733-7779).

New Brunswick/Piscataway

A business collection is housed in the Livingston Library, which offers audiovisual (AV) equipment and holds an extensive collection of films and videotapes. Reservations for AV equipment must be made a week in advance by a faculty member. Reservations are made through Richard Sandier (732/445-3612). For films and video reservations, call 732/445-4685. For library hours and general information, call 732/445-3613 or 732/445-3610, or visit the web site at <http://www.libraries.rutgers.edu>. A Bloomberg terminal is located in the lobby of the Levin Building for students interested in financial research.

Health Services

Newark

The Student Health Center is located at 249 University Avenue, Room 104, Newark campus (973/353-5231). Hours of operation are Monday through Friday, 8:30 A.M. to 4:30 P.M. Full-time students are eligible for free treatment for current illness, diagnostic tests, and referrals for X-rays and specialists in the area. Part-time students who wish to use the center may do so by paying a fee of \$71 per trimester.

New Brunswick/Piscataway

Livingston Health Center is located at Avenue E and Hospital Road, Livingston campus (732/445-3250). During the fall and spring trimesters, the Livingston facility is open 8:30 A.M. to 5:30 P.M. A doctor is available 9:00 A.M. to 5:00 P.M. The pharmacy opens at 9:30 A.M. There are no summer hours; students are referred to the Hurtado Health Center, 11 Bishop Place, College Avenue campus (732/932-7402). Services are the same as the Newark Student Health Center. In the case of emergencies, evening students should contact the university police at 732/932-7211.

Health Insurance

All full-time students are covered by basic accident and sickness insurance. For an additional premium, a major medical plan is available to all spouses of full-time students. All international students in F or J status are required to enroll in a major medical plan for themselves and their dependents. Even with insurance, visits to the eye doctor or dentist are not included and incur additional expense. Under certain circumstances, coverage may be extended to part-time students. Applications for major medical insurance are available through the Student Health Office at 249 University Avenue in Newark or at the Livingston Health Center in New Brunswick. For information, contact JoAnn Flagg, Office of Student Insurance, Hurtado Health Center, 11 Bishop Place, Room 312, New Brunswick, NJ 08901 (732/932-8285).

Immunizations

By law, the university requires that all persons born after 1956 have immunization against certain diseases prior to enrollment. Every student should have received information containing a web address for the online immunization form; if not, be sure to bring proof (signed by a doctor) that two doses against measles, mumps, and rubella have been received. Exemptions can be made only for medical or religious reasons, upon written request. For more information, call 732/932-8429 or 973/353-5231.

Psychological Counseling Services Centers

Newark

Psychological Counseling Services, 249 University Avenue, Room 101, Newark, NJ 07102 (973/353-5805), offers short-term individual counseling free of charge to full- and part-time students, by appointment. For drug/alcohol counseling, call Polly McLaughlin at 973/353-1236.

New Brunswick/Piscataway

Call the counseling service at 732/445-4140 for assistance and referral.

Legal Services

Newark

For legal assistance, contact Rutgers' School of Law–Newark, 123 Washington Street, fourth floor, Newark, NJ 07102 (973/353-5576). Hours of operation are Monday through Friday 8:00 A.M. to 4:30 P.M.

New Brunswick/Piscataway

For housing-related legal problems, contact 135 College Avenue, New Brunswick, NJ 08901 (732/932-7766). Hours of operation are Tuesdays from 6:00 P.M. to 7:30 P.M. and Thursdays from 11:00 A.M. to NOON, by appointment only.

ID Cards

New Students (Newark and New Brunswick/Piscataway)

The Office of Parking and Transportation Services, 249 University Avenue, Newark, NJ 07102 (973/353-5873), processes ID cards for newly admitted students at orientation.

Continuing Students (Newark and New Brunswick/Piscataway)

During the summer, validation stickers are mailed to all continuing students. Thereafter, all photo ID business is transacted at the Office of Parking and Transportation Services.

Replacement Cards (Newark)

To replace a lost photo ID card, visit the Office of Parking and Transportation Services, 249 University Avenue, Newark, NJ 07102. A \$5 replacement fee is charged.

Replacement Cards (New Brunswick/Piscataway)

To replace a lost nonphoto ID card, the student must contact the New Brunswick registrar's office at 732/445-3221. A \$4 replacement fee is charged.

Program in American Language Studies (PALS)

Newark

All international students whose native language is other than English are required to demonstrate their proficiency in English by examination. The test takes approximately two and one-half hours. The exam is administered during orientation. For English as a Second Language courses, call Mary Moya (PALS) at 973/353-5013.

New Brunswick/Piscataway

English as a Second Language courses and other assistance are available through the Division of Continuing Education Program in American Language Studies (PALS). For more information, call 732/445-7422.

International Student Services

Most international students pursuing the M.B.A. degree hold an F1 visa. Rutgers issues an I-20 upon payment of the tuition deposit. This form is presented to the nearest U.S. consulate or embassy in order to obtain a visa to study in the United States. Canadian citizens do not obtain visas, but carry the I-20 and present it at the point of entry. Students should be sure that their passports are valid for at least six months in the future. Upon arrival in the United States, all international students, whether they are attending classes on the Newark or New Brunswick/Piscataway campus, must contact international services offices in Smith Hall, Room 235, Newark, NJ 07102 (973/353-1427).

Campus Communities

Newark

The Rutgers–Newark campus is located in the University Heights area, adjacent to the New Jersey Institute of Technology, Essex County College, and University of Medicine and Dentistry of New Jersey. Newark is a leading cultural center, and is home to the world-renowned Newark Museum and New Jersey Performing Arts Center, both located within a couple blocks of the campus. The Robeson Campus Center hosts a number of activities including art shows, concerts, and movies. Rutgers–Newark is also the home of the Institute of Jazz Studies. Newark's Ironbound section has many highly rated Portuguese restaurants and shops.

New Brunswick/Piscataway

Students attending class on the Livingston campus find that New Brunswick is a vibrant university community. Rutgers' Mason Gross School of Arts, George Street Playhouse, and the State Theatre offer full schedules of theatrical and other presentations. There are numerous concert offerings, as well as privately sponsored cultural and civic activities. The Jane Voorhees Zimmerli Art Museum has an outstanding permanent collection.

STUDENT SERVICES

Office of M.B.A. Student Services
190 University Avenue, Engelhard Hall, Room 219
Newark, NJ 07102
Telephone: 973/353-5275
Fax: 973/353-1057

94 Rockefeller Road, Janice H. Levin Building, Room 107
Piscataway, NJ 08854
Telephone: 732/445-4046
Fax: 732/445-5817

The Office of M.B.A. Student Services handles the traditional student services for M.B.A. students, including registration, record keeping, scheduling, and degree certification. This office is also responsible for developing, implementing, and evaluating nonacademic programs. The Office of M.B.A. Student Services coordinates guest speakers, awards night, and commencement. The integration of services and student life activities provides a synergistic approach toward the growth and development of the graduate student.

Student Services Programs and Activities

Orientation

Full-time students attend an extended program, including testing, social interaction, and registration. Details are available via the school's web site or at the Office of M.B.A. Student Services. Orientation for part-time students is streamlined and includes an overview of the curriculum and rapid-fire processing.

Course Evaluations

Each trimester, students are asked to evaluate their classes by completing evaluation forms. The process is conducted under strict standards of confidentiality. After final grades for courses have been submitted, comments and evaluation forms are returned to the instructor, along with the tabulated statistical data. Faculty members use the evaluation, particularly the written comments, as valuable input in their future course plans. The tabulated data are available each trimester in the Office of M.B.A. Student Services.

Student Organizations

Cocurricular activities are an integral part of student life at the business school. Classroom experience is extended into social interaction and student-initiated discussions. Contacts and friendships are formed which carry over into future careers. Students are encouraged to become involved with established activities and to propose new ones. The following student organizations are currently active:

- Black M.B.A. Association
- Hispanic M.B.A. Association
- New Brunswick Student Council
- Pharmaceutical Management Club
- Professional Accounting Student Government Association
- Student Government Association
- Supply Chain Management Club

Lesbian, Gay, and Bisexual Concerns

Students seeking resources or more information are urged to call the Rutgers lesbian and gay alliance at 732/932-1306 or 973/353-5300.

Sexual Harassment

Rutgers has a policy against harassment and a process to resolve issues of harassment. See the Academic Policies and Procedures chapter of this catalog for more information.

Services for Physically Challenged Students

The university complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which prohibits discrimination on the basis of handicap in

educational programs and activities. Rutgers is committed to helping people with disabilities reach their potential. Counseling is available to help disabled students make plans and acquire assistance in the following areas: academic advising, scheduling, and course selection; campus life, housing, and student activities; and referral services.

Physically challenged students are invited to contact Assistant Dean Berman. Arrange for such an interview at the earliest possible date. The interview is confidential.

Faculty Advisement

Students are encouraged to take advantage of this service but are also reminded that such advisement can be of much greater value if the material in this catalog has been studied carefully. Faculty offices are in Ackerson Hall and the Management Education Center in Newark, and in the Janice H. Levin Building in New Brunswick/Piscataway. Department chairs or their designee offer assistance in selecting areas of concentration.

COMPUTING SERVICES

Rutgers Business School Computing Services
190 University Avenue
Engelhard Hall, Room 306
Newark, NJ 07102
Telephone: 973/353-1821
Fax: 973/353-5176
helpdesk@business.rutgers.edu
<http://business.rutgers.edu/cs>

Rutgers Business School (RBS) Computing Services provides specialized computing services to graduate and undergraduate business school students on the Newark and New Brunswick/Piscataway campuses. Computing services maintains numerous computing facilities and provides a number of advanced software packages in order to meet the needs of the specialized curriculum. The technology within these facilities is constantly upgraded to provide students with the latest computing technology available. Computing services works in conjunction with Rutgers University Computing Services (RUCS) to provide effective and convenient computing services for the academic needs of all Rutgers Business School students.

Student Access

Access to the majority of technical resources available is contingent upon the creation of a Rutgers NetID, an account on one of the main email systems at Rutgers. It is important that a NetID is created as soon as possible. In addition to email, these systems provide students with file storage and web hosting capabilities. Note that a student cannot create a NetID until he or she is officially in the Rutgers database. Details regarding the creation of a NetID can be found at the web site, <http://netid.rutgers.edu>.

Services for Students

Computing services provides a number of services for students. Some of the more common student-related services include wireless networking support, Blackboard Course Management System support, and complimentary consulting services.

Wireless Networking

Wireless networking is available in Newark at Ackerson Hall, Engelhard Hall, and the Management Education Center, and in New Brunswick/Piscataway at the Janice H. Levin Building. In order to access the wireless network in Newark, a form must be submitted to the computing services office. A NetID is necessary to connect to the wireless network in New Brunswick/Piscataway.

Blackboard

Blackboard is a classroom extension course management system that provides a standardized interface for students to access course materials, communicate via email, and submit assignments. Implemented on the Newark campus in 2000, the system has grown to include 85 percent of all RBS classes. RBS hosts classes for the Newark campus on the managed system, and in the fall of 2004 an updated version of Blackboard will be incorporated.

Consulting Services

Computing services provides complimentary consulting services to students on any technology issues, such as viruses, security, and software-related problems. Referral services for hardware and warranty-related hardware repairs are also provided.

Computing services work closely with faculty members to integrate technology into the curriculum. Examples include hosting accounts for students to learn advanced web technology, integration of the SAP R/3 ERP system, and integration of video services into the classroom.

Instructional and General Access Computing Labs

Any student who wishes to use the computing facilities listed below must have a NetID. All students who use these facilities are required to abide by the acceptable use policy listed at the end of this section and rules specific to each facility.

Newark

Global Financial Market Center. The Global Financial Market Center introduces students to economic, financial, and technological principles using professional market data systems and analytic software. The integration of this technology in the curriculum exposes students to the information technology used in the financial firms on Wall Street. This facility has 40 high-powered workstations running both UNIX and Windows. The systems carry specialized programs for data collection and analytics. This facility also houses two plasma screens displaying financial news, two data boards used for displaying information from Wall Street or specialized messages, and a ticker streaming financial news.

ADP Electronic Classroom. The ADP electronic classroom is equipped with 30 networked computers, a high quality printer, dual projectors, and a software-based solution allowing instructors to communicate directly with students or remotely control their systems. The room is also equipped with technology to broadcast classes into the MIS lab.

MIS Lab. The MIS lab has 34 workstations, a high quality printer, a projector, dual plasma screens, and an electronic whiteboard. The systems in this room also have a number of advanced software programs to support the undergraduate MIS program in Newark.

Engelhard Hall Room 309. Primarily used for undergraduate programs, this room is equipped with 30 networked computers, a high quality printer, and a large screen projector. This facility also has specialized software installed allowing instructors to communicate directly with students or remotely control their systems.

Engelhard Hall Room 311. One of several general access labs on the Newark campus available for use by all Rutgers students and primarily used by business school students, this lab is equipped with 30 networked computers, all with Internet and wide area network (WAN) access. A high quality network printer is available for printing needs. Hours of operation are Monday through Thursday, 10:00 A.M. to 9:00 P.M.; Friday, 10:00 A.M. to 5:00 P.M.; Saturday, NOON to 5:00 P.M. Lab hours are subject to change. Call 973/353-5788 for more information.

New Brunswick/Piscataway

Levin Room 003. One of several general access labs on the New Brunswick/Piscataway campus available for use by all Rutgers students and primarily used by business school students, this lab is equipped with 35 networked computers, all with Internet and WAN access. Three high quality network printers are available for student use. Hours of operation are Monday through Friday, 10:00 A.M. to 10:00 P.M.; Saturday, 11:00 A.M. to 6:00 P.M.; Sunday, 11:00 A.M. to 7:00 P.M. Lab hours are subject to change. Call 732/445-2328 for more information.

Levin Room 005. Mainly an instructional computing lab, this room is available to students when not being used for classes. It is equipped with 35 networked computers and a fully equipped podium with a large screen color projector, a VCR with sound capability, and a device allowing professors to annotate slides. The room is connected to the three networked printers in room 003.

Levin Room 002. When not reserved for classes, this lab handles the overflow for room 003. It is equipped with 20 networked computers, a large screen color projector with computer attachment for classroom viewing, and a VCR with sound capability. The room is connected to the three networked printers in room 003.

Rutgers University Computing Services

Rutgers University Computer Services (RUCS) provides computer-related services to the Rutgers community, and is responsible for managing the email systems used by students. These accounts also provide file storage functionality, as well as web hosting capabilities. RUCS maintains open-access computer labs on each campus. In addition to offering systems based on the Windows/Intel platform, some RUCS labs also include Apple and UNIX-based systems. RUCS also provides other services such as software distribution, online directory, instructional services, and dorm network management. For more information, visit the web site at <http://rucs.rutgers.edu>.

Acceptable Use Policy for Computing and Information Technology Resources

It is the policy of Rutgers, The State University of New Jersey, to maintain access for its community to local, national, and international sources of information and to provide an atmosphere that encourages the free exchange of ideas and sharing of information. Access to this environment and the university's information technology resources

are a privilege and must be treated with the highest standard of ethics.

The university expects all members of the community to use computing and information technology resources in a responsible manner; respecting the public trust through which these resources have been provided, the rights and privacy of others, the integrity of facilities and controls, and all pertinent laws and university policies and standards.

This policy outlines the standards for acceptable use of university computing and information technology resources that include, but are not limited to, equipment, software, networks, data, and telephones whether owned, leased, or otherwise provided by Rutgers.

This policy applies to all users of Rutgers computing and information technology resources including faculty, staff, students, guests, external individuals or organizations, and individuals accessing external network services, such as the Internet via university facilities.

Preserving the access to information resources is a community effort that requires each member to act responsibly and guard against abuses. Therefore, both the community as a whole and each individual user have an obligation to abide by the following standards of acceptable and ethical use:

1. Use only those computing and information technology resources for which you have authorization.
2. Use computing and information technology resources only for their intended purpose.
3. Protect the access and integrity of computing and information technology resources.
4. Abide by applicable laws and university policies and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software.
5. Respect the privacy and personal rights of others.

Failure to comply with the appropriate use of these resources threatens the atmosphere for the sharing of information, the free exchange of ideas and the secure environment for creating and maintaining information property, and subjects one to discipline. Any member of our community found using information resources for unethical and unacceptable practices has violated this policy and is subject to disciplinary proceedings including suspension of system privileges, expulsion from school, termination of employment and/or legal action as may be appropriate.

Rutgers reserves the right to limit or restrict the use of its computing and information technology resources based on institutional priorities and financial considerations, as well as when it is presented with evidence of a violation of university policies, contractual agreements, or state and federal laws.

Although all members of the community have an expectation of privacy, if a user is suspected of violating this policy, his or her right to privacy may be superseded by the university's requirement to protect the integrity of information technology resources, the rights of all users, and the property of the university. The university, thus, reserves the right to examine material stored on or transmitted through its facilities if there is cause to believe that the standards for acceptable and ethical use are being violated by a member of the university community.

Specific guidelines for interpretation and administration of this policy are given in the guidelines for interpretation and administration of the acceptable use policy, which can be found at the web site <http://rucs.rutgers.edu/acceptable-use-guide.html>.

CAREER MANAGEMENT

Office of Career Management
Management Education Center
111 Washington Street, Second Floor
Newark, NJ 07102
Telephone: 973/353-1656
Fax: 973/353-1400
MBAmail@rbsmail.rutgers.edu

The Office of Career Management assists M.B.A. students in developing the skills required to conduct an effective job search. Students must register with career management by completing a client agreement form, available by accessing the web site at <http://business.rutgers.edu/graduate/career>.

Services

Career Planning Education Series

The Office of Career Management conducts a series of programs each year designed to assist students in formulating appropriate strategies to conduct an effective job search.

Career Services Library

A resource library is available in the Office of Career Management. Resource materials are also available in the campus libraries. Available resources include:

Career Planning Material. Books, directories, various news, and business publications

Company Information. Literature, annual reports, internship, and full-time employment information

Technical Resources. Computers and laser printer for preparing résumés and Internet access

Résumé Critique

Submit a résumé to the Office of Career Management for critique. All résumés must follow the Rutgers M.B.A. résumé format. Résumés must receive final approval by the counselor prior to publication on line or in the résumé books.

Mock Interview

Students may participate in a mock interview before their involvement in on-campus recruitment. This process provides an excellent dress rehearsal for the real thing. A career counselor conducts the videotaped interview and provides feedback.

Job Postings and Announcements

Full-time, part-time, and internship positions are advertised through the eRecruiting network. Students can respond to job postings by simply submitting an approved résumé via surface mail, email, or fax if the contact person has made this information available.

Résumé Circulation

Career management submits résumés meeting certain criteria to companies as requested. Be sure to maintain an updated version of your résumé on eRecruiting. Career management also invites companies to browse the student and alumni eRésumé Books in eRecruiting. Ensure that your résumé is posted to the appropriate book(s) based on concentration(s).

Career Adviser Network

A group of business school alumni serves as mentors to current students. Informational interviews with alumni can provide firsthand information regarding specific professions, nature of work performed, office environment, prospects in the profession, outlook for the future, and career data.

Career Coaching

Career management provides professional advice and company culture insights to give our students a competitive advantage.

On-Campus Recruiting

Students may sign up for on-campus recruitment only through the eRecruiting web site, <http://rutgersbusinessschool.MBA.erecruiting.com>. Students must be registered to participate. Interviews are scheduled in advance. Only in cases of illness or emergencies should a student cancel an interview.

Internships

On-campus recruitment for internships is available only to those students who are not scheduled to graduate during the upcoming spring or summer semester (i.e., first-year students and part-time students).

Full-Time Positions

Students may interview on-campus according to the following schedule based upon date of graduation:

Semester of Graduation

Spring

Summer

Fall

On-Campus Recruitment

Previous fall/spring of graduation

Previous spring/following fall

Fall of graduation/following spring graduation

Career Fairs

Career management offers career fairs for full-time employment, internships, and for employment that is concentration specific.

Reporting Offers

As a member of the Career Management Council and Graduate Management Admission Council, Rutgers University takes pride in setting high standards of excellence for all career management. As part of those standards, career management requires the exchange of information and the reporting of statistical data. Students are requested to inform the Office of Career Management of their job status by submitting a form available at the web site, <http://business.rutgers.edu/graduate/career>, and to keep the career management office aware of whether you have accepted an offer or if you are still seeking opportunities. General statistical information is utilized in the school's marketing efforts to attract companies and prospective students.

Degree Programs

FULL-TIME M.B.A. PROGRAM

The first full year of required core courses is offered at the Newark and New Brunswick/Piscataway campuses during the day. The second year includes 4 credits of interfunctional team consulting and 1 credit of entrepreneurship, which is offered in Newark and New Brunswick/Piscataway, and electives, which are offered only in Newark. Electives offered during the day in finance and marketing are sufficient to meet the concentration requirements in those two areas. Other elective courses will also be offered during the day. Additionally, electives are scheduled in the evening at both the New Brunswick/Piscataway and Newark campuses.

Full-time day students are required to complete the full day core program during their first year of studies at the school. Substitutions between day and evening courses are not permitted during the first year.

The first year of the full-time day program is demanding, especially for students who need to make up deficiencies in calculus and/or statistics. Students should not expect to be able to work part time during their first year of studies. Out-of-class assignments are based on the assumption that all full-time students have their full time available for study. The typical student should expect to spend 50 hours a week engaged in classroom and out-of-class assignments. Much of this work needs to be accomplished on campus in the library, computer laboratory, or in team assignments. Students in the second year are in a position to judge the extent, if any, to which they can work part time in addition to full-time study.

M.B.A. Degree Requirements

The M.B.A. degree requires completion of no less than 60 credits distributed over the categories that are discussed in the following pages.

Proficiency Requirements

Core Courses, 32 credits, including 3 integrative course credits
Interfunctional Team Consulting, 4-credit course requirement
Elective Courses, 24 credits

Proficiency Requirements

Incoming full-time students are expected to demonstrate competence in calculus, statistics, and computer skills.

Calculus/Statistics Proficiency

While not normally a requirement for admission, applicants are urged to complete, if at all possible, their study of these subjects prior to starting the program. They may do so at Rutgers Business School: Graduate Programs–Newark and New Brunswick in the summer preceding enrollment.

Students admitted in fall 1996 or later who have completed prior 3-credit undergraduate level courses in calculus and/or statistics with a grade of B or better will have satisfied the M.B.A. proficiency requirements. A completed course that carries the title “calculus” or “statistics” is presumed to meet the requirements. A 3-credit, college-level course in mathematics which does not carry the title “calculus” may qualify if it covers the following areas: algebra, functions, limits, differentiation, optimization, partial derivatives, and matrix algebra (operations and systems of equations). A 3-credit, college-level course which does not carry the title “statistics” may qualify if it covers the following areas: descriptive statistics, probability, probability distributions, normal distribution, sampling distributions, confidence intervals, and hypothesis tests. Students who have completed such courses with a grade of B or better must provide copies of the college

catalog description if the courses do not carry the title “calculus” and/or “statistics.”

Otherwise, all incoming students must complete 2-credit courses in calculus and/or statistics during the first trimester of enrollment. The courses are offered in the evening fall and spring trimesters. Credits for calculus and/or statistics courses taken at Rutgers Business School: Graduate Program–Newark and New Brunswick during the first trimester of enrollment will count toward the degree, reducing the number of elective credits taken.

Contact the Office of Admissions (973/353-1234) for a syllabus outlining the qualifying requirements. Faculty members assume that students will have active knowledge of the required materials throughout the program.

Computer Proficiency

Students are expected to have basic knowledge in the use of word processor, spreadsheet, and database programs, as well as basic DOS and Windows skills.

Although lab sessions will be provided during the new full-time student orientation, students with limited exposure to computers might consider enrolling in a course prior to the beginning of classes.

The purchase of a laptop computer is required for full-time students. Contact the Office of Admissions for information (973/353-1234).

Core Courses

| <i>Required</i> | | <i>Semester</i> |
|--|--|-----------------|
| 22:010:502 | Concepts and Practice of Financial Communication (2) | Fall |
| 22:010:503 | Supporting Managerial Decisions (1) | Fall |
| 22:135:583 | Career Development Program (0) | Fall |
| 22:198:504 | Introduction to Information Technology (1) | Fall |
| 22:223:520 | Macroeconomic Policy (2) | Fall |
| 22:373:510 | Principles of Business Presentations (2) | Fall |
| 22:390:522 | Analysis of Investments and Corporate Finance (2) | Fall |
| 22:630:550 | Marketing Design and Strategy (2) | Fall |
| 22:960:563 | Data Models and Decisions (3) | Fall |
| 22:223:521 | Economic Analysis and Economics of Industrial Organization (2) | Spring |
| 22:373:531 | Law and Legal Reasoning in Business (2) | Spring |
| 22:373:623 | Business, Ethics, and Society (1) | Spring |
| 22:553:533 | Global Business and Strategy (2) | Spring |
| 22:620:540 | Managing People (2) | Spring |
| 22:711:562 | Supply Chain Logistics and Operations Management (3) | Spring |
| <i>Integrative Courses</i> | | <i>Semester</i> |
| 22:135:580 | Management Simulation (1) | Spring |
| 22:135:582 | Business Plan: A Team Competition (1) * | Spring |
| 22:620:542 | Strategic Management (3) | Spring |
| <i>Interfunctional Team Consulting</i> | | |
| <i>Required Second Year Courses</i> | | <i>Semester</i> |
| 22:621:543 | Interfunctional Team Consulting I (2) † | Fall |
| 22:621:544 | Interfunctional Team Consulting II (2) † | Spring |
| 22:373:584 | Entrepreneurship (1) ‡ | Fall |

Refer to individual department sections in this guide for course descriptions.

* For students entering prior to fall 2003.

† Students who are or have been engaged in the practice of management consulting as an employee of an independent consulting firm or as an independent practitioner for three years or more, and with project experience in multiple functional areas, may petition to replace Interfunctional I and II with a business policy course plus an additional elective. Substitution requests will be granted only upon the approval of the M.B.A. program committee. To request a substitution, students should complete an interfunctional substitution form and return it to the interfunctional consulting program director.

‡ For students entering fall 2003 and thereafter.

Elective Courses (up to 24 credits)

Students should finish the entire core before taking the elective level courses. The balance of the course requirements for students entering fall 1996 or later—up to 24 credits—are electives (fewer if calculus and/or statistics course(s) have been taken at Rutgers Business School: Graduate Programs–Newark and New Brunswick). Remaining electives may be chosen freely, or four may be selected in the same area to fulfill the requirements for a concentration.

Consult the course descriptions in this guide for the elective courses offered by Rutgers Business School: Graduate Programs–Newark and New Brunswick. For other electives, students may also register, with prior approval, for relevant graduate-level courses offered by the many other graduate and professional programs at Rutgers in Newark, New Brunswick/Piscataway, or Camden.

Prerequisites

A number of courses in the curriculum require students to take and pass a course or courses prior to enrolling. Observing prerequisites is the responsibility of each student. Failing to observe prerequisites for a course may result in the student being dropped from that course and issued a grade of W. If students complete a course for which they have not fulfilled the prerequisite, they will not be allowed to graduate until they take and pass the stated prerequisite. Waivers of prerequisite requirements are subject to the written consent of the relevant department chairs. Written approval must be filed with the Office of Student Services prior to starting a course requiring this approval. Refer to the course description section of this guide.

Cross-Registration

Cross-registration is possible with the University of Medicine and Dentistry of New Jersey and the New Jersey Institute of Technology. To receive credit for cross-registration, the student must apply for approval from the relevant department chair through the Office of Student Services. Students may also register for courses in the Ph.D. in management program. Approval from the instructor or the Ph.D. program director is required in these cases. Consult the course descriptions in this guide. These courses provide the student with growth opportunity as well as a chance to interact with top-level researchers.

Transfer Credits

Students may receive up to 18 credits toward their degree if they qualify for advanced standing. No more than a total of 18 credits may be applied to the degree via transfer and/or challenge examination.

M.B.A. Advanced Standing

The M.B.A. degree normally requires a minimum of 60 credits. However, many students receive advanced standing for prior academic work or through “challenge” exams. A student may receive a maximum of 18 credits of advanced standing (i.e., the total of challenge exam credits, graduate transfer credits, undergraduate course recognition credits); CPA credits and Ph.D. credits are limited to 18 maximum credits. All students are required to complete a minimum of 42 credits in residence at Rutgers M.B.A. program.

A student may receive advanced standing in a number of ways.

Transfer of Credits from Another Accredited M.B.A. Program.

A student may receive up to a maximum of 18 credits of graduate course work completed with a B or better and/or qualifying exam in business core areas of study at (a) an AACSB-accredited institution, or (b) such other courses as economics, information technology, and advanced statistics completed at an AACSB-accredited institution or liberal arts and science institution with equivalent accreditation. To apply for credit, please complete the transfer credit form available via the school’s web site or Office of M.B.A. Student Services.

Undergraduate Business Courses. Business majors may receive 2 graduate credits for every 3-credit undergraduate upper-division course completed with a B or better in business core areas of study (a) at an AACSB-accredited institution, or (b) such other courses as economics, information technology, and advanced statistics completed at an AACSB-accredited institution.

Arts and sciences majors may receive 2 graduate credits for a 3-credit elective undergraduate upper-division course completed with a B or better from an accredited institution, provided it is comparable to a Rutgers Business School: Graduate Programs–Newark and New Brunswick core course.

To apply for credit, complete the full-time program substitution form or the part-time program substitution form available via the school’s web site or Office of M.B.A. Student Services.

Ph.D. Work. A student holding a Ph.D. may receive 12 credits of elective-level course work in transfer. To receive credit, please email Mary Ann Albanese (malbanes@andromeda.rutgers.edu), and include your name, social security number, name of the Ph.D. conferring school, and your area of concentration. A notation will be made on your transcript.

CPA License. A student who is a CPA may receive 3 credits for the core accounting course. To receive credit, please fax a copy of your CPA license to the Office of Student Services (973/353-1057). Include your social security number, if it is not on the license.

Through Credit for Challenge Exams Successfully Passed.

Challenge exams are available for certain Rutgers Business School: Graduate Programs–Newark and New Brunswick core courses. See below for more information.

M.B.A. Credit by Challenge Examination(s)

Students may apply to sit for a challenge examination in core course subjects, except Business Policy and Strategy (22:620:611) and Business Communications (22:373:551). There is a \$50 fee for each examination. Exam schedule and information are available via the school’s web site or from each department secretary. A student may not take a challenge examination for the same course more than once or for a course they have taken and failed.

Residency Requirement

No more than a total of 18 credits may be applied to the degree via transfer and/or challenge examinations.

Availability of Day Classes

Qualifying courses for calculus and/or statistics are offered only during the evening hours. A sufficient number of elective courses in finance and marketing are offered during the day in Newark to permit students to complete these concentrations during the day, but there is no guarantee that specific courses students may select for these concentrations are available during the day. All other concentrations will require full-time students to complete at least some course work during evening hours.

PART-TIME M.B.A. PROGRAM

The part-time M.B.A. is offered at the Newark and New Brunswick/Piscataway campuses, with off-site core courses at Hopewell, Jersey City, and Morristown.

M.B.A. Degree Requirements

The M.B.A. degree requires completion of no less than 60 credits distributed over the following categories:

- Proficiency Requirements
- Core Courses, 33 credits
- Integrative Course Requirement, 5 credits
- MIS Breadth Requirement, 3 credits
- Elective Courses

Proficiency Requirements

Incoming students are expected to demonstrate competence in calculus, statistics, business communications skills, and computer skills.

Calculus/Statistics Proficiency

While not normally a requirement for admission, applicants are urged to complete, if at all possible, their study of these materials prior to starting the program.

Students admitted in fall 1996 or later who have completed prior 3-credit undergraduate level courses in calculus and/or statistics with a grade of B or better will have satisfied the M.B.A. proficiency requirements. A completed course that carries the title "calculus" or "statistics" is presumed to meet the requirements. A 3-credit, college-level course in mathematics which does not carry the title "calculus" may qualify if it covers the following arm: algebra, functions, limits, differentiation, optimization, partial derivatives, and matrix algebra (operations and systems of equations). A 3-credit, college-level course which does not carry the title "statistics" may qualify if it covers the following areas: descriptive statistics, probability, probability distributions, normal distribution, sampling distributions, confidence intervals, and hypothesis tests. Students who have completed such courses with a grade of B or better must provide copies of the college catalog description if the courses do not carry the title "calculus" and/or "statistics."

Otherwise, all incoming students must complete 2-credit courses in calculus and/or statistics during the first trimester of enrollment. The courses are offered in the evening fall and spring trimesters. Credits for calculus and/or statistics courses taken at Rutgers Business School: Graduate Program–Newark and New Brunswick during the first trimester of enrollment will count toward the degree, reducing the number of elective credits taken.

Contact the Office of Admissions (973/353-1234) for a syllabus outlining the qualifying requirements. Faculty members assume that students will have active knowledge of the required materials throughout the program.

Computer Proficiency

It is advisable for students to have basic knowledge in the use of word processor, spreadsheet, and database programs, as well as basic DOS and Windows skills. Although lab sessions will be provided during the new part-time student orientation, students with limited exposure to computers might consider enrolling in a course prior to the beginning of classes.

The purchase of a personal computer is not required for part-time students. However, students wishing to purchase equipment may do so through the Rutgers University Computer Store located on the Livingston campus at New Brunswick/Piscataway (732/932-5800).

Core Courses

Required *

- 22:135:571 Calculus for Managers (if needed) (2)
- 22:135:572 Statistics for Managers (if needed) (2)
- 22:373:551 Business Communications (2)
- 22:010:577 Accounting for Managers (3)
- 22:620:585 Organizational Behavior (3)
- 22:630:586 Marketing Management (3)
- 22:223:581 Managerial Economic Analysis (3)
- 22:373:592 Legal Environment (2)
- 22:960:575 Data Models (3)
- 22:711:580 Supply Chain Logistics (3)
- 22:223:591 Aggregate Economic Analysis (3)
- 22:390:587 Financial Management (3)
- 22:553:593 International Business Environment (2)
- 22:620:587 Business Policy and Strategy (3) †

Integrative Course Requirement ‡

After completing the core courses, students must take a sequence of courses designed to integrate the material that they have learned. This requirement is normally met by taking the following:

- 22:621:595 Interfunctional Management Consulting I (3)
- 22:621:596 Interfunctional Management Consulting II (2)

Management Information Systems (MIS) Breadth Requirement (select one of the three ‡)

Other courses may be taken to fulfill this requirement, with the permission of the department chair of accounting and information systems or management science and information systems.

- 22:010:604 Design and Development of Information Systems (3)
- 22:198:604 Computers and Information Systems (3)
- 22:198:605 Introduction to Software Development (3)

Elective Courses (up to 21 credits)

Students should finish the entire core before taking elective-level courses. The balance of the course requirements for students entering fall 1996 or later—up to 21 credits—are electives (fewer if calculus and/or statistics course(s) have been taken at Rutgers Business School: Graduate Programs–Newark and New Brunswick). One of these is devoted to the fulfillment of the MIS Breadth Requirement outlined below. Remaining electives may be chosen freely, or four may be selected in the same area to fulfill the requirements for a concentration.

Prerequisites

A number of courses in the curriculum require students to take and pass a course or courses prior to enrolling. Observing prerequisites is the responsibility of each student. Failing to observe prerequisites for a course may result in the student being dropped from that course and issued a grade of W. If students complete a course for which they have not fulfilled the prerequisite, they will not be allowed to graduate until they take and pass the stated prerequisite. Waivers of prerequisite requirements are subject to the written approval of relevant department chairs. Written approval must be filed with the Office of Student Services prior to starting a course requiring this approval. Refer to the course description section of this guide.

Changing Status to Full Time

Part-time students may request a change of their status to full time only after they have completed the core part-time curriculum.

Cross-Registration

Cross-registration is possible with the University of Medicine and Dentistry of New Jersey and the New Jersey Institute of Technology. To receive credit for cross-registration, the student must apply for approval from the relevant department chair through the Office of Student Services. Students may also register for courses in the Ph.D. in management program. Approval from the instructor or the Ph.D. program director is required in these cases. Consult the course descriptions in this guide. These courses provide the student with growth opportunity as well as a chance to interact with top-level researchers.

* Courses are listed in the suggested sequence. Note: Data Models must be taken before Supply Chain Logistics.

† Core requirement for students entering fall 2002 and thereafter. (Equivalent to 620:611)

‡ Students who are or have been engaged in the practice of management consulting as an employee of an independent consulting firm or as an independent practitioner for three years or more, and with project experience in multiple functional areas, may petition to replace Interfunctional I and II with a business policy course plus an additional elective. Substitution requests will be granted only upon the approval of the M.B.A. program committee. To request a substitution, students should complete an interfunctional substitution form and return it to the interfunctional consulting program director.

Transfer Credits/Residency Requirement

Students may receive up to 18 credits toward their degree if they qualify for advanced standing. No more than a total of 18 credits may be applied to the degree via transfer and/or challenge examinations.

M.B.A. Advanced Standing

The M.B.A. degree normally requires a minimum of 60 credits. However, many students receive advanced standing for prior academic work or through “challenge” exams. A student may receive a maximum of 18 credits of advanced standing (i.e., the total of challenge exam credits, graduate transfer credits, undergraduate course recognition credits); CPA credits and Ph.D. credits are limited to 18 maximum credits. All students are required to complete a minimum of 42 credits in residence at Rutgers M.B.A. program.

A student may receive advanced standing in a number of ways.

Transfer of Credits from Another Accredited M.B.A. Program.

A student may receive up to a maximum of 18 credits of graduate course work completed with a *B* or better and/or qualifying exam in business core areas of study at (a) an AACSB-accredited institution, or (b) such other courses as economics, information technology, and advanced statistics completed at an AACSB-accredited institution or liberal arts and science institution with equivalent accreditation. To apply for credit, please complete the transfer credit form available via the school’s web site or Office of M.B.A. Student Services.

Undergraduate Business Courses. Business majors may receive 2 graduate credits for every 3-credit undergraduate upper-division course completed with a *B* or better in business core areas of study (a) at an AACSB-accredited institution, or (b) such other courses as economics, information technology, and advanced statistics completed at an AACSB-accredited institution or a liberal arts and science institution with equivalent accreditation.

Arts and sciences majors may receive 2 graduate credits for a 3-credit elective undergraduate upper-division course completed with a *B* or better from an accredited institution, provided it is comparable to a Rutgers Business School: Graduate Programs–Newark and New Brunswick core course.

To apply for credit, complete the full-time program substitution form or the part-time program substitution form available via the school’s web site or Office of M.B.A. Student Services.

Ph.D. Work. A student holding a Ph.D. may receive 12 credits of elective-level course work in transfer. To receive credit, please email Mary Ann Albanese (malbanes@andromeda.rutgers.edu), and include your name, social security number, name of the Ph.D. conferring school, and your area of concentration. A notation will be made on your transcript.

CPA License. A student who is a CPA may receive 3 credits for the core accounting course. To receive credit, please fax a copy of your CPA license to the Office of Student Services (973/353-1057). Include your social security number, if it is not on the license.

Through Credit for Challenge Exams Successfully Passed.

Challenge exams are available for certain Rutgers Business School: Graduate Programs–Newark and New Brunswick core courses. See below for more information.

M.B.A. Credit by Challenge Examination(s)

Students may apply to sit for a challenge examination in core course subjects, except Business Policy and Strategy (22:620:611) and Business Communications (22:373:551). There is a \$50 fee for each examination. Exam schedule and information are available via the school’s web site or from each department secretary. A student may not take a challenge examination for the same course more than one time or for a course they have taken and failed.

Core Substitution List

Students who have already taken courses comparable to the required core courses may petition the department chair through the Office of M.B.A. Student Services to substitute advanced courses. Substituting courses for the purpose of receiving advanced standing is not permitted.

Required Course

22:711:580 Supply Chain Logistics

Acceptable Substitute

26:711:561 Introduction to Mathematical Economics
26:711:586 Planning Models in Operations Management
26:711:675 Discrete Optimization

Required Course

22:960:575 Data Models

Acceptable Substitute

22:960:601 Applied Statistics
22:960:602 Information and Decision
22:960:604 Applied Multivariate Analysis
22:960:605 Statistical Survey Sampling

Required Course

22:010:577 Accounting for Managers

Acceptable Substitute

22:010:601 Management Accounting and Control
22:010:602 Managerial Problems in Financial Reporting
22:010:606 Budgetary Planning and Control
26:010:651 Advanced Topics in Financial Accounting
26:010:652 Advanced Topics in Management Accounting
26:010:653 Current Topics in Auditing
26:010:680 Current Topics in Accounting Research

Required Course

22:223:581 Managerial Economic Analysis

Acceptable Substitute

22:223:601 Economic Analysis of Management Decisions
22:223:602 Economics of Industry Regulation
22:223:603 Economics of Industry Structure
22:223:605 Cost-Benefit Analysis
22:223:606 Public Utility Regulation
26:223:552 Microeconomic Theory

Required Course

22:620:585 Organizational Behavior

Acceptable Substitute

22:620:601 Strategic Management of Innovation and Technology
22:620:602 Managing Technological Breakthroughs
22:620:603 Executive Leadership
22:620:604 Human Resource Management
22:620:605 Development and Management of Independent Ventures
22:620:606 Managing Strategic Transformation
22:620:608 Team Building and Group Process
22:620:609 Management Consulting
22:620:611 Business Policy and Strategy
22:620:612 Creativity in Business Decision Making
22:620:615 Managing Organizational Diversity
22:620:616 Managing Technical Professionals
22:620:617 Negotiations
22:620:618 Entrepreneurship and the Small Business Environment
22:620:620 Internet-Based Entrepreneurship
22:620:621 Ecommerce Strategy
22:620:645 High-Technology Independent Ventures
22:620:648 Cross-Cultural Management
22:620:657 White Collar Crime

Required Course

22:630:586 Marketing Management

Acceptable Substitute

26:630:576 Quantitative Methods in Marketing
22:630:602 Corporate Strategy and Product Innovation
22:630:604 Marketing Research
22:630:606 Business-to-Business Marketing
22:630:608 Sales Management
22:630:609 Marketing Strategy
26:630:665 Marketing Theory

Required Course

22:390:587 Financial Management

Acceptable Substitute

22:390:603 Investment Analysis and Management
22:390:604 Financial Institutions and Markets
22:390:605 Advanced Financial Management

Required Course

22:223:591 Aggregate Economic Analysis

Acceptable Substitute

26:223:553 Macroeconomic Theory
22:223:604 Analysis and Forecasting of Business Conditions

Required Course

22:373:592 Legal Environment

Acceptable Substitute

No normally acceptable substitutes. Contact department head for exceptions.

Required Course

22:373:593 International Business Environment

Acceptable Substitute

Any 600-level international course

Note: comparable courses offered at New Jersey Institute of Technology or Rutgers Business School: Undergraduate–Newark and New Brunswick may be substituted.

INTERNATIONAL EXCHANGE PROGRAMS

Full-Time M.B.A. Students

Rutgers Business School: Graduate Programs–Newark and New Brunswick offers exchange programs with well-regarded European graduate schools. Depending on the program selected, the courses offered and the languages of instruction vary. Students may earn 12 hours of elective-level credits toward their Rutgers M.B.A. degree through participation in these programs. Students must complete the first year core program before enrolling in the international exchange programs.

Ecole Supérieure de Commerce (ESC) at Lille, France

An hour from Paris and the enchanting Brugges, Lille is the birthplace of Charles DeGaulle, and is rich in wartime history.

Trimesters available: fall or spring
Language of instruction: English

ESC at Nice, France—The Ceram Groupe

Nestled in the hills of France's "silicon valley," this ESC specializes in management of high-technology firms.

Trimesters available: fall or spring
Language of instruction: English

ESC at Rennes, France

Rennes, located on the picturesque Brittany coast, offers M.B.A. elective courses.

Trimesters available: fall or spring
Language of instruction: English

ESC at Tours, France

Only 55 minutes by train from Paris, Tours is located in the heart of the Loire Valley. A master of international management degree brings together French students with students and faculty from English speaking countries.

Trimesters available: fall
Language of instruction: English

University of Maastricht, The Netherlands

An innovative instructional method—Problem-Based Learning—is used at this Faculty of Economics. Student groups meet twice a week to discuss the readings, aided by a teacher/facilitator. Aggressive and animated class debates ensue for a unique learning experience. In a beautiful historic town of one million people, there are 6,000 university students, making for a warm, friendly atmosphere.

Trimesters available: fall or spring
Language of instruction: English

Part-Time M.B.A. Students

The following exchange programs are open to part-time students:

Ecole Supérieure de Commerce (ESC) at Lille, France

One 3-credit elective "Europe in the New Millennium" is offered over a period of two weeks in July. This course includes lectures by eminent European professors and field trips to French companies. Many part-time students combine vacation and school for an unforgettable summer school experience. Visit the web site at <http://www.esc-lille.com> for more information.

Language of instruction: English

Applications are available on the student services web site, <http://business.rutgers.edu/graduate/students/default.cfm>, in March of each year.

OTHER DEGREE PROGRAMS

Executive Master of Business Administration (E.M.B.A.)

Farrokh Langdana, *Director*
Ackerson Hall 200D
973/353-5620
reMBA@business.rutgers.edu
<http://eMBA.rutgers.edu>

The Rutgers executive M.B.A. program focuses primarily on the "real-world" aspects of business management and is designed for individuals with at least 10 years of employment.

The 20-month program is comprised of four semesters with courses conducted from early September through May. Classes are held on alternating Fridays and Saturdays. Each semester commences with a week in residence at the North Maple Inn in Basking Ridge, New Jersey. An international management trip (two weeks in duration) to Cambridge University and two other destinations in Europe (Germany, Poland) expose students to the challenges and benefits of European Union.

For more information on the program, please visit the web site, <http://EMBA.rutgers.edu>, contact the director of the program, Farrokh Langdana, at langdana@andromeda.Rutgers.edu or Assistant Dean Kathleen Connelly Harmon at mconnell@andromeda.rutgers.edu or at 973/353-5028.

International Executive Master of Business Administration (I.E.M.B.A.)

Martin Markowitz, *Director*
Rob Hadden, International Programs Coordinator
<http://business.rutgers.edu/ieMBA>

The international executive M.B.A. is offered by Rutgers in Beijing and Shanghai. It is expected that the program will be offered in Dalian starting in 2004. The Dalian program will be unique in that it will be taught in Mandarin using English language texts. The program can be completed in as little as 14 months.

Doctor of Philosophy in Management (Ph.D.)

Glenn Shafer, *Director*
Ackerson Hall
973/353-5371
phdinfo@phd-business.rutgers.edu
<http://www.phd-business.rutgers.edu>

The Rutgers Ph.D. in management program trains students for careers in teaching and research in business management. The program is offered by Rutgers Business School: Graduate Programs—Newark and New Brunswick in cooperation with New Jersey Institute of Technology (NJIT). Potential applicants may obtain detailed information, including course descriptions, program rules, and details about the research interests of participating faculty, as well as an application for the program at <http://www.phd-business.rutgers.edu>.

For help and information (including administrative support, registration, direct services for Ph.D. students, and M.B.A. student requests to register for doctoral courses), please contact Assistant Dean Narda Acevedo, Ackerson Hall, Room 200F, 973/353-1002, or nacevedo@andromeda.rutgers.edu.

Master of Business Administration in Professional Accounting (M.B.A.)

Alex Sannella, Dan Palmon, *Codirectors*
Ackerson Hall, Room 302D
973/353-5680
pa-MBA@business.rutgers.edu
<http://pa-MBA.rutgers.edu>

This is a 14-month M.B.A. program with a specialization in professional accounting. No previous business or accounting background is required for admission. The curriculum meets the requirements to sit for the Uniform CPA Examination. Students may take two additional elective courses in finance to qualify for a concentration in that area. The program, offered on a full-time basis only, provides students with opportunities to participate in built-in winter internships with the Big 4 accounting firms. All students participate in real management consulting team projects.

The director coordinates all curriculum matters related to the program—recruiting and interviewing all students prior to admission, counseling them once admitted, and closely working with accounting firms who hire the majority of graduates. For more information, contact the director.

Master of Accountancy in Governmental Accounting (M.Accy.)

Dr. Robert H. Werner, *Director*
Levin Building, Room 225
732/445-4441
werner@rbs.rutgers.edu
<http://gov-maccy.rutgers.edu>

The master of accountancy in governmental accounting program is an online, interdisciplinary, 30-credit program that integrates core courses in governmental accounting, governmental budgeting, and public sector auditing with electives such as capital budgeting, school finance, and accounting and management control in non-profit organizations. This program was specifically developed to prepare government finance professionals for rewarding careers in

one of today's fastest growing specialized fields of government financial management.

Up to 6 graduate credits may be transferred into the program from another accredited university, with prior approval of the program director. Professionals who benefit from this program include accountants and auditors, budget and financial analysts, and other government financial management personnel working in federal, state and local government agencies, as well as in nonprofit organizations; practicing CPAs as well as prospective CPAs who need to complete an additional 30 credits beyond the baccalaureate degree in order to sit for the Uniform CPA Examination; graduate students in M.B.A. and M.P.A. programs who wish to take elective courses in the area of government financial management; and graduate students who want to prepare to take the Certified Government Financial Manager's (CGFM) Examination, sponsored by the Association of Government Accountants.

Curriculum

Completion of the program requires 30 semester credits of course work comprised of seven required courses and three elective courses. Alternatively, candidates may earn a Certificate in Government Financial Management by completing 12 semester credits consisting of the following core courses: Design and Development of Information Systems, Government Accounting and Auditing, Government Budgeting Systems, and Public Sector Auditing. Students enrolled in the certificate program have the option to later matriculate in the master's degree program and have the certificate courses counted toward the degree.

Required Core Program (21 credits)

- Accounting for Managers (waived for accounting majors)
- Design and Development of Information Systems
- Ethical Issues in Public Financial Management
- Government Accounting and Auditing
- Government Budgeting Systems
- Public Financial Management
- Public Sector Auditing

Elective Courses (9 credits)

- Advanced Design and Development of Information Systems
- Capital Budgeting
- Infrastructure Financing and Strategy
- Local Government Financial Administration
- Management Control in Nonprofit Organizations
- Management of Information Technology
- School Finance and Accounting
- Other courses approved by the program director

For more information, call 732/445-4441; fax 732/445-3755; email werner@rbs.rutgers.edu; or visit <http://gov-maccy.rutgers.edu>.

Master of Quantitative Finance (M.Q.F.)

Mark Castelino, *Director*
973/353-5479
mqf@business.rutgers.edu

The Department of Finance and Economics developed this interdisciplinary program to emphasize and develop quantitative and analytical skills in finance. The program is offered with significant educational contributions from the Department of Statistics, the Department of Economics, the Department of Mathematics, and the Department of Computer Science in New Brunswick/Piscataway, as well as the MSIS department of Rutgers Business School.

This program addresses the academic needs of a career path leading to a financial modeler/engineer position, which requires greater technical training than other degree programs targeted toward careers in management. As a result, the M.Q.F. program is shorter and more industry-oriented than the Ph.D. program. Most graduates of the M.Q.F. program work for firms in fields such as investment banking, portfolio management, insurance, and commercial banking, which put a premium on quantitative financial skills. Illustrative positions for graduates include analysts, modelers, strategists, or risk managers where a strong quantitative background and education is a competitive advantage.

This program is designed for students with a bachelor of science or master of science degree in statistics, mathematics, engineering, economics, or a physical science. The program is also available for finance-oriented students who have a minor in one of the preceding areas. Applicants should have at least two years of college mathematics including calculus, linear algebra, calculus-based probability and statistics, and computer programming skills.

The full-time program consists of 30 credits (21 core and 9 elective) to be completed in three semesters over a 12-month period, including a Summer Session.

The M.Q.F. courses are offered on both the Newark and New Brunswick/Piscataway campuses in conjunction with Rutgers' existing M.B.A. and Ph.D. programs. Individual courses will contain an interesting mix of students from various degree programs and therefore provide an opportunity for students to learn and discuss topics from several perspectives.

For further information, contact Carmen Corral (973/353-1147 or corral@business.rutgers.edu).

Master of Accountancy in Taxation (M.Accy.)

Jay Soled, *Director*
Ackerson Hall, Room 316
973/353-1727
jaysoled@andromeda.rutgers.edu

Ideal candidates for the program, which is administered on a part-time basis, should hold a bachelor's or master's degree with an accounting background, or have practiced in the area of taxation. Candidates must meet the admissions requirements of Rutgers Business School: Graduate Programs–Newark and New Brunswick including having a grade-point average of 3.0 or better, and a GMAT score falling in the top one-third of the class. Sitting for the GMAT may be waived in certain instances if the candidate is a CPA. This program is offered in conjunction with the School of Law–Newark, though admission to this school is not a requirement for admission to the program.

Required Courses (17 credits)

- Business Ethics
- Corporate Taxation
- Federal Tax Practice and Procedure
- Income Taxation
- Management/Basic Income Taxation
- Partnership Taxation
- The Legal Environment

Elective Courses (13 credits)

- Advanced Corporate Taxation
- Consolidated Returns
- Estate Planning Seminar
- Federal Estate and Gift Taxation
- Federal Income Taxation of Trusts and Estates
- Federal Tax Law Clinic
- International Tax Seminar
- Pension and Profit-Sharing Plans
- State and Local Tax Seminar
- Tax Accounting
- Tax Exempt Entities
- Tax Policy Seminar

Not all of the above courses are offered each trimester. Please address inquiries regarding course offerings to Kathleen Connelly Harmon, Assistant Dean, Special M.B.A. Programs (973/353-5028).

DUAL-DEGREE PROGRAMS

Rutgers Business School: Graduate Programs–Newark and New Brunswick has dual-degree program agreements with many Rutgers and UMDNJ schools. The B.A./M.B.A. and B.S./M.B.A. dual-degree programs are designed for the high-achieving, non-business undergraduate majors. They give bright students the chance to combine their undergraduate curricula (liberal arts and

sciences) with the M.B.A. degree. The J.D./M.B.A. and M.P.H./M.B.A. programs are designed for professionals who wish to complement their technical training with a firm business education.

For admissions requirements and detailed program information, please contact the Office of Admissions at 973/353-1234.

Dual-Degree Programs Offered

- M.S. in biomedical sciences/M.B.A. (offered with UMDNJ)
- M.D./M.B.A. (offered with UMDNJ–Robert Wood Johnson Medical School)
- M.D./M.B.A. (offered with UMDNJ–New Jersey Medical School)
- M.P.H./M.B.A. (offered with UMDNJ–School of Public Health)
- J.D./M.B.A. (offered with Rutgers' School of Law–Newark)
- J.D./M.B.A. in Professional Accounting (offered with Rutgers' School of Law–Newark)
- B.A./M.B.A. (offered with Rutgers undergraduate colleges)
- B.S./M.B.A. (offered with Rutgers undergraduate colleges)
- M.P.P./M.B.A. (offered with Rutgers' Edward J. Bloustein School of Planning and Public Policy)
- M.C.R.P./M.B.A. (offered with Rutgers' Edward J. Bloustein School of Planning and Public Policy)

Master of Science in Biomedical Sciences/Master of Business Administration (M.S./M.B.A.)

The M.S./M.B.A. is offered jointly by the Graduate School of Biomedical Sciences (GSBS) of the University of Medicine and Dentistry of New Jersey (UMDNJ) and Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS). The program is designed for students interested in management careers in pharmaceutical, biotechnology, or related industries. It covers science and business concepts necessary for managers within the pharmaceutical or biotechnology industry, allowing graduates to communicate effectively throughout their organization. The dual-degree program can be completed in two and one-half years as opposed to four years for separate programs.

The program is directed toward individuals with a science background (e.g., bachelor's degree in biology) and an interest in a management career at a biotechnical or pharmaceutical company. This may include people in the following positions: lab technicians, medical technicians, nurses, scientists who do not have a strong background in molecular biology, and undergraduates poised to complete their baccalaureate degree in biology or biochemistry.

Current entry-level managers may have limited experience in the biological sciences or may have M.P.H. or medical degrees. The program addresses the need on a more fundamental level, training students in both management and biomedical principles. Positions that would find such a dual degree of benefit include: department or group manager at biotechnical/pharmaceutical company; director of operations, marketing manager, product manager, field manager, or sales representative at biotechnical/pharmaceutical company; director of materials management at biotechnical/pharmaceutical company or at an integrated health care network; manager in a public policy department at a state or federal government agency.

Program Description

Individually, the M.B.A. degree program requires a minimum of 60 credits and the M.S. degree program requires 26 credits. Because some courses are acceptable to each program, completion of the dual-degree program requires a minimum of 68 credits.

The M.B.A. portion requires the 36-credit core curriculum and 12 elective credits from RBS. Twelve credits in biomedical sciences from GSBS are accepted as the M.B.A. area of concentration. The M.S. portion requires 20 credits in the biomedical sciences. Four credits of Interfunctional Team Consulting and 2 credits of statistics are accepted from the M.B.A. program. The consulting project report will serve as the M.S. thesis requirement. The core requirements for the dual-degree programs are illustrated below.

The core M.B.A. curriculum is completed full time during the first year, with the exception of the Interfunctional Team Consulting. The latter occurs during the second or third year, following initial exposure to the biomedical curriculum. The remaining

M.B.A. elective courses and the M.S. biomedical science courses can be completed during the second and third years. Specific M.S. courses depend upon the interests and background of the student. The program is offered on a full-time basis and can be completed in as little as 30 months.

Curriculum

Students must take each of the core courses listed below:

M.B.A. Core Requirements

Please see sequence on page 30.

Sample M.S. Core Requirements

- Biomedical Techniques
- Cellular Pathology
- Ethics in Science, Research, and Scholarship
- Genetic Code
- Immunology
- Introductory Toxicology
- Principles of Drug Discovery and Federal Regulations
- Principles of Pharmacology
- Protein Biochemistry
- Seminar

Admission

Applicants can apply to the dual-degree program through either institution. Each school determines the applicability to its program and then forwards the application to the other institution. Both programs must agree for the applicant to be accepted into the dual-degree program, but either institution may accept the student into its own program if dual acceptance is declined. A single application fee to either program is acceptable.

Admission into the dual M.S./M.B.A. program requires a score on the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) that falls among the top third of grades, and a superior undergraduate grade-point average (GPA). Management experience is encouraged. Strong performance in one area can offset weak performance in another. GSBS requires that applicants have a basic background in biology and chemistry.

Applications and course catalogs are available through the schools. For an application or further information, contact Nicholas A. Ingoglia, Ph.D., Associate Dean, GSBS, Director of the Master's in Biomedical Sciences Program, UMDNJ–NJMS, 185 South Orange Avenue, Newark, NJ 07103 (973/972-4776, 973/972-7950 fax, ingoglia@umdnj.edu) or Office of Admissions, RBS (973/353-1234).

Tuition

Students in the dual-degree program spend the majority of the first year in the M.B.A. component of the program and pay full-time tuition to RBS. During the second year, students complete the M.S. portion of their program and tuition is collected by GSBS. Student fees in the first year will be paid to RBS. Student fees during the second year will be paid to GSBS, except career services fees incurred at RBS, which are paid to RBS.

Doctor of Medicine/Master of Business Administration (M.D./M.B.A.)

The M.D./M.B.A. is offered in New Brunswick and Newark.

Newark Program

For the Newark location, you must first have been admitted to New Jersey Medical School at Newark. For more details, contact Mercedes M. Lettman, Director of Admissions, UMDNJ–New Jersey Medical School at lettman@umdnj.edu.

New Brunswick/Piscataway Program

The New Brunswick-based M.D./M.B.A. program, which is a collaborative effort on the part of UMDNJ–Robert Wood Johnson Medical School and Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS), is designed to provide medical students with the knowledge and skills necessary for positions in the health care industry that require expertise in both the medical and economic aspects of health care. Students earn both the M.D.

degree and the M.B.A. degree during the course of a five-year medical school program. As a dual-degree program, students fulfill all academic requirements for each degree.

The M.B.A. requires the completion of 60 credits of course work. This includes 40 credits of required and core M.B.A. courses focused on accounting, economics, finance, decision analysis, marketing, statistics, information technology, supply chain, law, and management strategies. This sequence of course work also includes a 5 credit Interfunctional Management Consulting Program in which student teams work together on a business consulting assignment. The program is specifically targeted to the needs of medical students through the inclusion of 8 credits transferred in from the medical school in areas of ethics, environmental medicine, and clinical prevention. The remaining 12 credits required for the M.B.A. represent elective business courses or noted substitutes selected on the basis of student interest and may include available courses at the School of Public Health.

The M.D. and M.B.A. degrees are accomplished during the course of a 5-year medical school program (see curriculum chart). Students apply to RBS for admission to the M.B.A. program during their first year of medical school while completing 5 of 8 medical school credits that transfer into the M.B.A. program as elective credits. During the summer following the first year, students complete 6 credits of core M.B.A. courses in accounting and marketing. The second year of the program is devoted to full-time course work in RBS (completion of 46 credits during the fall, spring, and summer semesters). During the third year, the students resume the medical school curriculum. The students will complete their medical school training/clerkships during years four and five of the dual-degree program.

Admission

Applications may be obtained through either UMDNJ–Robert Wood Johnson Medical School, or RBS student services and graduate admissions offices.

Admission to the program is competitive. A maximum of four first-year medical students will be awarded scholarships through Robert Wood Johnson Medical School. Other first-year medical students may be offered admission on a no scholarship basis. Students will be admitted to the program in spring of each year. Medical students are required to take the GMAT examination and to be accepted for admission by RBS.

For more information on the New Brunswick M.D./M.B.A. program, please contact Barbara Sackie, Program Administrator, RBS, at 732/445-4046 or sackie@rbsmail.rutgers.edu; or Dr. David Seiden Associate Dean for Admissions and Student Affairs, UMDNJ–Robert Wood Johnson Medical School at 732/235-4587 or seiden@umdnj.edu.

Registration

Students register for all M.B.A. courses through RBS. Students are registered as nonmatriculating during the first summer semester with RBS then as matriculating full-time status during the subsequent fall, spring, and summer semesters (during their two-semester leave from medical school). The 8 credits of medical school course work will be transferred into and recorded on the students' RBS transcript to complete the 60-credit requirement for the M.B.A.

Curriculum

See chart on following page.

Master of Public Health/Master of Business Administration (M.P.H./M.B.A.)

The M.P.H./M.B.A. dual-degree is designed to prepare health care managers for the rapidly changing health care environment by combining knowledge of health care organization, financing, and policy with management tools and skills. Students qualify for competitive careers in various sectors of the health care industry, including managed-care organizations, hospitals, public health agencies, and private health care organizations. University of Medicine and Dentistry of New Jersey (UMDNJ) awards the M.P.H., and Rutgers Business School: Graduate Programs–Newark

and New Brunswick (RBS) awards the M.B.A. The dual-degree arrangement is a 72-credit, full-time program at the New Brunswick/Piscataway campuses of both institutions. Taken separately, the two programs would require 135 credits.

In addition to the course work specified below, students undertake a two-semester team consulting experience that provides hands-on work in the health care industry. Biweekly seminars with health care leaders are a special feature of the program.

Curriculum

M.B.A. Core Requirements

Please see sequence on page 30.

M.P.H. Core Requirements

Health Care Ethics and Law
Health Economics
Health Education and Behavioral Science
Health Policy
Health Services Research and Evaluation
Health Systems and Policy
Introduction to Environmental Health
Managing Health Care Delivery Organizations
Overview of Managed Care (or Pharmacoeconomics)
Principles of Epidemiology

Admission

Candidates for admission are baccalaureate graduates with a superior record of undergraduate performance and a commitment to health care management. Students must also achieve scores on the Graduate Management Admissions Test (GMAT) comparable to other full-time Rutgers M.B.A. students. One or more years of management experience is preferable but not required. Students must meet calculus and statistics prerequisites that are satisfied with a B or better grade in an undergraduate course or prescribed course work at RBS. For further information about the program or an application, please contact Frances Merlino (732/235-2866) or Barbara J. Sackie (732/445-4046).

Juris Doctor/Master of Business Administration (J.D./M.B.A.)

Offered jointly by Rutgers' School of Law–Newark and Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS), students can combine their studies for the J.D. and M.B.A. degrees. Both schools offer a sufficient variety of elective courses permitting students to obtain legal and business perspectives in such fields as finance, corporate practice, taxation, international, and other related fields. The two programs separately require five years of full-time study. The joint-degree program provides that each school recognize up to 12 credits offered by the other, reducing the combined program to four years of study (120 or 121 credits).

Joint-degree candidates normally take the required J.D. curriculum in the first academic year and the day M.B.A. core curriculum in the second academic year. (Students may reverse the order.) They take a combination of J.D. and M.B.A. courses (12 to 16 credits) in each semester of the third and fourth years sufficient to satisfy the requirements of both schools. Students may apply for part-time matriculation to both schools and complete the J.D./M.B.A. program.

Students are required to meet the admissions requirements of both schools in order to be eligible for the program. Prospective applicants are encouraged to apply simultaneously and independently to both schools. Typically, the student will file an application with Rutgers' School of Law–Newark, take the Law School Admissions Test, and present the report of undergraduate work provided by the Law School Data Assembly Service. Applicants will submit the separate, self-managed application to RBS.

Program Description

The first year of law training is crucial for establishing a solid foundation in both substantive law and legal methodology. It is during this time that law students must learn the conceptual, analytical, and research methods that are essential to participating effectively as

lawyers. To facilitate this important training, the first-year, full-time curriculum requires 16 class hours per week in the fall semester and 15 or 16 class hours per week in the spring semester. Electives are not permitted until the required curriculum is completed.

Curriculum

First-Year, Full-Time J.D. Curriculum *

| Courses | Semester |
|-----------------------------------|----------|
| Contracts (4) | Fall |
| Criminal Law (3) | Fall |
| Legal Research and Writing I (1) | Fall |
| Property (4) | Fall |
| Torts (4) | Fall |
| Civil Procedure (5) | Spring |
| Constitutional Law (5) | Spring |
| Legal Research and Writing II (2) | Spring |
| Required Elective (3-4) | Spring |

M.B.A. Core Courses

Please see sequence on page 30.

Admission

Applications and course catalogs are available through the RBS Office of Admissions, 190 University Avenue, Newark, NJ 07102-1813, and also the Rutgers' School of Law–Newark Office of Admissions, Center for Law and Justice, 123 Washington Street, Newark, NJ 07102. Contact Janice L. Morrell, RBS Office of Admissions (973/353-5974), or Anita Walton, Rutgers' School of Law–Newark Office of Admissions (973/353-5554).

Juris Doctor/Professional Accounting (J.D./M.B.A.)

The candidate for this degree usually must complete one full year of courses at either of the Rutgers law schools before applying to Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS). The GMAT test is required.

If accepted, the student may substitute two law school courses for 22:835:510 and 22:835:511 (Business Law I and II) and may substitute two additional courses for 22:835:603 (Income Taxation) and for 22:835:605 (Corporate Taxation), provided the law courses offered for substitution have substantially covered the material in the two RBS tax courses. Candidates for this degree should apply and plan to enroll in the summer trimester after completing two years of law school. This will permit the student to complete the professional accounting M.B.A. program in the third year of study, and to return to the law school program during the fourth year.

Applications and course catalogs are available through the Office of Admissions, RBS, 81 New Street, Newark, NJ 07102-1895, and also through the Office of Admissions, Rutgers' School of Law–Newark, Center for Law and Justice, 123 Washington Street, Newark, NJ 07102.

B.A./M.B.A. and B.S./M.B.A.

The B.A./M.B.A. and B.S./M.B.A. dual-degree program of Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS) is a special study plan that allows a student to earn both a bachelor's degree and a master of business administration degree within five years. Normally, the sequence of degrees requires six years. This dual-degree program offers an opportunity to develop a liberal arts interest, as well as prepare for a career in management or business. The first three years of the program are spent at one of the Rutgers undergraduate divisions that participate in the program, where general studies requirements as well as the required courses for a major course of study are completed.

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

Curriculum: Doctor of Medicine/Master of Business Administration (M.D./M.B.A.)

| Semester | UMDNJ–Robert Wood Johnson Medical School | School of Public Health | Rutgers Business School |
|----------------|--|---|---|
| Year 1: Fall | Medical Ethics (1) Introduction to the Patient (2) Environmental and Community Medicine (1) Preclinical Courses | | Section 61 = (part-time NB evening course) Section 30 = (part-time NWK day course) Section 40/42 = (part-time NWK evening course) All M.B.A. courses Section 51 (full-time day course) unless noted |
| Year 1: Spring | Epidemiology and Biostatistics (1) Preclinical Courses | | |
| Year 1: Summer | | | Accounting for Managers (3) Section 41 Summer '04 only (for 010:502/503 Section 51) Marketing Management (3) Section 61 (for 630:550 Section 51) |
| Year 2: Fall | | Health Systems and Policy (3) <i>or</i> M.B.A. Elective (3) | Information Technology (2) Macroeconomic Policy (2) Managing People (2) Management Simulation (1) Law and Legal Reasoning (2) Business Presentation (2) Career Development Program (PF) Elective (3) Section 61 * Note: Students must take The Health Care Industry and Role of Pharmaceutical Companies (373:622) Section 40 as one of their electives if they plan to take R & D Product Development (223:607) during the spring semester |
| Year 2: Spring | | | Economic Analysis and Economics of Industrial Organizations (2) Data Models and Decisions (3) Analysis of Investment and Corporate Finance (2) Global Business and Strategy (2) Supply Chain Logistics and Operations Management (3) Strategic Management (3) Interfunctional Management Consulting I (3) Special Topics: Health Care Finance (3) Section 40 or R & D Product Development (3) Section 30 (373:622 required) |
| Year 2: Summer | | | Interfunctional Management Consulting II (2) M.B.A. Elective (3) Section 61 M.B.A. Elective (3) Section 61 |
| Year 3: Fall | Medicine and the Law (1) Preclinical Courses | | |
| Year 3: Spring | Issues in Clinical Prevention (2) Preclinical Courses | | |
| Year 3: Summer | Clerkships | | |
| Year 4: Fall | Clerkships | | |
| Year 4: Spring | Clerkships | | |
| Year 4: Summer | 4th Year Electives Blocks 1, 2 | | |
| Year 5: Fall | 4th Year Electives Blocks 3-6 | | |
| Year 5: Summer | 4th Year Electives Blocks 7-11 | | |

Courses are subject to change.

* The Health Care Industry and the Role of Pharmaceutical Companies is a prerequisite to R & D Product and Development.

During the fourth year, graduate courses toward the M.B.A. degree are taken, which are offered at RBS campuses. The fourth year remains the senior year of undergraduate school, with undergraduate tuition rates remaining in place. At the end of the fourth year, all undergraduate requirements for the bachelor's degree should have been completed successfully. During the fifth year, graduate studies are completed resulting in the M.B.A. degree.

Participating Rutgers Divisions

Cook College
Douglass College
Livingston College
Newark College of Arts and Sciences
Rutgers College
School of Engineering *
University College-Newark
University College-New Brunswick

Admission

Talk with an academic adviser regarding undergraduate college general studies requirements and major requirements. Application to the program is in the spring semester of the junior year. It is advisable to complete a course in calculus and another in statistics, earning *B* or better in each course. Admissions requirements include the following: any major other than business, GMAT score in the top quartile, GPA of 3.0 or better, an application, transcript(s), two letters of recommendation, application fee, and a letter from an undergraduate adviser authorizing application during the spring semester of the junior year.

For additional information, please contact Janice L. Morrell, Director of Minority Affairs, Room 107, Engelhard Hall, 190 University Avenue, Newark, NJ 07102-1813 (973/353-5974 or janice.morrell@rbsmail.rutgers.edu).

Master of Public Policy/Master of Business Administration (M.P.P./M.B.A.)

This dual-degree is designed to prepare students interested in public and private-sector careers, teaching and research, and at all levels of government and nonprofit organizations. Each school offers a set of required core courses and a choice of electives to meet the need for highly trained individuals to use business skills to work on complex public policy problems. Students develop and refine their competence in analytic and quantitative skills, receive a thorough foundation on the functions of markets as well as forming a thorough understanding of the political institutions and processes through which public policies are formulated and implemented.

Students apply separately to the two programs and must identify their interest in the dual-degree program on both applications. Each program accepts 12 credits from the other toward its degree. The student needs a total of 60 credits for the M.B.A. and 45 for the M.P.P. The student will therefore need to take 48 credits with Rutgers Business School: Graduate Programs-Newark and New Brunswick (RBS) and 33 with Edward J. Bloustein School of Planning and Public Policy (EJBSPPP).

Program Description

Students adhere to the following schedule:

| | |
|--------|---|
| Year 1 | Full-time study with RBS |
| | Summer 1: RBS internship in private sector |
| Year 2 | Full-time study with EJBSPPP |
| | Summer 2: Public policy applied field experience in public sector |
| Year 3 | Mix of courses with RBS and EJBSPPP as needed |

Students may reduce the third year load by taking additional classes in year two or by taking additional summer courses.

Curriculum

M.B.A. Core Courses

| Courses | | Semester |
|------------|--|----------|
| 22:010:502 | Concepts and Practice of Financial Communication (2) | Fall |
| 22:010:503 | Supporting Managerial Decisions (1) | Fall |
| 22:135:583 | Career Development Program (0) | Fall |
| 22:198:504 | Introduction to Information Technology (1) | Fall |
| 22:223:520 | Macroeconomic Policy (2) | Fall |
| 22:373:510 | Principles of Business Presentations (2) | Fall |
| 22:390:522 | Analysis of Investments and Corporate Finance (2) | Fall |
| 22:630:550 | Marketing Design and Strategy (2) | Fall |
| 22:960:563 | Data Models and Decisions (3) | Fall |
| 22:135:582 | Business Plan: A Team Competition (1) | Spring |
| 22:223:521 | Economic Analysis and Economics of Industrial Organization (2) | Spring |
| 22:373:531 | Law and Legal Reasoning in Business (2) | Spring |
| 22:373:623 | Business, Ethics, and Society (1) | Spring |
| 22:553:533 | Global Business and Strategy (2) | Spring |
| 22:620:540 | Managing People (2) | Spring |
| 22:711:562 | Supply Chain Logistics and Operations Management (3) | Spring |

M.P.P. Core Courses

| Courses | | Semester |
|------------|------------------------------------|----------|
| 22:630:604 | Marketing Research (RBS) (3) | Fall |
| 34:833:510 | Public Policy Formation (3) | |
| 34:833:531 | Policy Analysis and Evaluation (3) | |
| 34:833:640 | Policy Research Seminar (6) | |
| 34:833:672 | Applied Field Experience (6) | |

Dual-degree students take 18 credits (21) in the core, and complete another 15 (12) credits of electives (depending on how Regression Analysis is completed). Nine of these remaining credits must constitute a substantive specialization in public policy, selected from among the following options: arts policy (planned), education policy, environmental policy, labor policy, political institutions and processes, public opinion and polling, science and technology policy, social policy, and urban policy (the applied economics and analysis specialization would likely be inappropriate for dual-degree business students). Courses applied to the specialization are chosen with the consultation of the student's adviser, who directs that specialization, and the program director. Courses offered toward the concentrations may include independent studies and courses not in EJBSPPP, but they may not include courses in the core curriculum or, for dual-degree students, courses in RBS.

M.P.P. Concentrations

Just as students in the traditional M.P.P. program, students in the dual M.P.P./M.B.A. program are required to present a three-course (9-credit) concentration to complete their degree requirements. The program currently offers formal concentrations in the following areas, each advised by a member of the faculty: education policy, environmental policy, health policy, labor policy, political institutions and processes, science and technology policy, social policy, and urban policy.

Students must demonstrate basic competency in the concentration by achieving a *B+* or better in at least two of the three courses. Courses offered toward the concentration may be drawn from offerings within the public policy program (EJBSPPP) or Rutgers generally, with the permission of the adviser and the program director. Students may also perform an independent study, usually with the adviser for the concentration, as part of the concentration. *Note:* the M.P.P. concentrations in applied economics and policy analysis or management are not permitted for the dual degrees.

Master of City and Regional Planning/Master of Business Administration (M.C.R.P./M.B.A.)

This rigorous, full-time program requires three years of study. The primary goal of the M.C.R.P./M.B.A. is to produce professionals who make meaningful contributions to the improvement of cities

* Students admitted to dual-degree programs must meet with Associate Dean Fred Bernath prior to submission of registration requests.

and regions with a full foundation of business principles. Students are admitted separately to the two programs, and identify their interest in the dual-degree program on applications to both Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS) and Edward J. Bloustein School of Planning and Public Policy (EJBSPPP).

Each program accepts 12 credits from the other toward their graduation requirements. Students need a total of 60 credits for the M.B.A. and 48 for the M.C.R.P. Therefore, the student takes at least 48 credits of RBS courses, and at least 36 credits of urban planning program credits at EJBSPPP.

Program Description

Students adhere to the following schedule:

| | |
|--------|--|
| Year 1 | Full time with RBS (minimum of 30 credits) |
| Year 2 | Full time with EJBSPPP (minimum of 24 credits) |
| Year 3 | Mix of courses with RBS and EJBSPPP as needed |

Third-year students may need 18 additional RBS credits and 12 credits in the urban planning program to complete the requirements. Students may reduce the third year load by taking additional classes in year two or by taking additional summer courses.

Curriculum

M.B.A. Core Courses

| Courses | | Semester |
|------------|--|----------|
| 22:010:502 | Concepts and Practice of Financial Communication (2) | Fall |
| 22:010:503 | Supporting Managerial Decisions (1) | Fall |
| 22:135:583 | Career Development Program (0) | Fall |
| 22:198:504 | Introduction to Information Technology (1) | Fall |
| 22:223:520 | Macroeconomic Policy (2) | Fall |
| 22:373:510 | Principles of Business Presentations (2) | Fall |
| 22:390:522 | Analysis of Investments and Corporate Finance (2) | Fall |
| 22:630:550 | Marketing Design and Strategy (2) | Fall |
| 22:960:563 | Data Models and Decisions (3) | Fall |
| 22:135:582 | Business Plan: A Team Competition (1) | Spring |
| 22:223:521 | Economic Analysis and Economics of Industrial Organization (2) | Spring |
| 22:373:531 | Law and Legal Reasoning in Business (2) | Spring |
| 22:373:623 | Business, Ethics, and Society (1) | Spring |
| 22:553:533 | Global Business and Strategy (2) | Spring |
| 22:620:540 | Managing People (2) | Spring |
| 22:711:562 | Supply Chain Logistics and Operations Management (3) | Spring |

M.C.R.P. Core Courses

| Courses | | Semester |
|------------|---|----------|
| 22:630:604 | Marketing Research (RBS) (3) | Fall |
| 34:970:501 | History and Theory of Planning (3) | |
| 34:970:510 | Planning Studio (one semester waived) (3) | |
| 34:970:517 | Survey of Planning Law Principles (3) | |

M.C.R.P. Concentrations

Five issue-oriented concentrations, or specialties, reflect the strengths of the faculty in the urban planning and policy development program. These concentrations include the core of general courses, but go beyond that broad foundation of skills, awareness, and understanding to explore more deeply the scope of specific planning issues. They allow more detailed examinations of the dimensions, questions, conflicts, and impacts addressed by the professional as well as by the researcher. They encourage recognition of common elements that resonate between and among various problems, policies, and programs.

The program offers five areas of concentration that allow students to specialize in one or more fields of planning, in addition to taking the required core courses. These concentrations are intended to help students develop a program of study that will help them fulfill their individual career goals. Courses in each concentration are grouped into “required” and “recommended” categories. The program requires that any student who wants to specialize in a

particular area take proper courses as outlined under each concentration. Additional courses taken in that area will depend upon the student’s particular interest and can be selected, with the help of advisers, from among the listed recommended and relevant courses or from other courses recommended by area advisers.

These concentrations cover areas of substantial strength within the program and school. There also are other feasible concentrations, such as information technology. Students who want to blend two concentrations to design their own programs can do so and should speak with their faculty adviser and the area advisers. Students select electives from the graduate course concentrations in the urban planning program. These concentrations are:

Environmental and Physical Planning. Work in these areas investigates the nature, extent, and value of land use and development planning and of controls over land, including what controls mean for population growth or distribution, for the environmental quality of a region, for protecting ecological systems, for developing community structure, and for public and private development decisions.

Housing and Real Estate. A broad understanding of housing and development planning, housing economics and markets, land and building analysis, development, and marketing processes, particularly in the United States, is gained through a sequence of courses in development planning and practice; real estate research, finance, and investment; and housing impact analysis.

Regional Development and Developing Nations. National and regional contexts delineate study in this concentration, whether comparing issues and approaches in developed and less-developed countries or analyzing the development and evolution of regional or urban settlement systems in developed and developing countries.

Transportation Policy and Planning. The transportation policy and planning concentration provides a broad overview of the field as well as practical applications of planning methods in these areas. Characteristics of current highway and mass transit systems are examined in detail in the context of historical and recent trends.

Urban and Community Development. This concentration examines the physical, political, economic, and administrative elements of development, as well as the methods of assisting development impacts. Development is analyzed within both urban and suburban contexts. The primary emphasis is on the United States, although some information on Europe and developing countries is included.

It is assumed that many joint M.C.R.P./M.B.A. candidates prefer to specialize in the housing and real estate concentration, but all concentrations are available subject to approval by RBS. All dual-degree program students must also satisfy all other requirements of their respective degrees, and should see the two program descriptions for a complete set of requirements.

All required and most recommended courses for these concentrations are offered through the program and other units of EJBSPPP. Additional recommended courses are offered within the university in the following departments: landscape architecture; agricultural, food, and resource economics; ecology, evolution, and natural resources; environmental sciences; and geography, among others. Courses also may be found at Princeton University and New Jersey Institute of Technology.

It is particularly important that the student obtain prior program approval for courses to be transferred in and counted toward the degree. Students should obtain such prior approval for RBS from the director of M.B.A. programs, and for the urban planning program from the program director.

Courses and Concentrations

COURSE INFORMATION

In this chapter, detailed descriptions of the programs and courses are listed for the following departments at Rutgers Business School: Graduate Programs–Newark and New Brunswick (RBS): accounting and information systems; business environment; finance and economics; management and global business; management science and information systems; and marketing.

Explanation Three-Part Course Numbers

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

Administrative Codes

The following administrative codes are relevant for graduate students at RBS:

| | |
|----|---|
| 16 | Graduate School–New Brunswick |
| 22 | Rutgers Business School: Graduate Programs–Newark and New Brunswick |
| 26 | Graduate School–Newark |
| 34 | Edward J. Bloustein School of Planning and Public Policy |

Subject Codes

A subject code comprises the third through fifth digits in all course numbers and indicates the subject matter of the course. The following subject codes are used in this catalog:

| | |
|-----|------------------------------------|
| 010 | Accounting and Information Systems |
| 135 | General |
| 198 | Computers |
| 223 | Economics |
| 373 | Business Environment |
| 390 | Finance |
| 553 | Global Business |
| 620 | Management |
| 621 | Team Consulting |
| 630 | Marketing |
| 711 | Operations Management |
| 835 | Professional Accounting |
| 960 | Statistics |

Course Codes

The course code comprises the sixth, seventh, and eighth digits in all course numbers.

ACCOUNTING AND INFORMATION SYSTEMS 010

Dan Palmon, *Chair*

Full-Time M.B.A. Core Courses

| | |
|------------|--|
| 22:010:502 | Concepts and Practice of Financial Communication |
| 22:010:503 | Supporting Managerial Decisions |

Part-Time M.B.A. Core Course

| | |
|------------|-------------------------|
| 22:010:577 | Accounting for Managers |
|------------|-------------------------|

Accounting and Information Systems M.B.A. Electives

| | |
|------------|--|
| 22:010:583 | Financial Accounting (E.M.B.A.) |
| 22:010:601 | Management Accounting and Control |
| 22:010:602 | Managerial Problems in Financial Reporting |
| 22:010:603 | Income Taxation |
| 22:010:604 | Design and Development of Information Systems |
| 22:010:605 | Corporate Taxation |
| 22:010:606 | Budgetary Planning and Control |
| 22:010:608 | Auditing in a Corporate Environment |
| 22:010:609 | Advanced Design and Development of Information Systems |
| 22:010:622 | Internet Technology for Business |
| 22:010:623 | Enterprise Resource Planning |
| 22:010:624 | Strategic Cost Management |
| 22:010:642 | Special Topics: Cost and Quality Management |
| 22:010:645 | Special Topics: Wired for the Technological Future |
| 22:010:648 | Special Topics: Decoding of Corporate Financial Communications |
| 22:010:649 | Financial Accounting for Arts Nonprofits |

M.B.A. in Professional Accounting Courses

| | |
|------------|--|
| 22:835:501 | Accounting Principles and Problems I |
| 22:835:502 | Intermediate Accounting II |
| 22:835:510 | Business Law I |
| 22:835:511 | Business Law II |
| 22:835:603 | Income Taxation |
| 22:835:604 | Auditing and Accounting Information Systems |
| 22:835:605 | Corporate Taxation |
| 22:835:625 | Accounting Theory |
| 22:835:626 | Advanced Auditing and Accounting Information Systems |
| 22:835:627 | Cost Accounting |
| 22:835:628 | Advanced Accounting Research Projects |

Master of Accountancy in Taxation Courses

| | |
|------------|--|
| 22:010:614 | Tax Research |
| 22:010:615 | Partnership Taxation |
| 22:010:616 | Federal Tax Practice and Procedures |
| 22:010:618 | Advanced Corporate Taxation |
| 22:010:619 | Income Taxation of Trusts and Estates |
| 22:010:620 | State and Local Taxation |
| 22:010:621 | Financial Accounting for Arts Nonprofits |
| 22:010:625 | Taxation of Tax-Exempt Entities |
| 22:010:626 | Estate and Gift Taxation |
| 22:010:627 | Pension and Profit-Sharing Plans |
| 22:010:629 | International Taxation |

Full-Time M.B.A. Core Courses

22:010:502. CONCEPTS AND PRACTICE OF FINANCIAL COMMUNICATION (2)

An introduction to financial statement analysis which builds on the fundamentals of accounting, including understanding the accounting equation and its application in building the balance sheet, the income statement, and the statement of cash flows. Basic accounting concepts, accounting principles, and the audit report are presented. Students work in teams to analyze corporate financial statements. The relationship of economic value to accounting measurement is explored together with factors influencing management choices among competing valuation principles. Theory is applied to the valuation of the asset, liability, and owners' equity accounts. Emphasizes the heavy reliance on estimates in constructing financial statements and how management can use such estimates to strategically manage its reporting responsibilities.

22:010:503. SUPPORTING MANAGERIAL DECISIONS (1)

Key management decisions in such areas as capital spending, choosing among alternatives, measuring performance, and operational budgeting are based on accounting tools and accounting measurement techniques, which form the core content of this course. Cost finding and cost measurement techniques are evaluated in relation to accounting systems designed to measure data for use within the business entity.

Part-Time M.B.A. Core Course**22:010:577. ACCOUNTING FOR MANAGERS (3)**

Introduces the basic concepts of financial and managerial accounting. Considerable stress is placed upon conceptual foundations, which are essential to accounting as an information system for management. Major topics include the accounting process, income determination, financial reporting, foundations of managerial accounting, operations planning and control, and performance evaluation.

**Accounting and Information Systems
M.B.A. Electives**
22:010:583. FINANCIAL ACCOUNTING (3)

Focuses on the use of accounting information systems to support valuation, resource allocation, planning, capital management, production, costing, marketing, control, and performance evaluation decisions.

22:010:601. MANAGEMENT ACCOUNTING AND CONTROL (3)

Prerequisite: 22:010:577.

Provides a thorough background in contemporary issues in management accounting principles and techniques. Aggregation of various input costs and allocation of the costs to classes of outputs are examined with special emphasis on the use of data in managerial decision making. Application of traditional product costing techniques to the costing of intangible services is also examined. Evaluation of past performances using the cost information completes the issues examined in this course.

22:010:602. MANAGERIAL PROBLEMS IN FINANCIAL REPORTING (3)

Prerequisite: 22:010:577.

Proper use of financial accounting information requires substantial knowledge of the principles and techniques used to process and disclose financial events in the financial statements. Examines the fundamental issues of financial reporting and analysis techniques from the users' point of view. In addition to the basic structure of financial statements, selected current issues such as price level changes, foreign currency translation, lease accounting, and pensions are covered.

22:010:603. INCOME TAXATION (3)

Enables students to recognize and understand the impact of taxation as a major factor for both individual and business planning. Covers sources of federal tax law, the concept of income realization and recognition, timing of income recognition, timing and possibility of income tax deductions, tax accounting methods, and reporting periods.

**22:010:604. DESIGN AND DEVELOPMENT OF INFORMATION
SYSTEMS (3)**

Examines the conceptual issues in cost and value of information, structures of information systems, and some modern technologies in information processing. Not intended for current data processing professionals, but rather, for students who come or will come into contact with decisions related to identification of needs and production of information for managerial decisions. No specific programming or hardware topics will be discussed.

22:010:605. CORPORATE TAXATION (3)

Prerequisite: 22:835:603.

Provides a broad overview of how the Internal Revenue Code taxes corporations and compares it to other forms of doing business (i.e., proprietorships, partnerships, limited liability companies, and S corporations). The course will cover the tax aspects of a corporation's life cycle, including a corporation's organization, financing, capital structure, distributions, redemptions, and ultimate liquidation.

22:010:606. BUDGETARY PLANNING AND CONTROL (3)

Prerequisite: 22:010:601.

Budgeting is a major tool of managerial planning and communication. Once adopted, the plan can serve as the standard to guide and evaluate the results of implementation. Surveys the basic principles and techniques of budget preparation, performance evaluation, and feedback systems. Managerial issues in internal accounting and control in uncertain and dynamic environments are studied as well as the technical issues. Classroom instruction depends heavily on case studies and student projects.

22:010:608. AUDITING IN A CORPORATE ENVIRONMENT (3)

Prerequisite: 22:010:577.

Concerns the independent appraisal activity within an organization; a managerial control which functions by measuring and evaluating the effectiveness of other controls and operations. The objective of operations and internal auditing is to assist all members of management in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations, and pertinent comments concerning the activities reviewed. Covers foundations for internal auditing, fundamentals of control, operational audit approach, areas for operational auditing, review of financial statements, and administering the internal audit department.

**22:010:609. ADVANCED DESIGN AND DEVELOPMENT OF INFORMATION
SYSTEMS (3)**

Prerequisite: 22:010:604.

Examines management's need for advanced information technology in an organization, focusing on the systems and technology that are developed to supply this information. Does not primarily focus on the technical aspects of data processing and computer operations, though these topics will be discussed largely in the context of case examples. Thus, the emphasis is on the management of systems development rather than on specific tools and techniques. Students taking this course are expected to gain survey level knowledge of advanced technological tools of managerial information and the ways these tools can be used.

22:010:622. INTERNET TECHNOLOGY FOR BUSINESS (3)

Introduction to telecommunications including LANs and WANs; discussion of how the Internet works including the protocols, routing, and domain name service; all the major Internet services including World Wide Web, email, telnet, ftp, newsgroups, talk, and chat; markup languages including HTML and extensible Markup Language (XML); security of information including basics of secret-key and public-key cryptography, digital signatures, and certificates; and security of networks and hosts including access control, packet filtering, firewalls, and intrusion prevention and detection; multicasting and Mbone; data mining, and intelligent agents.

22:010:623. ENTERPRISE RESOURCE PLANNING (3)

Examines theories, concepts, and methodologies of enterprise resource planning systems (i.e. SAP, BAAN, PeopleSoft, Oracle) from the perspective of an internal or external organizational consultant. Includes an examination of assessment and diagnosis, contracting, survey of alternative ERP systems, and an overview of usage of one particular system. ERPs are overviewed along their accounting, marketing, human resources, production, and other features. Combines lectures, class discussion, and case analyses as a vehicle for the application of theory in action.

22:010:624. STRATEGIC COST MANAGEMENT (3)

Designed to give students a broad strategic understanding of important aspects of cost and quality management as an integral part of corporate planning and control. Topics include relationships between cost, quality, efficiency and effectiveness, activity-based management, value analysis, strategic activity-based costing, operational activity-based costing, total quality management, cost of quality, reengineering, continuous improvement, cost and quality control, benchmarking, enterprise resource planning systems, supply chain management, the role of cost and quality in product development, customer management, budgeting and transfer pricing, and behavioral aspects of cost and quality management.

22:010:642. SPECIAL TOPICS: COST AND QUALITY MANAGEMENT (3)

Deals with the interaction of cost management, quality management, time management, and functionality management in both manufacturing and services organizations with each other, with the strategy, and with operations. Introduces the student to systems of value, cost and quality measurement, evaluation and control. Focuses on strategic, marketing, and operations decisions—not on the techniques per se. Reading materials as well as the cases are designed to emphasize the practical implementation aspects of management systems in addition to conceptual understanding of how the systems are supposed to work. Internally structured but has open boundaries to benefit from collective experience. Part of the course will consist of book presentations.

22:010:645. SPECIAL TOPICS: WIRED FOR THE TECHNOLOGICAL FUTURE (3)

Introduces students to the main ideas, fundamental technology, and current business problems related to the development of the Internet and electronic commerce. The technological issues covered in the course include all the major Internet services (World Wide Web, email, telnet, ftp, newsgroups), the discussion of how the Internet really works, as well as the emerging technologies like Mbone and the virtual corporation and electronic commerce, the marketing and legal problems of Cyberspace, the virtual communities, and the financial and accounting resources on the Internet.

22:010:648. SPECIAL TOPICS: DECODING OF CORPORATE FINANCIAL COMMUNICATIONS (3)

Prerequisites: 22:010:577, 22:390:587, 22:390:613.

Interpretation and in-depth analysis of reported financial data. The role of taxes and tax disclosures will be included in the class discussions. Some aspects of valuation will be discussed. Issues include reported numbers making sense; reporting choices made by the preparer/firm when other choices under GAAP are available; strategy of firms in their choice of financial information disclosures; comparison of financial information within and across industries; projection of key information variables like earnings or cash flows into the future; financial reporting information used to gauge the riskiness of firms; prediction of the probability of bankruptcy using financial data.

22:010:649. FINANCIAL ACCOUNTING FOR ARTS NONPROFITS

Examines in depth the major instruments of financial accounting and their use by arts managers to assure effective planning and controls. Students will work on actual financial materials from a local nonprofit and will become familiar with software used by such organizations today. Budgeting, government, and legal requirements will also be covered.

M.B.A. in Professional Accounting Courses**22:835:501. ACCOUNTING PRINCIPLES AND PROBLEMS I (3)**

Provides the techniques and underlying rationale of the methods used in accumulating and interpreting financial and operating data. Beginning with the presentation of the basic accounting equation, the course develops the procedural skills and conceptualizations needed to understand accounting as an economic measurement and information system essential to the business

decision-making process. Consists of an in-depth study of the practical and theoretical aspects of the basic recording process, preparation of financial statements, and accounting for current and long-term assets.

22:835:502. INTERMEDIATE ACCOUNTING II (3)

Prerequisite: 22:835:501.

Discusses many of the problems in financial accounting theory and practice. Instills an appreciation for the challenges and limitations of accounting. Prepares students for advanced study, professional examinations, and successful pursuit of accounting careers. Covers current and long-term liabilities, stockholders' equity, dilutive securities, investments, accounting for income taxes, pension costs and leases, and accounting changes and error analysis. Refers to pronouncements of the Accounting Principles Board and the Financial Accounting Standards Board.

22:835:510. BUSINESS LAW I (3)

Introduces the legal system and the way in which the law interacts with the accountant's function. Provides a basic understanding of the principles of law most commonly related to the practice of accountancy. Stimulates an awareness of the law as an expression of basic social, political, and economic forces. Covers the law in relation to contracts, agencies, and sales of goods.

22:835:511. BUSINESS LAW II (3)

Prerequisite: 22:835:510.

Completes the academic requirements necessary to sit for the commercial law part of the CPA exam. Covers the law in relation to commercial paper, secured transactions, business organizations, and government regulation.

22:835:603. INCOME TAXATION (3)

Enables students to recognize and understand the impact of taxation as a major factor for both individual and business planning. Covers sources of federal tax law, the concept of income realization and recognition, timing of income recognition, timing and possibility of income tax deductions, tax accounting methods, and reporting periods.

22:835:604. AUDITING AND ACCOUNTING INFORMATION SYSTEMS (3)

Prerequisites: Core courses for management M.B.A. and 22:835:501 for professional accounting M.B.A.

Examines the principles and components governing management information systems with strong emphasis on the importance of internal control within the system. Illustrates the role of the computer in accounting and general information systems and accounting transactions processing, environment of information systems, designing new system controls, flowcharting, management, designing computer-oriented controls, systems analysis, design, implementation, and follow-up principles of systems design and standards of internal control.

22:835:605. CORPORATE TAXATION (3)

Prerequisite: 22:835:603.

Provides a broad overview of how the Internal Revenue Code taxes corporations and compares it to other forms of doing business (i.e., proprietorships, partnerships, limited liability companies, and S corporations). In particular, the course will cover the tax aspects of a corporation's life cycle, including a corporation's organization, financing, capital structure, distributions, redemptions, and ultimate liquidation.

22:835:625. ACCOUNTING THEORY (3)

Prerequisite: 22:835:502.

Concerned with an in-depth study of the theoretical and practical problems of accounting for partnerships, business combinations, and nonbusiness organizations, including governmental fiduciaries.

22:835:626. ADVANCED AUDITING AND ACCOUNTING INFORMATION SYSTEMS (3)

Prerequisites: 22:835:501 and 502.

Studies how the accounting system, the independent auditor's examination of the accounting system, and other supporting evidence serve as a basis for the auditor's expression of an opinion on a client's financial statements. Studies audit methodology through the conceptual framework within which specific programs are designed. Considers both professional and technical aspects. Covers professional ethics, internal control evaluation, evidence gathering, statistical sampling, auditing and EDP, operations auditing, internal auditing and audit reports.

22:835:627. COST ACCOUNTING (3)

Prerequisite: 22:835:501.

Covers the problems of generating and utilizing cost data for the dual purpose of managerial control and product costing. Cost accounting principles and procedures are studied in relation to the accumulation and reporting of material, labor, and variable and fixed overhead costs. Actual, normal, and standard cost systems are examined in both a job order and process manufacturing setting. Cost control, cost planning, and cost analysis as used in assisting the managerial function are studied.

22:835:628. ADVANCED ACCOUNTING RESEARCH PROJECTS (3)

Prerequisite: 22:835:625.

Devoted to the analysis of current financial reporting issues. Students will be required to participate in policy analysis and its application.

Master of Accountancy in Taxation Courses

22:010:614. TAX RESEARCH (1)

Prerequisite: 22:010:603.

Involves case and statutory and research. Issues will change from semester to semester and consist of issues in the federal tax arena as well as state and local tax issues.

22:010:615. PARTNERSHIP TAXATION (3)

Prerequisite: 22:010:603.

Special attention is given to all aspects of partnership taxation. Subjects include partnership formation and liquidation; special allocations; basis adjustments for operating items; and deductions, losses, and credits to partners. Research into difficult partnership issues is also stressed.

22:010:616. FEDERAL TAX PRACTICE AND PROCEDURES (3)

Prerequisite: 22:010:603.

Focus of course is on tax principles (law, regulation, and other authority) including use of tax research sources; administrative and statutory procedures and limitations, including court appeals; taxpayer and practitioner penalties and responsibilities; and professional ethics for the tax practitioner.

22:010:618. ADVANCED CORPORATE TAXATION (3)

Prerequisite: 22:010:603.

Involves extensive research into complex corporate taxation issues and in particular tax-free reorganizations. The specific topics of interest change with each trimester with the attempt to have students address the most current issues.

22:010:619. INCOME TAXATION OF TRUSTS AND ESTATES (3)

Prerequisite: 22:010:603.

Reviews how the Internal Revenue Code taxes income earned by trusts and estates and how this system of taxation has features in common with the taxation of conduit entities such as a partnership and the taxation of entities such as a C-corporation. Also examines the tax attributes of grantor and charitable trusts.

22:010:620. STATE AND LOCAL TAXATION (3)

Prerequisite: 22:010:603.

Analysis into how states impose taxes on individuals and business entities, the nature of these taxes, and the repercussions that stem from multistate operations.

22:010:621. FINANCIAL ACCOUNTING FOR ARTS NONPROFITS (3)

Designed for those interested in nonprofit arts management. Examines the essential tools for financial controls used by arts organizations. Speakers from the nonprofit field will discuss GAAP as now used in the nonprofit field, as well as the latest tax issues.

22:010:625. TAXATION OF TAX-EXEMPT ENTITIES (3)

Prerequisite: 22:010:603.

Covers the taxation of tax-exempt entities, including the taxation of unrelated business income. It will detail how entities qualify for tax-exempt status and what they need to do to maintain their status as such.

22:010:626. ESTATE AND GIFT TAXATION (3)

Prerequisite: 22:010:603.

Covers factors affecting gratuitous transfers of property during lifetime and at death, together with reporting requirements for gifts, property subject to estate taxation, and income tax reporting requirements for trusts and estates. Also explores the planning opportunities available to minimize taxation.

22:010:627. PENSION AND PROFIT-SHARING PLANS (3)

Prerequisite: 22:010:603.

Surveys all the possible ways the Internal Revenue Code permits taxpayers to plan for their retirement in ways that are most tax efficacious. Also examines how employers compensate their employees in ways that may defer tax, employing the use, for example, of qualified and nonqualified stock options plans.

22:010:629. INTERNATIONAL TAXATION (3)

Prerequisite: 22:010:603.

This is a survey course that will examine the tax repercussions that stem from U.S. persons and entities doing business overseas and, alternatively, the tax repercussions that stem from overseas businesses doing business in the United States.

For Ph.D. course information, visit the web site at <http://www.phd-business.rutgers.edu>.

BUSINESS ENVIRONMENT 373

Edwin Hartman, *Chair*

Full-Time M.B.A. Core Courses

- 22:373:510 Principles of Business Presentations
- 22:373:531 Law and Legal Reasoning in Business
- 22:373:584 Entrepreneurship
- 22:373:623 Business, Ethics, and Society

Part-Time M.B.A. Core Courses

- 22:373:551 Business Communications
- 22:373:592 Legal Environment

Business Environment M.B.A. Electives

- 22:373:602 Management and Public Policy
- 22:373:603 Technology, Society, and Management
- 22:373:604 The Rules of the Game in Organizations
- 22:373:606 Legal Regulation of Markets
- 22:373:608 Fundamentals of Real Estate
- 22:373:609 Land Use and Urban Development
- 22:373:610 Real Estate Investment
- 22:373:613 Business History
- 22:373:618 Business and the Arts
- 22:373:619 Ethics in Business
- 22:373:620 Fund-Raising and Resource Development for Arts Nonprofits
- 22:373:621 Legal, Regulatory, and Ethical Issues in the Pharmaceutical Industry

- 22:373:622 The Health Care Industry and the Role of Pharmaceutical Companies
- 22:373:624 Foundations of Entrepreneurship
- 22:373:640 Special Topics: Global Business, Governments, and Dynamic Competitiveness
- 22:373:643 Special Topics: Competitive Intelligence and Analysis
- 22:373:659 Intellectual Property Law and Policy

Full-Time M.B.A. Core Courses

22:373:510. PRINCIPLES OF BUSINESS PRESENTATIONS (2)

Provides strategies of organizing and delivering written and spoken presentations in business settings. Also emphasizes graphical presentations of data and finding and using business library resources.

22:373:531. LAW AND LEGAL REASONING IN BUSINESS (2)

Focuses on the structure and governance of business organizations, with an emphasis on the corporate form. Considers how law creates and shapes relationships among managers, investors, employees, and other groups.

22:373:584. ENTREPRENEURSHIP (1)

Overview of entrepreneurship as a mind-set applicable in the arenas of start-up, growth, and established businesses. Highlights how learning outcomes in entrepreneurship courses fit with various career objectives.

22:373:623. BUSINESS, ETHICS, AND SOCIETY (1)

After a brief introduction to ethical theory and some techniques for addressing ethical issues in business, students will consider case studies that raise ethical and public policy issues. These will touch on accounting and financial irregularities, corporate socialization and corruption, government regulation, the responsibilities of multinational businesses, product quality and liability, and other questions currently under debate. Students will have the opportunity to speak with someone convicted of a white-collar crime.

Part-Time M.B.A. Core Courses

22:373:551. BUSINESS COMMUNICATIONS (2)

Sharpens the writing and speaking skills of M.B.A. students so that they will be more effective communicators. Assignments progress from simple to increasingly complex reports and include abstracts, case analyses, statistical analyses, and library research. Class time is taken up with instruction on organizing written reports, analysis of samples of students' writing, and oral presentations by students.

22:373:592. LEGAL ENVIRONMENT (2)

Introduces the legal environment in which management functions. Studies the law of corporations as a system for affecting relationships among the corporation, its shareholders, employees, managers, and society. Exposes student to managerial aspects of antitrust and securities law as well as to current questions regarding business's role in society.

Business Environment M.B.A. Electives

22:373:602. MANAGEMENT AND PUBLIC POLICY (3)

Examines the interaction between public policy and business. Considers the public policy process, including analysis of how issues arise in a pluralistic society. Reviews significant public policy issues, the political process and how it deals with issues, societal value-setting processes, and the means for expressing those values. Covers government-business relationships and the social responsibility of management and the firm.

22:373:603. TECHNOLOGY, SOCIETY, AND MANAGEMENT (3)

Stimulates an awareness of what technology is and does, and how it impinges on institutions and processes in society at large. Identifies and examines interrelationships and reciprocal influences among business corporations, technological developments, political-educational-scientific institutions, and social values and attitudes.

22:373:604. THE RULES OF THE GAME IN ORGANIZATIONS (3)

Examines legal, political, and economic ground rules that influence day-to-day life in organizations. Considers differences in the ground rules and work cultures in different kinds of organizations, such as investment banks, government agencies, universities, old-line corporations, and "new economy" start-ups. Employs game theory to analyze the incentives and likely strategies of members of different kinds of organizations. Discusses competing ideas as to how members of organizations can best achieve their goals given organizational ground rules. Explores arguments for and against changing internal ground rules and external ground rules in areas such as work hours, democratic procedures, and compensation arrangements.

22:373:606. LEGAL REGULATION OF MARKETS (3)

Introduces the bodies of law regulating the structure and operation of labor markets, capital markets, and other markets, including civil rights law, labor law, securities law, antitrust law, and intellectual property law. Explores arguments as to the validity of different kinds of regulation of business. Focuses on the issue of whether and how law should impose mandates on market participants against entering into certain kinds of agreements. Discusses trends and likely future directions in the regulation of markets.

22:373:608. FUNDAMENTALS OF REAL ESTATE (3)

Provides an introduction to modern theoretical concepts of real estate. Considers the basic attributes of real estate from freehold and leasehold perspectives, including the nature of real property and the bundle of rights inherent therein, and limitations on and division of the bundle of rights. Emphasis is placed on the creation of value and the market determinants of value. Introduces basic financial analysis of the residential and investment property transaction, descriptions of the legal aspects of the acquisition process, and the financing of the created value by the appropriate markets. Culminates in the basic capital investment discounted cash flow model to determine net present values and internal rates of return, and considers the prioritization of returns to owner/investor versus lender.

22:373:609. LAND USE AND URBAN DEVELOPMENT (3)

Prerequisite: 22:373:608.

Traces principles of land development in this country from foundations in initial Anglo-Saxon common law, through early concepts of absolute unrestricted freedom of use, to modern principles as embodied in custom, judicial decisions, administrative directives, and legislative enactments. The currently evolved principles of limitation and balance in use with respect to residential, commercial, industrial, and public through planning and zoning are examined. Changing concepts of land use and form of use as dictated by population growth and shift are studied. The importance of agriculture, waterways, transportation routes, and public facilities is considered. Explores the burden and benefits of federal and state and local taxation, police power, and eminent domain.

22:373:610. REAL ESTATE INVESTMENT (3)

Prerequisite: 22:373:608.

Begins with the basic capital investment discounted cash flow model to analyze in depth modern techniques of income property financing, including permanent and interim loans, interest only, accrual and participatory loans, construction financing, etc. Appropriate forms of ownership such as corporations, partnerships, and joint ventures are examined. Considers supporting analysis, particularly lease income and operating cost analysis. Examines primary lending and secondary sources, such as life insurance companies and real estate investment trusts. Develops analysis of current methods of accessing capital markets financing through securitization on the secondary markets. Considers the current real estate investment climate for real estate and non-real estate oriented investors.

22:373:613. BUSINESS HISTORY (3)

Surveys American business history from the perspective of the rise of the modern corporation and of professional management. Although its coverage begins with the preindustrial period, it places special emphasis on evaluating particular aspects of the corporate experience useful to contemporary managers in framing strategies and policies to confront current business challenges. Major issues incorporated in the readings, lectures, and case discussions include the dynamics of structural change in industry and commerce, innovation in business organization and management, the relationship of business corporations to the state, and American business competitiveness in a changing global economic order.

22:373:618. BUSINESS AND THE ARTS (3)

Familiarizes students with nonprofit and specific management challenges; surveys the metropolitan area arts scene through lectures, performances, studio and gallery visits; and examines the critical role played by corporations in support of the arts, and the aim of corporate responsibility for the health of community life. A term paper will be written based on a management project done in cooperation with an area arts nonprofit.

22:373:619. ETHICS IN BUSINESS (3)

Covers such topics as free markets and regulation, moral responsibility of senior managers, corporate strategy and stockholder relations, the environment, product safety, employee rights, corporate culture and group think, racial and sexual discrimination, affirmative action, the responsibilities of American companies abroad, and leveraged buyouts. Text, articles, case studies, and fictional works will be employed.

22:373:620. FUND-RAISING AND RESOURCE DEVELOPMENT FOR ARTS NONPROFITS (3)

Emphasizes extensive research into funding sources; provides extensive experience in the writing of successful grant proposals. Also included are modules on computerized financial and development record keeping, as well as units on the organizational structure supporting the fund-raising effort.

22:373:621. LEGAL, REGULATORY, AND ETHICAL ISSUES IN THE PHARMACEUTICAL INDUSTRY (3)

Prerequisites: All M.B.A. core courses.

The goal of this course is to help aspiring managers in pharmaceutical firms develop the knowledge and skills to succeed in the contemporary business environment. The course will be case-based and will draw heavily from real life examples. Guest lecturers from leading pharmaceutical companies. Topics covered include regulatory and legal aspects of drug development, concentrating particularly on the process of FDA approval; government intervention in the pharmaceutical market; the impact of managed care; Medicare and Medicaid; the patenting process; global protection of pharmaceutical patents; and price controls and cost containment in foreign countries.

22:373:622. THE HEALTH CARE INDUSTRY AND THE ROLE OF PHARMACEUTICAL COMPANIES (3)

Prerequisites: All M.B.A. core courses.

This course will focus on the understanding of the operation of the health care market and its relationship with the pharmaceutical industry. Topics include the nature and characteristics of competition among the pharmaceutical companies; regulatory characteristics; the role of patents; brand name versus generic drug; impact of managed care on the pharmaceutical industry; cost and pricing decisions; third party reimbursements for prescription drugs; and responses to competitive pressure through mergers, acquisitions, and restructuring.

22:373:624. FOUNDATIONS OF ENTREPRENEURSHIP (3)

Prerequisite: All M.B.A. core courses.

Offers a framework for understanding the entrepreneurial process and exposes the student to problems and issues faced by those who plan to transform opportunity recognition into wealth via opportunity assessment and implementation in the context of uncertainty, ambiguity, and incomplete information.

22:373:640. SPECIAL TOPICS: GLOBAL BUSINESS, GOVERNMENTS, AND DYNAMIC COMPETITIVENESS (3)

Examines how governments affect a country's competitiveness, why governments are increasingly abandoning control approaches for market-based solutions, and what the significant international business implications are. Specific focus is on the telecommunications, the electric/gas, banking, and airline industries presently going through fundamental government-induced, structural changes that have opened up, virtually overnight, \$100+ billion industries to international competition. The pharmaceutical industry will also be studied because it is heavily government regulated, is vulnerable to attack from new entrants, and is international in scope. Because of their importance in charting each industry's dynamic change, joint ventures, alliances, and networks, behaviors will be studied.

22:373:643. SPECIAL TOPICS: COMPETITIVE INTELLIGENCE AND ANALYSIS (3)

Designed for students who seek employment in companies under competitive pressure. Teaches the art and science of competitive intelligence, a new corporate function adopted first by Japanese and Korean firms and in the last decade by major U.S. companies. Deals with identifying early market signals signifying a strategic change in the competitive environment. Provides the framework for industry and competitor analysis and examines the various corporate approaches to business intelligence activities. Involves real world intelligence gathering exercises, case analyses and practitioners' guest lectures. Can be used as part of the international concentration.

22:373:659. INTELLECTUAL PROPERTY LAW AND POLICY (3)

Prerequisite: Permission of instructor.

In the past decade, intellectual property has received aggressive international legal protection under the Trade Related Aspects of International Property Rights regime (TRIPS), which reproduces American concepts of copyright, trademarks, trade secrets, and patents. This course will explore this emerging framework of intellectual property protection and its relationship to such policy issues as the relationship between biotechnology and food security in developing countries, the protection of living organisms as intellectual property, and issues of biodiversity.

For Ph.D. course information, visit the web site at <http://www.phd-business.rutgers.edu>.

FINANCE AND ECONOMICS 390, 223

Ivan Brick, *Chair*
Oded Palmon, *Vice Chair*

Full-Time M.B.A. Core Courses

- 22:223:520 Macroeconomic Policy
- 22:223:521 Economic Analysis and Economics of Industrial Organization
- 22:390:522 Analysis of Investments and Corporate Finance

Part-Time M.B.A. Core Courses

- 22:223:581 Managerial Economic Analysis
- 22:223:591 Aggregate Economic Analysis
- 22:390:587 Financial Management

Finance M.B.A. Electives

- 22:390:601 Risk and Insurance Management
- 22:390:603 Investment Analysis and Management
- 22:390:604 Financial Institutions and Markets
- 22:390:605 Advanced Financial Management/Corporate Finance
- 22:390:606 International Financial Markets
- 22:390:608 Portfolio Management
- 22:390:609 Options/Derivatives
- 22:390:611 Analysis of Fixed Income Securities
- 22:390:612 Small Business Finance
- 22:390:613 Financial Statement Analysis
- 22:390:642 Special Topics: Securities Trading
- 22:390:643 Special Topics: Managing Cash Flow
- 22:390:644 Special Topics: Financial Security Analysis
- 22:390:647 Special Topics: Financial Bankruptcy and Workouts
- 22:390:648 Special Topics: Practical Evaluations of Financial Institutions and Markets
- 22:390:650 International Banking and Capital Markets
- 22:390:654 Investment Banking
- 22:390:658 Applied Portfolio Management
- 22:390:659 Health Care Finance

Economics M.B.A. Electives

- 22:223:601 Economic Analysis of Management Decisions
- 22:223:602 Economics of Industry Regulation
- 22:223:604 Analysis and Forecasting of Business Conditions
- 22:223:605 Cost-Benefit Analysis
- 22:223:606 Public Utility Regulation
- 22:223:607 R & D, Product Development, and the Product Life Cycle Management
- 22:223:608 International Trade and Macroeconomics
- 22:223:640 Special Topics: Modeling and Analyzing Competitive Bidding (independent study only)
- 22:223:647 Managerial Incentives and Motivation

Full-Time M.B.A. Core Courses

22:223:520. MACROECONOMIC POLICY (2)

Provides the student with a rigorous and practical framework within which current and future fiscal and monetary policies can be analyzed and discussed. Topics covered include national income accounting, unemployment and inflation, aggregate supply and demand analysis, U.S. monetary and fiscal policy, and current macroeconomic issues.

22:223:521. ECONOMIC ANALYSIS AND ECONOMICS OF INDUSTRIAL ORGANIZATION (2)

Prerequisites: Fulfillment of calculus/statistic proficiency requirements.

Provides a working knowledge of the basic principles of macroeconomic theory, with an emphasis on the applications of economics to management decision making. Covers theory of individual economic behavior, economics of information, production decisions, pricing strategy, and industry structure.

22:390:522. ANALYSIS OF INVESTMENTS AND CORPORATE FINANCE (2)

Prerequisite: 22:223:521.

Provides a general survey of corporate finance, financial markets, and investment theory. Corporate finance topics include the objectives of the firm, valuation of assets, and capital budgeting. Financial markets topics include a general description of the money markets and stock and bond markets. Investment analysis includes portfolio theory and asset pricing models.

Part-Time M.B.A. Core Courses

22:223:581. MANAGERIAL ECONOMIC ANALYSIS (3)

Prerequisites: Fulfillment of calculus/statistics proficiency requirements.

Introduces the aspects of economics that are most relevant to the operation of the individual firm or nonprofit organization. Covers theory of individual economic behavior, demand theory and demand estimation, cost and supply, price determination, production decisions, and industry structure.

22:223:591. AGGREGATE ECONOMIC ANALYSIS (3)

Prerequisites: Fulfillment of calculus/statistics proficiency requirements.

Recommended prerequisite: 22:223:581 or 521.

Introduces theory and empirical estimation of aggregate economic relationships, including the general price level, income, output, employment, and wages. Covers national income accounting and other economic data sources, consumption, investment, the banking system, and the supply of and demand for money, interest rates, prices, wages and employment, business fluctuations, and international economics.

22:390:587. FINANCIAL MANAGEMENT (3)

Prerequisites: 22:010:577 or 502, 22:223:581, and fulfillment of calculus/statistic proficiency requirements.

Provides a general survey of the field, including the basic principles of corporate finance, financial markets and institutions, and investment theory. Corporate finance topics covered include the objective of financial management, valuation of assets and associated problems in the valuation of the firm, acquisition of long-trimester assets (capital budgeting), management of short-trimester assets, capital structure, and financial statement analysis. Financial markets and institutions studied include money markets, stock and bond markets, derivatives, and the banking system. Investment analysis topics include portfolio theory and asset pricing models.

Finance M.B.A. Electives

22:390:601. RISK AND INSURANCE MANAGEMENT (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Corequisite: 22:223:591.

Provides a survey of the current practices of businesses in protecting themselves from chance events that threaten their assets or their operations. Options ranging from risk preparation to transfer of risk to others, such as suppliers, are considered.

22:390:603. INVESTMENT ANALYSIS AND MANAGEMENT (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, and 22:390:587 or 522.

Provides overview of the fields of security analysis and portfolio management. Introduces the analysis of individual investments with special reference to common stock. Covers nature of financial markets, security pricing models, critiques of techniques of security analysis. Introduces problems of portfolio selection. Designed for the finance major who is interested in the security/investment area as a possible career.

22:390:604. FINANCIAL INSTITUTIONS AND MARKETS (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, and 22:390:587 or 522.

Corequisite: 22:960:575.

Presents a detailed overview of the theory and institutional features of the U.S. financial system. Provides a comprehensive review of U.S. financial markets. Covers a survey of flow-of-funds data and U.S. financial markets and institutions, capital market theory, financial factors and economic activity, theory of the level and structure of interest rates.

22:390:605. ADVANCED FINANCIAL MANAGEMENT/ CORPORATE FINANCE (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, and 22:390:587 or 522.

Examines the problems faced by the corporate financial manager on the theoretical, analytical, and applied levels. The impact of the financing decision upon the value of the firm is analyzed. Theoretical and analytical aspects of the capital budgeting decision are examined in detail with emphasis on methods of incorporating risk into the capital budgeting decision. An analytical framework is presented to evaluate leasing, bond refunding, and mergers and acquisitions. Theories of corporate governance are discussed.

22:390:606. INTERNATIONAL FINANCIAL MARKETS (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:553:593 or 22:373:510 and 533, and 22:390:587 or 522.

Offers an understanding of the international financial structure and studies its impact on business and individuals in various nations. The course is divided into three parts: the study of the adjustment mechanism used by nations to solve balance of payments difficulties; the examination of international liquidity and the new techniques being developed to replace gold; and a brief look at the implications of these developments in guiding the international operations of banks, other financial institutions, and business firms.

22:390:608. PORTFOLIO MANAGEMENT (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, 22:960:575 or 22:135:572, and 22:390:603.

Comprehensive coverage of the theory and practice of money management as well as in-depth analysis of the theory and practice involved when securities are combined into portfolios. Like 22:390:603, the course is designed for finance majors interested in a career in money management.

22:390:609. OPTIONS/DERIVATIVES (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:390:587 or 522, and 22:960:575 or 22:135:572.
Corequisite: 22:223:591.

Introduces the rapidly developing markets in futures and options. Subjects include the nature of such markets, the pricing of instruments in the markets, and the use of such instruments by both speculators and hedgers.

22:390:611. ANALYSIS OF FIXED INCOME SECURITIES (3)

Prerequisites: 22:390:587 or 522, 22:390:603, and 22:960:575 or 22:135:572.

Designed to explore the investment characteristics, pricing, and risk/reward potential of fixed income securities. The securities covered include bonds—with and without embedded options, mortgages, and mortgage-backed securities together with their derivatives, such as collateralized mortgage obligations, income-only and principal-only strips, interest rate swaps, and interest rate futures and option contracts. In addition, this course will explore the strategies for investing in portfolios of fixed income securities.

22:390:612. SMALL BUSINESS FINANCE (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, and 22:390:587 or 522.

Financing problems that face a new and/or small business can be broken into financial planning, valuing, and raising capital. These topics form the main portion of this course. The course is designed for those planning to start a business or take over an existing business. It will also be beneficial for those planning careers that must interact with a small or new business.

22:390:613. FINANCIAL STATEMENT ANALYSIS (3)

Jointly offered and taught by accounting and finance; may be used as a finance or accounting elective.

Prerequisites: M.B.A. core courses. Recommended prerequisite: 22:010:602 or 22:390:605.

Presents techniques for analyzing a firm's current and projected financial statements for the purposes of credit analysis, security analysis, and internal financial analysis. Techniques covered include ratio analysis, cash flow forecasting, time series analysis, discriminant analysis, and "event studies." Topics covered include

financial distress prediction, evaluation of short-term and long-term loan requests, financial evaluation of new products and start-up firms, the impact of accounting information on security returns, determinants of bond ratings and yields, and the reliability of historical and forecasted accounting data. A working knowledge of spreadsheet analysis is expected. Special emphasis is placed on acquiring data from printed and computer databases and an introduction to specialized online databases and the Internet.

22:390:642. SPECIAL TOPICS: SECURITIES TRADING (3)

22:390:643. SPECIAL TOPICS: MANAGING CASH FLOWS (3)

Prerequisites: 22:390:587 or 522, and 22:390:605.

Managing cash flows can also be described as short-term and intermediate finance and/or treasury management. Topics covered include the importance of cash flows resulting from changes in working capital requirements; an analysis of the cash conversion cycle; bank compensation fees versus balances; cash management systems; measuring and managing corporate liquidity; managing the short-term investment portfolio; the risk and returns of fixed versus variable rate financing and interest rate swaps as a hedging tool. Several cases will supplement the text.

22:390:644. SPECIAL TOPICS: FINANCIAL SECURITY ANALYSIS (3)

Prerequisites: 22:390:587 or 522, and 22:390:603.

Technical analysis involves the study of price, volume, and a variety of other market-generated indicators to help determine and assess the trends of individual securities, industry groups, sectors, and the general market. Participants learn the terminology of technical analysis, methods of charting, and techniques used to identify trends. In addition, students explore a wide range of indicators including market momentum as well as investor sentiment indicators. Guest lecturers from the investment community provide expertise in their areas of specialization.

22:390:647. SPECIAL TOPICS: FINANCIAL BANKRUPTCY AND WORKOUTS (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, and 22:390:587 or 522.

Deals with the broad spectrum of issues affecting financially troubled companies and their creditors, lenders, and prospective investors. Topics include analyzing financially troubled companies, implementing turnarounds, raising capital, loan workouts, out-of-court restructurings, bankruptcy, liquidation, and investing in distressed companies.

22:390:648. SPECIAL TOPICS: PRACTICAL EVALUATIONS OF FINANCIAL INSTITUTIONS AND MARKETS (3)

Examines the financial markets and institutions of the U.S. financial system from an institution's point of view. Covers the treasury, Federal Reserve, banks, thrifts, insurance companies, and securities exchanges. Includes guest lectures and daytime field trips.

22:390:650. INTERNATIONAL BANKING AND CAPITAL MARKETS (3)

Provides an introduction to international financial markets. Covers foreign exchange markets, international equity and debt markets, international investments, diversification, and capital market equilibrium. Aspects of international banking also discussed. The course discusses both theoretical and practical issues in international capital markets.

22:390:654. INVESTMENT BANKING (3)

Note: If you have taken 22:620:646 Multinational Management, do not take this course.

Covers the effective integration of financial theory and practice. Explores the rapidly evolving theory of finance as it relates to a corporation's investment in assets and finance. Financial analysis and reasoning applied to problems faced by management. Topics include mergers and acquisitions, leasing, project finance, the art of negotiating, securities industry, financial engineering. Caricom, Aesean, and examine attempts elsewhere, such as the Middle East, China, Japan, and other Asian territories. Students develop projects on contemporary themes.

22:390:658. APPLIED PORTFOLIO MANAGEMENT (3)

Prerequisites: 22:390:587 or 522, 22:390:603, 22:390:613 and/or 642, and letter of recommendation from instructor of prerequisite category.

Teaches students how to create and manage on a continuing basis an actual portfolio that meets the needs of a client. At most, seven students will be accepted to this course.

22:390:659. HEALTH CARE FINANCE (3)

Includes analyzing financial operations of health care providers, investment decision analysis, budgeting. Cost of capital, capital structure decision, taxable and tax-exempt bond issues, bond rating, issues of reimbursements—DRGs, RBRVS and capitation, impact of balanced budget act of 1997 on health care providers.

Economics M.B.A. Electives**22:223:601. ECONOMIC ANALYSIS OF MANAGEMENT DECISIONS (3)**

Independent study only.

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Objectives of management are viewed in terms of optimization principles developed and applied in modern economic analysis. Emphasizes mastery of the techniques of macroeconomic analysis including important examples of their use. Surveys and applies elements of marginal analysis, linear and nonlinear programming, capital theory, input-output, utility, and risk analysis. Examines management problems in demand analysis, production, cost, and distribution, market structure and pricing, and capital budgeting.

22:223:602. ECONOMICS OF INDUSTRY REGULATION (3)

Independent study only.

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Acquaints the potential executive or public administrator with the economic rationale and results of government regulation of industry. Examines the effects of regulation on quantity and quality of output, efficiency of production, optimal allocation of resources' distribution of income, and economic growth. Views current regulatory policies and practices in relation to the socioeconomic objective they purport to serve. Examples drawn from public utilities, transportation, financial institutions, natural gas and oil production, and marketing, as well as from environmental, worker, and consumer protection. Evaluates and discusses proposed reforms and revisions of regulatory policies.

22:223:604. ANALYSIS AND FORECASTING OF BUSINESS CONDITIONS (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Presents the basic analytical procedures followed by professional business forecasters, including a general familiarity with major government and industry economic data sources. Examines and evaluates basic forecasting techniques including time series analysis and econometric models, and judgmental forecasting. Examines these techniques in connection with forecasts of total economic activity, major components of GNP relevant to the firm, industry and sales forecasts for the individual firm.

22:223:605. COST-BENEFIT ANALYSIS (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, 22:960:575 or 22:135:572. *Recommended prerequisite:* 22:390:605.

Reviews basic methodology for evaluating private projects and studies the more general framework of social cost-benefit analysis, used in the planning of highway projects, bridges, and water projects. Covers the social measurement of benefits and costs, the social rate of discount, externalities as benefits or costs, the value of time, the value of life, shadow prices, optimal scale, scheduling, and payment structures.

22:223:606. PUBLIC UTILITY REGULATION (3)

Independent study only.

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Introduces the regulatory system of regulated utility companies or users of the goods and services provided by such regulated companies. Covers concepts of regulation, the regulatory process, the administrative process in utility regulation, elements of rate-making determination, rate-making procedures, and policy considerations.

22:223:607. R & D, PRODUCT DEVELOPMENT, AND THE PRODUCT LIFE CYCLE MANAGEMENT (3)

Prerequisites: All M.B.A. core courses.

Topics to be covered in this course include FDA's drug approval process, different stages of tests of the drug, the costs and the associated risks, quantifying the financial value of R & D, impact of new drug for market power, the concept of drug portfolio, the role of private research firms, R & D project management, and other relevant topics.

22:223:608. INTERNATIONAL TRADE AND MACROECONOMICS (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Extends the tools of macroeconomic policy analysis to incorporate the international sector. Particular attention is devoted to topics and issues such as the abolishment of the Gold Standard, the present fluctuations in exchange rates, central bank intervention policies including dirty floats, theories of international trade, tariffs and quotas, world currency markets including Eurodollars, and the effects of trade deficits and capital inflows. Material will be supplemented by discussions of current special topics such as the unification of Europe in 1992.

22:223:640. SPECIAL TOPICS: MODELING AND ANALYZING COMPETITIVE BIDDING (3)

Independent study only.

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572, and fulfillment of calculus/statistics proficiency requirements.

Focuses on how to adapt game-theoretic and decision-theoretic models to provide bidders and also auction designers with practical advice. A number of open research questions identified. Principal sources are the original seminal publications and survey articles appearing in scholarly journals, as well as descriptive material on particular auction markets. Those who have not seen even the rudiments of game theory will face some extra reading early in the course.

22:223:647. MANAGERIAL INCENTIVES AND MOTIVATION (3)

Prerequisites: 22:010:577 or 502, 22:223:581 or 521, 22:223:591 or 520, 22:373:592 or 531, 22:390:587 or 522, and 22:960:575 or 22:135:572.

Designed to apply the economic tools of analysis to the problems of incentives, delegation, and information to the profit-maximizing problem of the firm. Management fads come and go but each of these, and others, can be analyzed by how they overcome the coordination and decision-making problems of different firms in different environments. Incentives and empowerment must be applied together so that those who are making the decisions have the incentives to make decisions, which are best for the firm.

For Ph.D. course information, visit the web site at <http://www.phd-business.rutgers.edu>.

MANAGEMENT AND GLOBAL BUSINESS 620, 553

Chao Chen, *Chair*

Full-Time M.B.A. Core Courses

- 22:553:533 Global Business and Strategy
- 22:620:540 Managing People
- 22:620:542 Strategic Management
- 22:621:543 Interfunctional Team Consulting I
- 22:621:544 Interfunctional Team Consulting II

Part-Time M.B.A. Core Courses

- 22:553:593 International Business Environment
- 22:620:585 Organizational Behavior
- 22:620:587 Business Policy and Strategy
- 22:621:595 Interfunctional Management Consulting I
- 22:621:596 Interfunctional Management Consulting II

Management M.B.A. Electives

- 22:620:601 Strategic Management of Innovation and Technology
- 22:620:602 Managing Technological Breakthroughs
- 22:620:603 Executive Leadership
- 22:620:604 Human Resource Management
- 22:620:606 Managing Strategic Transformation
- 22:620:608 Team Building and Group Process
- 22:620:609 Management Consulting
- 22:620:612 Creativity in Business Decision Making
- 22:620:615 Managing Organizational Diversity
- 22:620:616 Managing Technical Professionals
- 22:620:617 Negotiations
- 22:620:620 Internet-Based Entrepreneurship
- 22:620:621 Ecommerce Strategy
- 22:620:645 High-Technology Independent Ventures
- 22:620:648 Cross-Cultural Management
- 22:620:657 White Collar Crime

Team Consulting M.B.A. Electives

- 22:621:613 Interfunctional Team Leadership I
- 22:621:614 Interfunctional Team Leadership II

Global Business M.B.A. Electives

- 22:553:605 International Business Law
- 22:553:607 International Business in Emerging and Developing Economies
- 22:553:616 Current Issues in International Business
- 22:553:617 International Marketing
- 22:553:621 Global Management Strategy
- 22:553:650 Information Technology, Globalization, and Governance

Full-Time M.B.A. Core Courses

22:553:533. GLOBAL BUSINESS AND STRATEGY (2)

Exposes students to numerous challenges a firm faces as it attempts to internationalize its operations. At course end, student is expected to have a better understanding of the microfactors that make management of international businesses distinct from domestic businesses. The topics include entry strategies, site selection, world trade organization, and ethics in international business.

22:620:540. MANAGING PEOPLE (2)

Explores human dynamics in today's competitive business environment by examining the role of management and learning styles in the effective functioning of organizations. Topics include personality types, motivation, job design, group behavior, and leadership. Through class discussions, case analyses, and simulations, students learn critical managerial skills such as communication, decision making, conflict resolution, and team building.

22:620:542. STRATEGIC MANAGEMENT (3)

Discusses skills and concepts needed to manage an organization to compete effectively in its environment. Provides tools for identifying environmental opportunities and threats and organizational strengths and weaknesses. Serves as a basis for the interfunctional management team consulting project.

22:621:543. INTERFUNCTIONAL TEAM CONSULTING I (2)

Students consult with a private or public corporation or government agency on a business problem under a contract with the client institution. Requires students working with a faculty member to undertake, analyze, and report on the assignment and present recommendations to executive managers from the client organization. Consulting assignments are completed in teams.

22:621:544. INTERFUNCTIONAL TEAM CONSULTING II (2)

Prerequisite: 22:621:543.

See Interfunctional Team Consulting I.

Part-Time M.B.A. Core Courses

22:553:593. INTERNATIONAL BUSINESS ENVIRONMENT (2)

Introduces potential managers in both domestic and multinational firms to the major international environment influences on their future decisions, and to basic analytical tools such as country risk assessment, hedging of foreign exchange risk, and analysis of international alliances. Based on concepts and tools that every manager needs to know in today's globally competitive environment.

22:620:585. ORGANIZATIONAL BEHAVIOR (3)

Explores human dynamics by examining the role of management and learning styles in the effective functioning of organizations. Topics include personality types, motivation, cognition and learning, communication, team development, and leadership. Through class discussions, case analyses, simulations, and group projects, students learn critical managerial skills such as communication, decision making, conflict resolution, and team building.

22:620:587. BUSINESS POLICY AND STRATEGY (3)

Prerequisite: 22:620:540 or 585.

Intended as a capstone policy class for students. Gives students a view of business problems from the perspective of the CEO. Comprehensive case studies that force the student to deal with wide-ranging and complex issues are the primary tools by which this integration is accomplished. Gives the student an appreciation for and understanding of the policy formation process. Giving students knowledge about the "big picture" makes them better managers.

22:621:595. INTERFUNCTIONAL MANAGEMENT CONSULTING I (3)

Prerequisite: Student must have completed 36 credits toward their degree.

Designed for students with multiple years of work experience, but not necessarily in independent consulting. Students consult with a private or public corporation or government agency on a business problem under a contract with the client institution. Requires students working with a faculty member to undertake, analyze, and report on the assignment and present recommendations to executive managers from the client organization. Consulting assignments are completed in teams.

22:621:596. INTERFUNCTIONAL MANAGEMENT CONSULTING II (2)

Prerequisite: 22:621:595.

See Interfunctional Management Consulting I.

Management M.B.A. Electives

22:620:601. STRATEGIC MANAGEMENT OF INNOVATION AND TECHNOLOGY (3)

Prerequisite: 22:620:540 or 585.

Examines a variety of problems in the management of science and technology with emphasis on the strategic management of technology. Topics include integration of business strategy with technology, the product development process, manufacturing/process technologies, time to market, technology-based strategic alliances, and technology venture development. Case studies will be used extensively. Should be of interest to people working or intending to work in any functional area in an organization which develops or uses new technology-based products or services.

22:620:602. MANAGING TECHNOLOGICAL BREAKTHROUGHS (3)

Prerequisite: 22:620:540 or 585.

Examines the impact of disruptive technologies on established and start-up organizations. Identifies best practices in each type of organization to take advantage of the emergence of breakthrough technologies such as the Internet, the cellular telephone, or the personal computer. Examines successful start-ups in the personal computer industry and contrasts organizations "built-to-last" with those "built-to-flip." Should be of interest to people working or intending to work in a technology-based start-up, an ecommerce company, or any functional area in an organization that develops or uses new technology-based products or services.

22:620:603. EXECUTIVE LEADERSHIP (3)

Prerequisite: 22:620:540 or 585.

Examines the characteristics and skills that allow leaders to make positive contributions to their organizations. Offers students the opportunity to improve their skills through the use of simulations, role-plays, case analyses, and discussions. Skills examined and practiced in this course include developing and communicating a vision, systems thinking, team building, and decision making.

22:620:604. HUMAN RESOURCE MANAGEMENT: HR CHALLENGES FOR THE 21ST-CENTURY MANAGER (3)

Prerequisite: 22:620:540 or 585.

Provides an overview of the HR function's traditional focus (selection, training, performance management, legal issues), while also delving into more contemporary challenges that include managing change, the changing nature of work and work practices, international and cross-cultural considerations, and the future of HR itself. Students learn a variety of skills and tools that can be utilized to effectively deal with these day-to-day challenges in the workplace.

22:620:606. MANAGING STRATEGIC TRANSFORMATION (3)

Prerequisite: 22:620:540 or 585.

Explores new approaches for organizing the total enterprise, including structuring, processes, and culture. Using cases and simulations, new forms of organizing are linked to various competitive strategies and to performance, and skills for designing, implementing, and managing strategic transformation are developed.

22:620:608. TEAM BUILDING AND GROUP PROCESS (3)

Prerequisite: 22:620:540 or 585.

Examines the skills needed to successfully create and manage teams in organizations. Offers students the opportunity to improve their skills through the use of simulations, role-plays, case analyses, and discussions. Skills examined and practiced in this course include team building, conflict management, decision making, and strategic thinking.

22:620:609. MANAGEMENT CONSULTING (3)

Prerequisite: 22:620:540 or 585.

Develops management consulting skills by examining best practices for introducing change by internal and external consultants. Examines various aspects of the consulting process including assessment and diagnosis, contracting, data collection and feedback techniques, commitment, resistance to change, implementation, evaluation, and ethics. Combines lectures, class discussions, and case analyses as vehicles for application of theory in action.

22:620:612. CREATIVITY IN BUSINESS DECISION MAKING (3)

Prerequisite: 22:620:540 or 585.

Focuses on creativity in business, which has typically been applied to product and process development, but may be best leveraged at the highest levels of the organizations to improve strategic decision making. Cases, simulations, role-plays, and other exercises will be used to help students develop creative strategic thinking and decision-making skills.

22:620:615. MANAGING ORGANIZATIONAL DIVERSITY (3)

Prerequisite: 22:620:540 or 585.

Helps students understand themselves at their own place (within cultures and subcultures) and their responses to difference; other people (bosses, coworkers, subordinates, clients, and customers); differences among organizations; and the skills for managing diversity well. Develops the point that managing diversity well is the essence of good management for the coming decades.

22:620:616. MANAGING TECHNICAL PROFESSIONALS (3)

Prerequisite: 22:620:540 or 585.

Discusses issues in managing and leading scientists, engineers, software developers, and other technical professionals. Develops skills for increasing individual creativity and organizational innovation. Topics include motivation, reward systems, technical communications, career development, effective teams, technical leadership, and managing change in a technology-based organization. Special emphasis is placed on practical issues for technical professionals in today's business environment.

22:620:617. NEGOTIATIONS (3)

Prerequisite: 22:620:540 or 585.

Provides an introduction to the principles, practice, and processes of negotiations as a management skill with bosses, subordinates, peers, clients, and customers. Discussion of the preparation and planning for negotiation, the strategy and tactics of negotiation, issues regarding both distributive and integrative bargaining, and ethics in negotiation.

22:620:620. INTERNET-BASED ENTREPRENEURSHIP (3)

Prerequisites: 22:620:540 or 585, and 22:373:625 or permission of instructor.

Examines ways entrepreneurs are exploiting the Internet to identify new business opportunities, compete in new ways, launch and rapidly grow new kinds of enterprises, and transform economic and social resources.

22:620:621. ECOMMERCE STRATEGY (3)

Prerequisites: 22:620:611 or permission of instructor, and 22:620:540 or 585 or permission of instructor.

Explores of the basic notions of disruptive changes in technology and business models, using case studies and current developments to examine strategic alternatives and management, looking at internal as well as external factors. This course is not a technology course; we assume general familiarity with the application of the Internet and its elements, but not the technologies of their realization.

22:620:645. HIGH-TECHNOLOGY INDEPENDENT VENTURES (3)

Prerequisite: 22:620:540 or 585.

Designed for students who intend to start a high-technology enterprise, or for those who are working in high-tech firms and who might become responsible for some new lines of business. Focuses on practice matters rather than academic theory. Each student picks his/her own enterprise project. Students' final objective is an enterprise plan that identifies the management team; the product and its market; the means of production, distribution, support, and financing for their projects.

22:620:648. CROSS-CULTURAL MANAGEMENT (3)

Prerequisite: 22:620:540 or 585.

Through experiential learning, case analyses, and individual and group projects, this course provides students with an understanding of the process of cross-cultural management and the challenges that they face while working in multicultural environments. Core competencies include self-awareness, managing ambiguity and uncertainty, managing intergroup conflict, cross-cultural communication, and international career development.

22:620:657. WHITE COLLAR CRIME (3)

A joint offering with the graduate program at Rutgers' School of Criminal Justice. Examines the issue of unethical and criminal activity by both corporations and their executives. Relying on a mix of lectures and case studies, allows participants to focus the primary required assignments on the firm or industry of their choice. Helps students better understand the thin line between ethical/legal and unethical/criminal activity that exists in many firms, and how executives can more effectively control unethical/criminal activity within their organizations. Guest lecturers with expertise in the prosecution and defense of white-collar crime will be utilized in addition to one or more corporate attorneys who oversee corporate compliance programs. Optional field trip to a white-collar crime prison.

Team Consulting M.B.A. Electives**22:621:613. INTERFUNCTIONAL TEAM LEADERSHIP I**

Prerequisites: 22:621:543 and 544 or 22:621:595 and 596.

By arrangement with the director of the team consulting program.

22:621:614. INTERFUNCTIONAL TEAM LEADERSHIP II

Prerequisite: 22:621:613.

By arrangement with the director of the team consulting program.

Global Business M.B.A. Electives**22:553:605. INTERNATIONAL BUSINESS LAW (3)**

Focuses on key legal issues affecting the conduct of international business. Topics include legal aspects of trading and investing across national borders; foreign investing in the United States; U.S. customs laws and practices; import protection against unfair trade practices; taxation of international trade and investment; currency and investment controls; and some of the unique institutions affecting the conduct of international business.

22:553:607. INTERNATIONAL BUSINESS IN EMERGING AND DEVELOPING ECONOMICS (3)

Examines the nature and prospects of multinational investments in emerging and developing economies and analyzes the relative impact of foreign direct investment on host countries and in the firms themselves. Topics include structure of emerging economies, industrialization and development strategies, technology acquisition and transmission, cost-benefit analysis of international business projects, and government policy of selected countries.

22:553:616. CURRENT ISSUES IN INTERNATIONAL BUSINESS (3)

Examines in depth the growing trend toward the development of cross-border trade and economic cooperation and joint ventures. Utilizing the model of the European Union, a survey is made of other regions of the world to form nation-state alliances. Relationship with the World Trade Organization also examined. Studies the past, present, and future of world trade and their institutions giving birth to tradeoffs as they interact with politics and changing forces, such as nationalism, fundamentalism, and protectionism.

22:553:617. INTERNATIONAL MARKETING (3)

Designed for those who have already acquired an introductory understanding of the international business environment. Examines the social, cultural, political, institutional, behavioral, economic, and competitive conditions that differentiate the conduct of foreign and international marketing from domestic marketing. Examines a series of specific marketing problems, tasks, and tools to prepare for approaching international marketing activity. Topics include international information systems and marketing research, multinational product offerings and services, promotional strategies in international marketing, exporting and importing, and detailed analysis of marketing in several nations.

22:553:621. GLOBAL MANAGEMENT STRATEGY

Addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. Examines the nature of global industries and global competition to assist managers in understanding how to create and administer a successful global strategy.

22:553:650. INFORMATION TECHNOLOGY, GLOBALIZATION, AND GOVERNANCE (3)

Examines the impact of telecommunications, computing, and the Internet on contemporary world politics. Emphasis on integrated suites of standardized business application software, web technologies that connect enterprise systems, use of such business information technology by the public sector organizations such as the World Bank, European Union, and the United Nations.

For Ph.D. course information, visit the web site at <http://www.phd-business.rutgers.edu>.

MANAGEMENT SCIENCE AND INFORMATION SYSTEMS 198, 711

Zachary Stoumbos, *Chair*

Ronald Armstrong, *Vice Chair*

M.B.A. Proficiency Requirements

22:135:571 Calculus for Managers

22:135:572 Statistics for Managers

Full-Time M.B.A. Core Courses

22:198:504 Introduction to Information Technology

22:711:562 Supply Chain Logistics and Operations Management

22:960:563 Data Models and Decisions

Part-Time M.B.A. Core Courses

22:711:580 Supply Chain Logistics

22:960:575 Data Models

Management Science and Information Systems M.B.A. Electives

22:198:603 Database Systems

22:198:604 Computers and Information Systems

22:198:605 Introduction to Software Development

22:198:610 Electronic Commerce

22:198:611 Security for Electronic Commerce

22:711:605 Introduction to Total Quality Management and Control

22:711:607 Supply Chain Management Strategies

22:711:608 Procurement and Global Sourcing

22:711:609 Service Management

M.B.A. Proficiency Requirements**22:135:571. CALCULUS FOR MANAGERS (2)**

Topics include functions, lines, quadratic equations, exponential and logarithmic functions, limits, derivatives, partial derivatives, one and two variable function optimization, Lagrange multipliers, matrix algebra, and solutions to linear equations.

22:135:572. STATISTICS FOR MANAGERS (2)

Topics include descriptive statistics, elementary probability, discrete distributions, normal distributions, sampling distributions, small and large sample inference for an unknown population mean, and proportions.

Full-Time M.B.A. Core Courses**22:198:504. INTRODUCTION TO INFORMATION TECHNOLOGY (1)**

A survey of the use and management of information technology in business. Students acquire a basic familiarity with information technology, including database technology, telecommunications, the Internet, and applications to marketing. The dynamics of the information technology industry is also studied.

**22:711:562. SUPPLY CHAIN LOGISTICS AND OPERATIONS
MANAGEMENT (3)**

Gives an understanding of the variety and the importance of critical decisions encountered in the practice of supply chains (integrated business processes). It offers important quantitative techniques needed for a continuous improvement of a company's operation efficiency, product/service quality, and strategic position in the global marketplace.

22:960:563. DATA MODELS AND DECISIONS (3)
Prerequisite: 22:135:572 with grade of B or better.

Introduces statistics as applied to managerial problems. Emphasis is on conceptual understanding as well as conducting statistical analyses. Students learn the limitations and potential of statistics, gain hands-on experience using Excel, as well as comprehensive packages, such as SPSS®. Topics include descriptive statistics, continuous distributions, confidence intervals for means and proportions, and regression. Application areas include finance, operations, and marketing. Introduces the basic concepts of model building and its role in rational decision making. Knowledge of specific modeling techniques, such as linear and nonlinear programming, decision analysis, and simulation, along with some insight into their practical application is acquired. Students are encouraged to take an analytic view of decision making by formalizing trade-offs, specifying constraints, providing for uncertainty, and performing sensitivity analyses. Students form groups to collect and analyze data, and to write and present a final report.

Part-Time M.B.A. Core Courses

22:711:580. SUPPLY CHAIN LOGISTICS (3)

Prerequisites: Fulfillment of calculus/statistics proficiency requirements.
Gives an understanding of the variety and the importance of critical decisions encountered in the practice of supply chains (integrated business processes). It offers important quantitative techniques needed for a continuous improvement of a company's operation efficiency, product/service quality, and strategic position in the global marketplace.

22:960:575. DATA MODELS (3)

Prerequisite: 22:135:572 with grade of B or better.
Introduces statistics as applied to managerial problems. Emphasis is on conceptual understanding as well as conducting statistical analyses. Students learn the limitations and potential of statistics, gain hands-on experience using Excel, as well as comprehensive packages, such as SPSS®. Topics include descriptive statistics, continuous distributions, confidence intervals for means and proportions, and regression. Application areas include finance, operations, and marketing. Introduces the basic concepts of model building and its role in rational decision making. Knowledge of specific modeling techniques, such as linear and nonlinear programming, decision analysis, and simulation, along with some insight into their practical application is acquired. Students are encouraged to take an analytic view of decision making by formalizing trade-offs, specifying constraints, providing for uncertainty, and performing sensitivity analyses. Students form groups to collect and analyze data, and to write and present a final report.

**Management Science and Information Systems
M.B.A. Electives**

22:198:603. DATABASE SYSTEMS (3)

Prerequisite: Background in a procedurally oriented language (C preferred) or permission of instructor.
Provides an understanding of database technology and its application in managing data resources. The conceptual, logical, and physical design of databases will be analyzed. A database management system such as Oracle or Ingres will be used as a vehicle for illustrating some of the concepts discussed.

22:198:604. COMPUTERS AND INFORMATION SYSTEMS (3)
Alternative to 22:198:605.

Provides an understanding of the hardware, software, and other components of computer systems; surveys file and database management systems; telecommunications and networks; analysis, design, and development of computer-based information systems; and evaluation of computer acquisitions.

22:198:605. INTRODUCTION TO SOFTWARE DEVELOPMENT (3)

Fundamentals of computer programming with emphasis on structured and object oriented approach, and a short introduction to computer hardware. Topics include basics of programming: control structures, conditionals, expressions, arrays, classes, inheritance, information hiding, abstraction, and designing programs for reuse. Applications may include design of graphical user interfaces and business application. Various Interactive Development Environments (IDE) may be used as tools for software development.

22:198:610. ELECTRONIC COMMERCE (3)

Electronic commerce refers to business activities involving consumers, manufacturers, service providers, and intermediaries using computer networks such as the Internet. This course serves as an introduction to electronic commerce, discussing the three principal tenets of this discipline: business, technical, and policy issues. Specifically, it covers the various components and services, technologies, and business applications involving electronic commerce.

22:198:611. SECURITY FOR ELECTRONIC COMMERCE (3)

Introduces electronic commerce and the security challenges and its threats, and provides an understanding of security technologies. Discusses security requirements for electronic commerce such as identification and authentication, authorization and access control, data integrity, confidentiality, nonrepudiation, trust and regulation. Discusses various security standards including network security architecture, data encryption, data integrity, digital signature, authentication, certification, electronic data interchange, and electronic mail. Internet standards, firewalls, public key cryptography standards, Java security, Lotus Notes security, database security, security payments such as SET, digital cash and digital cheques, and smart card technology are also discussed.

**22:711:605. INTRODUCTION TO TOTAL QUALITY MANAGEMENT
AND CONTROL (3)**

Covers critical issues and practical approaches for quality improvement in various industrial and business processes. Topics include control charts, process capability indices, Pareto and cause-and-effect analysis, six-sigma, total quality management, strategic design and implementation of business process, and strategies for continuous improvement and process reengineering.

22:711:607. SUPPLY CHAIN MANAGEMENT STRATEGIES (3)

Provides an understanding of the variety and the importance of critical decisions encountered in the practice of an integrated supply chain. Offers important quantitative techniques needed for a continuous improvement of a company's operation efficiency, product/service quality, and strategic position in the global marketplace. Teamed projects based on real world supply chain managerial issues will be assigned.

22:711:608. PROCUREMENT AND GLOBAL SOURCING (3)

Reviews the demands placed on purchasing from the firm's stakeholders; demonstrates the impact of purchasing and materials management on the competitive success and profitability of the organization; describes ethical, contractual, and legal issues faced by purchasing; and recognizes the expanding strategic nature of purchasing. Topics include purchasing as a functional activity; how purchasing impacts on total quality, cost, delivery, technology, and responsiveness to the needs of a firm's external; introduction of the tools, techniques, and approaches for managing the procurement and sourcing process; issues and activities that support the procurement and sourcing; and future directions of purchasing and strategic sourcing.

22:711:609. SERVICE MANAGEMENT (3)

Equips the prospective manager with the necessary skills to manage service operations. Topics include understanding the nature and role of service operations in the economy, gaining competitive advantage through customer service, service marketing, designing and managing the service operation, quality control, assurance and improvement in service, legal and financial aspects of service management. Numerous case studies from various service operations are examined.

For Ph.D. course information, visit the web site at <http://www.phd-business.rutgers.edu>.

MARKETING 630

Barbara Stern, *Chair*

Full-Time M.B.A. Core Course

22:630:550 Marketing Design and Strategy

Part-Time M.B.A. Core Course

22:630:586 Marketing Management

Marketing M.B.A. Electives

- 22:630:601 Advertising and Promotion
- 22:630:602 Corporate Strategy and Product Innovation
- 22:630:603 Retail Management
- 22:630:604 Marketing Research
- 22:630:606 Business-to-Business Marketing
- 22:630:608 Sales Management
- 22:630:609 Marketing Strategy
- 22:630:610 Consumer Behavior
- 22:630:611 Marketing and the Arts
- 22:630:615 Electronic Marketing
- 22:630:616 Etailing
- 22:630:617 Pharmaceutical Marketing Research
- 22:630:618 Pharmaceutical Product Management
- 22:630:619 Managing the Pharmaceutical Sales Organization
- 22:630:621 Service Marketing
- 22:630:640 Marketing through Multichannels in Hybrid Companies
- 22:630:641 International Marketing
- 22:630:642 Special Topics: Health Care Marketing
- 22:630:644 Marketing for Arts Nonprofits
- 22:630:649 Special Topics: Pricing Strategies
- 22:630:650 Ecomarketing and Global Entrepreneurship: Legal, Societal, and Business Issues

Full-Time M.B.A. Core Course

22:630:550. MARKETING DESIGN AND STRATEGY (2)

Focuses on marketing planning, product portfolio decisions, and marketing strategy and tactics. Particular attention is paid to market segmentation analysis and to the design of marketing policies that target different segments. Attention is also paid to the design and evaluation of new products, the marketing mix, and measurements of the effectiveness of different marketing instruments.

Part-Time M.B.A. Core Course

22:630:586. MARKETING MANAGEMENT (3)

Develops an understanding of the nature and role of marketing in the firm and in society. Topics include basic marketing orientations; operational meanings of quality and value; analysis of marketing opportunities; and marketing planning, organization and control. Special emphasis is given to management decision making in terms of product design, channels of distribution, pricing, and advertising and promotion. Text, outside readings, and team case analyses.

Marketing M.B.A. Electives

22:630:601. ADVERTISING AND PROMOTION (3)

Prerequisite: 22:630:550 or 586.

Examines the advertising process with particular emphasis on the advertising agency and its clients. Reviews other forms of commercial communication such as public relations, sales promotion, and personal selling. Subjects covered: advertising and promotion planning and management, methods for setting promotional budgets, copy evaluation, media selection and planning, measurement of promotional effectiveness, and models of the communication process.

22:630:602. CORPORATE STRATEGY AND PRODUCT INNOVATION (3)

Prerequisite: 22:630:550 or 586.

Introduces concepts and methods used for coordinating strategy formulation and the identification and evaluation of new product opportunities; planning and organizing the process of development; testing new products and new markets; and commercialization. Special emphasis is given to issues related to marketing and R & D. Text, cases, guest speakers.

22:630:603. RETAIL MANAGEMENT (3)

Prerequisite: 22:630:550 or 586.

Analyzes the retailing process, the environment in which it operates, and retail institutions and functions. Examines trends in retailing and uses a strategic profit model to scrutinize retailing strategy variables. Covers historical perspective, retailing structure and institutions, trends, strategic profit models, consumer behavior and the retail sector, franchising, retail pricing, location strategy, and retailing productivity.

22:630:604. MARKETING RESEARCH (3)

Prerequisite: 22:630:550 or 586.

Provides insight into the nature and assumptions of marketing research conducted by corporations and commercial research companies. Provides practical experience in planning and implementing marketing research. Covers the sale of marketing research in business management; survey research and questionnaire design; scientific marketing research design and planning; data collection, application of statistical analysis such as multidimensional scaling, cluster analysis, and conjoint analysis; report writing and communication of research results; and types of research purchase behavior.

22:630:606. BUSINESS-TO-BUSINESS MARKETING (3)

Prerequisite: 22:630:550 or 586.

Introduces business-to-business marketing from the perspective of both the seller and the buyer. Covers marketing strategy and product/market planning systems; selling and management of the sales force; marketing research and competitive intelligence; pricing and promotion; management of auxiliary services; and industrial buying behavior.

22:630:608. SALES MANAGEMENT (3)

Prerequisite: 22:630:550 or 586.

Provides the conceptual basis for addressing strategic and tactical problems of sales force management; develops ability to apply these concepts to actual situations. Topics include sales program formulation; sales force deployment and organization; field sales management; and the recruitment, selection, and training of the sales force.

22:630:609. MARKETING STRATEGY (3)

Prerequisite: 22:630:550 or 586.

Provides concepts and methods essential to identifying and analyzing marketing threats and opportunities and developing and evaluating marketing strategies. Focuses on business-level marketing strategy. Special attention given to market structure analysis, segmentation and positioning, and international market extension strategies.

22:630:610. CONSUMER BEHAVIOR (3)

Prerequisite: 22:630:550 or 586.

Understanding the behavior of consumers and the factors that influence their behavior. Topics covered: consumer decision models, psychological processes, and social and environmental forces that shape consumer behavior. Explores historical development of consumer behavior and current societal issues. Texts, readings, and case study.

22:630:611. MARKETING AND THE ARTS (3)

Prerequisite: 22:630:550 or 586.

Explores the use of marketing research methods (including consumer behavior models) to identify arts markets. Examines the use of various marketing tools by nonprofit arts organizations to develop potential customer bases. Illustrates the use of newer technologies such as database use and interactive marketing in the arts.

22:630:615. ELECTRONIC MARKETING (3)

Prerequisite: 22:630:550 or 586.

Equips students with the concepts and tools required to understand the way that electronic information systems can be used to competitive advantage. Discusses the current state of electronic commerce; impediments to expansion of marketing activity; implications of online marketing for pricing, advertising, and promotion; and distribution of products and services, also treats legal, regulatory, and security issues.

22:630:616. ETAILING (3)

Prerequisite: 22:630:550 or 586.

Analysis of various Internet retailing business models from marketing strategy perspective. Case studies on selective etailing companies based on market segmentation, targeting, positioning, and marketing mix. Issues on first mover advantages and price competition in distribution channels. Business formats include, but not limited to, pure Internet retailing, click and mortar retailing, Internet auction and reverse auction, stock brokerages, and information services.

22:630:617. PHARMACEUTICAL MARKETING RESEARCH (3)

Prerequisites: All M.B.A. core courses.

Focuses on the marketing research process and steps involved in a marketing research study. Topics include secondary and syndicated research studies, qualitative techniques like focus groups, and quantitative techniques like surveys and experimental design. Data collection and statistical analysis of quantitative data will also be emphasized. Specific pharmaceutical marketing research issues like pricing, promotional effectiveness, patient and physician satisfaction, brand loyalty, pharmacoeconomics, and outcomes research will also be covered. This course will use an industry-specific consulting project model with opportunity to mine industry data.

22:630:618. PHARMACEUTICAL PRODUCT MANAGEMENT (3)

Prerequisites: All M.B.A. core courses.

Focuses on marketing issues in the pharmaceutical industry. Areas explored in the course include market analysis, market planning, new product launches, and commercialization of pharmaceutical products. Marketing of a prescription drug is examined including managing the transition from Rx to OTC switch. Marketing of both patent-protected and generic drugs and management of generic competition is studied. The interface between R & D, marketing and sales, product and brand management, pricing, distribution and retailing, and promotional issues within the pharmaceutical industry are covered. Relationship of product management with other functions is examined. Regulatory issues including labeling and advertising claims are studied. The impact of the health care environment wherein marketing takes place is also covered.

22:630:619. MANAGING THE PHARMACEUTICAL SALES**ORGANIZATION (3)**

Prerequisites: All M.B.A. core courses.

Provides an overview of the role of the sales function within the pharmaceutical industry. Covers the sales detailing process, selection, recruitment, and training of pharmaceutical sales representatives. Sales management issues including building and structuring the sales force; sales territory allocation; determining sales targets and quotas; forming and deploying special sales forces; compensation, motivation, supervision, and evaluation of sales force are covered. Role of contract sales organizations, PBMs, managed care organizations, governments (including government regulation), and major account management is also discussed. Critical issues like data-based selling and its impact on physician segmentation, selling to primary care physicians versus specialists, and competitive intelligence are examined. The role of technology, legal issues, and ecommerce in shaping the sales function is studied, and the supporting needs of the sales force are examined. The class also includes field sales call sessions.

22:630:621. SERVICE MARKETING (3)

Prerequisite: 22:630:550 or 586.

Addresses the challenge of marketing services and managing the service component of product/services combinations. Issues covered include service design, quality definition, satisfaction measurement, performance guarantees, and internal and external marketing planning and execution. Covers business-to-business and consumer markets in fields ranging from banking and professional services to travel/hospitality, health care, and telecommunications. Lectures, cases, videos, guest speakers. Emphasis on case study.

22:630:640. MARKETING THROUGH MULTICHANNELS IN HYBRID COMPANIES (3)

Explores the success strategies of today's new breed of hybrid companies, defined as businesses that reach customers through multiple channels of clicks, bricks, and catalogs in a seamless integrated entity. Examines the business, financial, economic, and marketing implications of selling via multichannels in a hybrid company structure. Students will prepare a business plan for a real hybrid company of their choice.

22:630:641. INTERNATIONAL MARKETING (3)

Designed for those who have already acquired an introductory understanding of the international business environment. Examines the social, cultural, political, institutional, behavioral, economic, and competitive conditions that differentiate the conduct of foreign and international marketing from domestic marketing. Examines a series of specific marketing problems, tasks, and tools to prepare for approaching international marketing activity. Topics covered: international information systems and marketing research, multinational product offerings and services, promotional strategies in international marketing, exporting and importing, and detailed analysis of marketing in several nations.

22:630:642. SPECIAL TOPICS: HEALTH CARE MARKETING (3)

Prerequisite: 22:630:550 or 586.

Marketing management for health care institutions such as hospitals and managed care facilities. Covers branding, marketing research and analysis, competitive studies, and profitability and productivity assessments. Also covers product, services, pricing, and promotional and distributional coverage decisions. The health care environment is examined in terms of third-party payment systems, health care trends, and public policy changes.

22:630:644. MARKETING FOR ARTS NONPROFITS (3)

Intended for the arts or business student interested in the use of the latest marketing techniques to find and reach the audience of the future. Special emphasis will be placed on the use of Internet marketing, and on surveying and reaching potential arts audiences.

22:630:649. SPECIAL TOPICS: PRICING STRATEGIES (3)

Prerequisite: 22:630:550 or 586.

Familiarizes students with the basic terms, concepts, approaches, and problems of pricing decisions. Develops a framework based on economics, industrial organizations, and cognitive psychology to analyze pricing choices. Text, readings, and cases.

22:630:650. ECOMARKETING AND GLOBAL ENTREPRENEURSHIP: LEGAL, SOCIETAL, AND BUSINESS ISSUES (3)

Prerequisite: 22:630:550 or 586.

Offered with Rutgers' School of Law–Newark, discusses marketing and entrepreneurship in the context of global ecological concerns. Topics include business ventures associated with new conservation commitments in less developed countries; promotion of ecologically sound products in developed countries; economic incentives for promoting environmental protection on an international basis; and development and marketing of selected conservation programs.

For Ph.D. course information, visit the web site at <http://www.phd-business.rutgers.edu>.

CONCENTRATIONS

Students are permitted, but not required, to select formal concentrations, which will be noted on their final transcripts. A dual-concentration may require additional credits beyond the 60 credits necessary for graduation. Students are not permitted to take more than five elective courses beyond the core in any single area, and a single course cannot be counted toward two concentrations. In particular cases, modifications can be made to the list with the approval of the department chair. The following are the approved concentrations offered through various departments of the M.B.A. program:

- Accounting
- Applied Statistics
- Arts Management
- Economics
- Electronic Commerce
- Entrepreneurship
- Finance
- Information Technology
- Management and Global Business
- Marketing
- Pharmaceutical Management *
- Supply Chain Management

Accounting

For an accounting concentration, take any four accounting and information systems courses (010) excluding:

- 22:010:502 Concepts and Practice of Financial Communication †
- 22:010:503 Supporting Managerial Decisions †
- 22:010:577 Accounting for Managers ‡

Applied Statistics

For an applied statistics concentration, take at least one of the following:

- 22:711:605 Introduction to Total Quality Management and Control
- 16:960:540 Statistical Quality Control I
- 16:960:541 Statistical Quality Control II

Take exactly one of the following:

- 26:223:554 Econometrics
- 16:960:563 Regression Analysis
- 26:960:577 Introduction to Statistical Linear Models
- 22:960:606 Econometrics

Take a maximum of two of the following:

- 22:630:604 Marketing Research
- 22:630:617 Pharmaceutical Marketing Research
- 16:960:586 Interpretation of Data I
- 16:960:587 Interpretation of Data II
- 16:960:590 Design of Experiments
- 16:960:591 Advanced Design of Experiments

Arts Management

For an arts management concentration, complete an internship with a recognized area nonprofit organization and take three of the following:

- 22:373:618 Business and the Arts
- 22:373:620 Fund-Raising and Resource Development for Arts Nonprofits
- 22:010:621 Financial Accounting for Arts Nonprofits
- 22:630:644 Marketing for Arts Nonprofits

Economics

For an economics concentration (limited availability), take any four of the following:

- 26:223:552 Microeconomic Theory
- 26:223:553 Macroeconomic Theory
- 26:223:554 Econometrics
- 22:223:601 Economic Analysis of Management Decisions
- 22:223:602 Economics of Industry Regulation
- 22:223:603 Economics of Industry Structure
- 22:223:604 Analysis and Forecasting of Business Conditions
- 22:223:605 Cost-Benefit Analysis
- 22:223:606 Public Utility Regulation
- 22:223:608 International Trade and Macroeconomics
- 26:223:655 Advanced Econometrics
- 26:223:657 Advanced Microeconomics
- 22:960:606 Econometrics

Electronic Commerce

For an electronic commerce concentration, take one of the following:

- 22:010:622 Internet Technology for Business §
- 22:198:610 Electronic Commerce §

Take three of the following:

- 22:010:623 Enterprise Resource Planning
- 22:198:611 Security for Electronic Commerce
- 22:620:620 Internet-Based Entrepreneurship
- 22:620:621 Ecommerce Strategy
- 22:630:615 Electronic Marketing
- 22:630:616 Etailing

Entrepreneurship

For an entrepreneurship concentration, take the following:

- 22:373:624 Foundations of Entrepreneurship

Take three of the following: ||

- 22:390:612 Small Business Finance
- 22:620:612 Creativity in Business Decision Making
- 22:620:620 Internet-Based Entrepreneurship
- 22:620:645 High-Technology Independent Ventures

* Part-time students should note that some elective courses for this program are only available during the day.

† Full-time M.B.A. core course.

‡ Part-time M.B.A. core course.

§ Students who have taken both 22:010:622 and 22:198:610 prior to revision will be grandfathered under old rule.

|| 22:620:618 or 605 can be taken to satisfy this requirement.

Additional entrepreneurship-related courses are acceptable, subject to approval. These courses include any individual departments' independent studies course, provided the project is focused on an entrepreneurship subject.

- 22:373:619 Ethics in Business
- 22:620:602 Managing Technological Breakthroughs
- 22:620:603 Executive Leadership
- 22:620:608 Team Building and Group Process
- 22:620:617 Negotiations
- 22:630:602 Corporate Strategy and Product Innovation
- 22:630:616 Etailing

Finance

For a finance concentration, take two of the following:

- 22:390:603 Investment Analysis and Management
- 22:390:604 Financial Institutions and Markets
- 22:390:605 Advanced Financial Management/Corporate Finance

Take two of the following, or take all three of the above courses and one of the following: *

- 22:010:648 Special Topics: Decoding of Corporate Financial Communications *
- 26:390:571 Survey of Financial Theory I
- 26:390:572 Survey of Financial Theory II
- 22:390:601 Risk and Insurance Management
- 22:390:606 International Financial Markets
- 22:390:608 Portfolio Management
- 22:390:609 Options/Derivatives
- 22:390:611 Analysis of Fixed Income Securities
- 22:390:612 Small Business Finance
- 22:390:613 Financial Statement Analysis *
- 22:390:641-659 Special Topics Courses
- 26:390:660 Analysis of Financial Markets and Institutions
- 26:390:661 Corporate Finance
- 26:390:662 Investment Analysis and Portfolio Theory

Information Technology

For a concentration in information technology, take four of the following:

- 22:010:604 Design and Development of Information Systems
- 22:010:609 Advanced Design and Development of Information Systems
- 22:010:622 Internet Technology for Business †
- 22:010:623 Enterprise Resource Planning
- 22:198:603 Database Systems
- 22:198:605 Introduction to Software Development
- 22:198:610 Electronic Commerce †
- 22:198:611 Security for Electronic Commerce
- 22:198:640 Object-Oriented Concepts and Applications
- 22:620:601 Strategic Management of Innovation and Technology
- 22:711:605 Introduction to Total Quality Management and Control
- 22:711:607 Supply Chain Management Strategies

Management and Global Business

The following concentrations are available through the Department of Management and Global Business:

- Customized Concentration
- Global Business
- Management and Business Strategy

Students enrolled prior to fall 2003, see note below.

* Students cannot count both 22:390:613 and 22:010:648 toward a concentration in finance.

† Students may count only one of these courses toward a concentration in information technology.

Management and Business Strategy

For a management and business strategy concentration, take at least three of the following:

- 22:553:533 Global Business and Strategy
 - 22:620:601 Strategic Management of Innovation and Technology
 - 22:620:602 Managing Technological Breakthroughs
 - 22:620:603 Executive Leadership
 - 22:620:604 Human Resource Management
 - 22:620:606 Managing Strategic Transformation
 - 22:620:608 Team Building and Group Process
 - 22:620:612 Creativity in Business Decision Making
 - 22:620:615 Managing Organizational Diversity
 - 22:620:616 Managing Technical Professionals
 - 22:620:617 Negotiations
 - 22:620:621 Ecommerce Strategy
 - 22:620:648 Cross-Cultural Management
- Plus one additional 553 or 620 optional elective.

Global Business

For a global business concentration, take:

- 22:553:533 Global Business and Strategy

Take at least two electives from the following (one must be a 553 or 620 course):

- 22:223:608 International Trade and Macroeconomics
 - 22:390:606 International Financial Markets
 - 22:390:650 International Banking and Capital Markets
 - 26:553:604 Corporate Innovation and International Business
 - 26:553:605 National Innovation Policies and International Business
 - 22:553:605 International Business Law
 - 22:553:617 International Marketing
 - 22:620:603 Executive Leadership
 - 22:620:617 Negotiations
 - 22:620:648 Cross-Cultural Management
 - 26:620:677 Culture and Organizations
 - 22:711:608 Procurement and Global Sourcing
 - 22:711:653 Procurement Management and Globalization
- Plus one additional 553 or 620 optional elective.

Customized Concentration

For a customized concentration in management and global business, take four electives (12 credits) using any combination of management (620) and global business (553) courses. Courses from other departments may count toward this concentration with permission of the department chair.

Note: the above concentrations are designed for incoming students starting in or after the fall of 2003. Students enrolled prior to fall of 2003 may either follow the outlined concentration requirements, or they may follow a previously chosen former concentration. These include: human resources management, technology and innovation management, international business, and strategic management.

Concentrations in international business and strategic management are renamed as global business, management, and business strategy. Students who have selected these two concentrations have the option to use the old or the new names. Students concentrating in human resources management or technology and innovation management can continue to do so as a customized concentration.

Marketing

For a concentration in marketing, take one of the following:

- 22:630:604 Marketing Research
- 22:630:617 Pharmaceutical Marketing Research

Plus three additional 630 electives.

Pharmaceutical Management

Part-time students should note that some elective courses for this program are only available during the day.

For a pharmaceutical management concentration, take the following:

- 22:223:607 R & D, Product Development, and the Product Life Cycle Management
- 22:373:621 Legal, Regulatory, And Ethical Issues in the Pharmaceutical Industry
- 22:373:622 The Health Care Industry and the Role of Pharmaceutical Companies
- 22:630:617 Pharmaceutical Marketing Research
- 22:630:618 Pharmaceutical Product Management
- 22:630:619 Managing the Pharmaceutical Sales Organization

Elective courses include:

- 22:620:601 Strategic Management of Innovation and Technology
- 22:620:603 Executive Leadership
- 22:620:604 Human Resource Management
- 22:620:617 Negotiations
- New Course:* Organization Design and Change
- New Course:* Alliances for Competitive Advantage: Managing Cooperative Strategies in a Competitive World

Supply Chain Management

For a concentration in supply chain management, take the following prerequisite:

- 22:711:562/580 Supply Chain Logistics and Operations Management *

Take the following requirement:

- 22:711:607 Supply Chain Management Strategies

Take three courses from the following:

- 22:010:622 Internet Technology for Business †
- 22:010:623 Enterprise Resource Planning
- 22:010:624 Strategic Cost Management
- 22:198:610 Electronic Commerce †
- 22:620:606 Managing Strategic Transformation
- 22:620:617 Negotiations
- 22:630:615 Electronic Marketing
- 22:630:621 Service Marketing
- 22:630:641 International Marketing
- 22:711:605 Introduction to Total Quality Management and Control
- 22:711:608 Procurement and Global Sourcing
- 22:711:609 Service Management

* This course is part of the core M.B.A. curriculum. 22:711:562 refers to the course number for full-time students. 22:711:580 refers to the course number for part-time students.

† Students may count only one of these courses toward a concentration in supply chain management.

Faculty and Administration

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Health economics, public finance, managing change, nonprofit management, strategic management and planning

Accounting and Information Systems

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Corporate finance, financial reporting, general accounting theory

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Managerial accounting, strategic control systems, and change management

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Auditing, information systems, uncertain reasoning, quantitative methodologies, philosophy

Leonard Goodman, *Professor; Ph.D., New York*
Corporate taxation, history of taxation, international accounting

Elizabeth Gordon, *Assistant Professor; Ph.D., Columbia*
International financial accounting

Suresh Govindaraj, *Associate Professor; Ph.D., Columbia*
Financial analysis, executive compensation, taxes

T. Edward Hollander, *Professor; Ph.D., Pittsburgh*
Higher education policy and governance

Bikki Jaggi, *Professor; Ph.D., Free University (Berlin)*
Financial accounting, cost accounting, environmental accounting, social accounting

Alexander Kogan, *Professor; Ph.D., USSR Academy of Sciences*
Accounting information systems, expert systems and artificial intelligence, Internet technology and electronic commerce, data analysis

Yaw M. Mensah, *Professor; Ph.D., Illinois*
Managerial accounting, efficiency evaluation, nonprofit institutions, financial accounting, information in capital markets

Paul J. Miranti, Jr., *Professor; Ph.D., Johns Hopkins*
American business history, government accounting, not-for-profit accounting

Alexander J. Sannella, *Associate Professor; Ph.D., New York*
Accounting research, accounting theory, development and instruction of corporate training seminars

Michael P. Schoderbek, *Associate Professor; Ph.D., Indiana*
Financial reporting and market efficiency, stock price reactions around earnings announcements, use of accounting information by regulators, early record-keeping procedures of the U.S. Treasury

Glenn Shafer, *Professor; Ph.D., Princeton*
Audit judgment, causal modeling and uncertain reasoning, expert systems, information systems, statistical reasoning

Jay Soled, *Associate Professor; LL.M., New York; J.D., Michigan*
Corporate, individual, partnership, international, and transfer taxation

Ephraim F. Sudit, *Professor; Ph.D., New York*
Cost management, pricing, productivity-based management, quality management

Miklos Vasarhelyi, *Professor; Ph.D., California (Los Angeles)*
Accounting systems, expert systems, e-commerce

Robert H. Werner, *Associate Professor; Ph.D., New York*
Governmental accounting, local government fiscal and budgetary analysis, municipal finance, public fiscal management

David J. Zaumeyer, *Associate Professor; Ph.D., Columbia*
Fraud auditing, intangible asset valuation, damages

Business Environment

Edwin Hartman, *Professor and Acting Chair; M.B.A., Pennsylvania; Ph.D., Princeton*
Business ethics, character, organizational culture

Fernando Alvarez, *Associate Professor; Ph.D., New York*
Growth of entrepreneurial firms, financing for start-up and growth, interaction of strategy, financial statement analysis, valuation models in business decisions

Wayne Eastman, *Associate Professor; J.D., Harvard*
Employment and labor law, history and politics of managerial and legal theory, law and economics, litigation strategy

Michael A. Santoro, *Associate Professor; J.D., New York; Ph.D., Harvard*
Business ethics, international business and human rights, high tech entrepreneurship, intellectual property, technical standards

Danielle Warren, *Assistant Professor; Ph.D., Pennsylvania*
Global business ethics and management

Finance and Economics

Ivan E. Brick, *Professor and Chair; Ph.D., Columbia*
Capital budgeting, corporate finance, firm valuation, fixed income securities, tax impact upon security design

Oded Palmon, *Associate Professor and Vice Chair; Ph.D., Chicago*
Corporate finance, taxation

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Corporate control, corporate investment risk management, finance theory, pension fund management

Mark G. Castellino, *Associate Professor; Ph.D., City University of New York*
Commodity markets, financial futures, hedging theory and practice

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Financial markets, risk management, securities

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Corporate finance and financial derivatives

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Corporate finance, industrial organization, corporate governance

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Postal service economics, regulatory economics, telecommunication economics, utility deregulation and diversification

Lawrence Fisher, *Professor; Ph.D., Chicago*
Portfolio theory, risk and returns of stocks and bonds, stock and bond market behavior

Sharon Gifford, *Associate Professor; Ph.D., New York*
Contract theory, economics of organizations, economics of information, entrepreneurship

Mahmud Hassan, *Professor; Ph.D., Vanderbilt*
Health care economics, health care finance, health care policy

Dongcheol Kim, *Associate Professor; Ph.D., Michigan*
Empirical issues in asset pricing tests, market volatility in financial markets, modeling distributional form of security returns, nonstationarity of systematic risk

Farrokh K. Langdana, *Associate Professor; Ph.D., Virginia Polytechnic Institute*
Fiscal and monetary policies, global macroeconomic policies, macroeconomic experimentation

Cheng-Few Lee, *Professor; Ph.D., SUNY (Buffalo)*
Corporate finance, security analysis, portfolio management, options and futures, risk management

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Corporate finance, valuation, entrepreneurship

Darius Palia, *Associate Professor; Ph.D., New York*
Corporate finance, banking, corporate governance

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Applied microeconomics, applied econometrics, natural resource and environmental economics, regulatory economics, empirical finance

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International finance, empirical finance, emerging markets

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Banking, corporate finance, derivative securities

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Economics of regulation, network industries, externalities

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Corporate finance, financial ethics, insurance rates, classification, pricing, coverage, risk management

John K. Wald, *Assistant Professor; Ph.D., California (Berkeley)*
Corporate finance, market microstructure, international finance

Dan Weaver, *Visiting Associate Professor; Ph.D., Rutgers*
Market microstructure, security design

Yangru Wu, *Associate Professor; Ph.D., Ohio State*
International finance, asset pricing, applied time-series analysis

Management and Global Business

Chao C. Chen, *Professor and Chair; Ph.D., SUNY (Buffalo)*
Cross-cultural management, China, reward allocation, leadership, managing diversity

Donald L. McCabe, *Professor and Vice Chair; Ph.D., New York*
Cheating in college, college education and ethical development, ethical decision making

John Cantwell, Professor

Analysis of corporate technological change and international business

Theresa S. Cho, Assistant Professor; Ph.D., Columbia

Executive team composition, executive compensation, managerial cognition and decision making, organizational adaptation to deregulation, negotiation

Farok J. Contractor, Professor; Ph.D., Pennsylvania

Alliances, international business, joint ventures, licensing, foreign direct investment, international marketing, global enterprises, globalization, valuation of intangible assets, foreign market entry, royalty rates, technology transfer, negotiating alliance agreements, corporate knowledge management, intellectual property, government policies toward foreign investment, strategy, interfirm collaboration, Asian business

Fariborz Damanpour, Professor; Ph.D., Pennsylvania

Management of innovations and technology, organizational design and development

Nancy DiTomaso, Professor; Ph.D., Wisconsin

Diversity in organizations, labor force, managing knowledge-based organizations, organizational change and transformation, organizational culture, women, minorities, cross-cultural management

Deborah Dougherty, Professor; Ph.D., Massachusetts Institute of Technology

Organizational capacities for sustained product/service innovation in complex organizations

George F. Farris, Professor; Ph.D., Michigan

Managing technological innovation, managing technology, stimulating creativity, technological entrepreneurs, technological innovators

Varghese P. George, Assistant Professor; Ph.D., Massachusetts Institute of Technology

Interfirm alliances, organizational communication, technological innovation

Michael E. Gordon, Professor; Ph.D., California (Berkeley)

Industrial and labor relations, effect of unions on employee behavior

Terri R. Kurtzberg, Assistant Professor; Ph.D., Northwestern

Creativity and teamwork, negotiation strategies and tactics, effects of electronic media on communication, perceptions, negotiations

Daniel Z. Levin, Assistant Professor; Ph.D., Northwestern

Knowledge transfer, organizational learning, organizational change and innovation

William E. Newbury, Assistant Professor; Ph.D., New York

Globalization's impacts on organizational attractiveness, shared perceptions and communication between MNC subsidiaries, international joint venture and acquisition management, international environmental management

dt ogilvie, Associate Professor; Ph.D., Texas (Austin)

Creativity in decision making, executive leadership strategies, strategic decision making, minority women's leadership, ecommerce and ebusiness strategy

Jerry M. Rosenberg, Professor; Ph.D., New York

Global trade and investment, Middle East/North Africa economic community, regional economic integration

Phyllis Siegel, Assistant Professor; Ph.D., Columbia

CEO self-handicapping, executive compensation, linkage between strategy and organizational behavior/human resource management, organizational justice and trust

Management Science and Information Systems

Zachary Stoumbos, Associate Professor and Chair; Ph.D., Virginia Polytechnic Institute

Statistical process control, experimental design, regression analysis, time series analysis and forecasting, decision theory, stochastic processes, sequential analysis, operations and production management

Ronald D. Armstrong, Professor and Vice Chair; Ph.D., Massachusetts (Amherst)

Integer programming, network flow theory, statistical application of mathematical programming

Nabil R. Adam, Professor; Ph.D., Columbia

Database systems, digital libraries, electronic commerce, scheduling, simulation

Farid Alizadeh, Assistant Professor; Ph.D., Minnesota

Vijay I. Atluri, Associate Professor; Ph.D., George Mason

Information systems security, database management systems, distributed systems, workflow management, multimedia, spatial databases, digital libraries, electronic commerce

Benjamin Avi-Itzhak, Professor; D.Sc., Israel Institute of Technology

Operations research, electric energy generation, telecommunication networks, stochastic modeling

Adi Ben-Israel, Professor; Ph.D., Northwestern

Convexity and inequalities, matrix theory, optimization theory, numerical analysis, dynamic programming and optimal control, economics of uncertainty, management of natural resources

Jonathan Eckstein, Associate Professor; Ph.D., Massachusetts Institute of Technology

Optimization algorithms, parallel computing, operations management, management information systems

Douglas H. Jones, Associate Professor; Ph.D., Florida State

Asymptotic theory, nonparametric methods, survey sampling, bayesian methods, computerized psychological, educational testing

Michael N. Katehakis, Professor; Ph.D., Columbia

Stochastic modeling, operations and production management optimization, stochastic processes, queuing systems, reliability maintenance, quality control, supply chains, finance, dynamic programming, decision theory, estimation and control under incomplete information, sequential analysis and forecasting

Lei Lei, Associate Professor; Ph.D., Wisconsin (Madison)

Project scheduling, scheduling of transporters, vehicle dispatching and routing

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Modeling of telecommunications systems, stochastic processes, analysis and simulation, software modeling environments

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Statistical process control, total quality management, operations research

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Computer information systems, electronic classrooms, representative game theory, voting, reapportionment

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Multiagent systems, distributed artificial intelligence, electronic commerce, agent-based systems, strategic agent design

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Applied mathematical modeling, auctions and competitive bidding, applications of operations research, energy models

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Stochastic programming, stochastic control, financial engineering, risk management

David F. Shanno, Professor; Ph.D., Carnegie Mellon

Mathematical optimization, linear and nonlinear programming, large scale modeling

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Biostatistics, multivariate analysis, resource allocation and forecasting, sequential analysis

Victoria Ungureanu, Assistant Professor; Ph.D., Rutgers

Electronic commerce, security in distributed systems and coordination

Yao Zhao, Assistant Professor; Ph.D., Northwestern

Forecasting, production inventory systems, information sharing, supply chain integration distribution and logistics, integration of financial and operational decisions dynamic programming and optimal stochastic control

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Barbara Stern, Professor and Chair; Ph.D., City University of New York

Consumer choice, gender and consumer behavior, literary theory and advertising, values and advertising, intellectual property rights

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Market segmentation, product positioning, mathematical psychology

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New product development, product innovation, strategic planning

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Internet marketing, direct marketing, health care marketing

Ying Xie, Assistant Professor; Ph.D., Northwestern

Marketing response models, advertising, quantitative marketing models, pharmaceutical marketing

Hao Zhao, Assistant Professor; Ph.D., Rochester

Advertising, consumer behavior, distribution, pricing

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Professional Accounting M.B.A. Program

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Master of Accountancy in Governmental Accounting Program

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Master of Accountancy in Taxation Program

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Ph.D. in Management Program

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Divisions of the University

ACADEMIC DIVISIONS

Rutgers, The State University of New Jersey, provides educational and research services throughout the state on campuses located in Camden, Newark, and New Brunswick/Piscataway. 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 three graduate schools. With an enrollment of 5,200 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 23 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.

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School of Law–Camden

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

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

Summer Session–Camden

Thomas Venables, *Ed.D.*

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

Newark

Newark offers programs at three undergraduate colleges and at four graduate schools. With an enrollment of approximately 10,300 students, it offers strong academic programs, excellent facilities, and an outstanding faculty.

Faculty of Arts and Sciences–Newark

Edward G. Kirby, *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 60 subject areas.

Newark College of Arts and Sciences

Edward G. Kirby, *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

Felissa R. Lashley, *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

Edward G. Kirby, *Ph.D., Dean*

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

Rutgers Business School–Newark and New Brunswick

Howard Tuckman, *Ph.D., Dean*

Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick/Piscataway campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It offers the bachelor of science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

Graduate School–Newark

Steven J. Diner, *Ph.D., Dean*

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

School of Criminal Justice

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

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

School of Law–Newark

Stuart L. Deutsch, *J.D., Dean*

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

Summer Session–Newark

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

New Brunswick/Piscataway

The New Brunswick/Piscataway campus is the largest and most diversified of the university's three campuses, with 16 academic units, 1,800 faculty, and 36,000 students enrolled in undergraduate and graduate programs.

Faculty of Arts and Sciences–New Brunswick

Holly M. Smith, *Ph.D.*, *Executive Dean*

Established in 1981 as a result of academic reorganization of the New Brunswick campus, the Faculty of Arts and Sciences–New Brunswick teaches all arts and science courses for undergraduate and graduate students in degree-granting units and sets the major requirements for all arts and science majors. Organized into disciplines and departments, it offers 44 undergraduate major programs and 29 graduate programs, which are administered by the Graduate School–New Brunswick.

Douglass College

Carmen Twillie Ambar, *J.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 that link major courses of study to future careers. The college also implements special programs as well as independent activities designed to help women students develop the qualities required for achievement in any field of endeavor.

Livingston College

Arnold Hyndman, *Ph.D.*, *Dean*

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

Rutgers College

Carl Kirschner, *Ph.D.*, *Dean*

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

University College–New Brunswick

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

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

Cook College

Keith R. Cooper, *Ph.D.*, *Acting Dean*

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

Ernest Mario School of Pharmacy

John L. Colaizzi, *Ph.D.*, *Dean*

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

Mason Gross School of the Arts

George B. Stauffer, *Ph.D.*, *Dean*

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

Rutgers Business School–Newark and New Brunswick

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

Rutgers Business School offers undergraduate and graduate programs on or through the university's Newark and New Brunswick/Piscataway campuses. Rutgers Business School: Undergraduate–Newark is a four-year undergraduate school. It offers the bachelor of science degree jointly with either the Newark College of Arts and Sciences or University College–Newark. Rutgers Business School: Undergraduate–New Brunswick is a two-year, upper-division school offering programs in accounting, finance, management, management science and information systems, and marketing. The school admits students from Douglass, Livingston, Rutgers, and University colleges in their junior year. The bachelor of science degree is awarded jointly by the business school and the undergraduate college the student attended. Rutgers Business School: Graduate Programs–Newark and New Brunswick offers the master of business administration, an M.B.A. degree in professional accounting, a master of accountancy in taxation, a master of accountancy in governmental accounting, a master of quantitative finance, and a variety of dual degrees. The Ph.D. degree in management is offered jointly by the Graduate School–Newark and the New Jersey Institute of Technology.

School of Communication, Information and Library Studies

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

This school was formed in 1982 by a merger of two schools to provide academic programs that focus on various facets of communication and information science. The school offers undergraduate programs of study in communication, and journalism and mass media. Students are admitted to the school in their junior year from the five residential undergraduate colleges in New Brunswick/Piscataway: 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 and information science, the master of communication and information studies, and, jointly with the Graduate School–New Brunswick, the doctor of philosophy degree. Courses for in-service librarians also are provided.

School of Engineering

Michael T. Klein, *Sc.D.*, *Dean*

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

Edward J. Bloustein School of Planning and Public Policy

James W. Hughes, *Ph.D.*, *Dean*

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

School of Management and Labor Relations

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

The School of Management and Labor Relations, formed in 1994, provides undergraduate instruction in labor studies and employment relations. At the graduate level, programs are offered that lead to the degrees of master in human resource management, master in labor and employment relations, and doctor of philosophy in industrial relations and human resources.

Graduate School–New Brunswick

Holly M. Smith, *Ph.D.*, *Dean*

Graduate programs in the arts and sciences have been offered since 1876. The Graduate School–New Brunswick awards advanced degrees in more than 60 disciplines and is responsible for all doctor of philosophy degrees at Rutgers–New Brunswick/Piscataway. The faculty is drawn from virtually all academic divisions of the university.

Graduate School of Applied and Professional Psychology

Stanley B. Messer, *Ph.D.*, *Dean*

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. 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

Richard DeLisi, *Ph.D.*, *Acting Dean*

Courses in education were first offered by Rutgers College in the late 19th century. A separate school offering its own curricula was organized in 1924. GSE offers programs leading to the degrees of master of 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, 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

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- Advanced Information Processing, Center for.* CoRE Building, Busch Campus
- Agricultural Experiment Station, New Jersey.* Martin Hall, Cook Campus
- Alcohol Studies, Center of.* Smithers Hall, Busch Campus
- American Women and Politics, Center for.* Wood Lawn, Douglass Campus
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- Edison Papers, Thomas A.* 16 Seminary Place, College Avenue Campus
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- Engineered Materials, Institute for.* Engineering Building, Busch Campus
- Engineering Research, Bureau of.* Engineering Building, Busch Campus
- Entrepreneurial Studies, Center for.* Management Education Center, Newark Campus
- Fiber Optic Materials Research Program.* 607 Taylor Road, Busch Campus
- Financial Services, Whitcomb Center for Research in.* Management Education Center, Newark Campus
- Fisheries and Aquaculture Technology Extension Center.* Martin Hall, Cook Campus
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- 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
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- International Business Education, Center for.* Janice H. Levin Building, Livingston Campus
- International Conflict Resolution and Peace Studies, Center for.* Hickman Hall, Douglass Campus
- International Faculty and Student Services, Center for.* 180 College Avenue, College Avenue Campus
- Jazz Studies, Institute of.* Dana Library, Newark Campus
- Jewish Life, Center for the Study of.* 12 College Avenue, College Avenue Campus
- Journalism Resources Institute.* 185 College Avenue, College Avenue Campus
- Marine and Coastal Sciences, Institute of.* 71 Dudley Road, Cook Campus
- Materials Synthesis, Center for.* Engineering Building, Busch Campus
- Mathematical Sciences Research, Center for.* Hill Center, Busch Campus
- Mathematics, Science, and Computer Education, Center for.* Science and Engineering Resource Center, Busch Campus
- Metropolitan Studies, Joseph C. Cornwall Center for.* Smith Hall, Newark Campus
- Middle East/North Africa Business, Center for.* Management Education Center, Newark Campus
- Molecular and Behavioral Neuroscience, Center for.* Aidekman Center, Newark Campus
- Negotiation and Conflict Resolution, Center for.* Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Neighborhood and Brownfields Redevelopment, National Center for.* Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Operations Research, Center for.* Hill Center, Busch Campus
- Packaging Science and Engineering, Center for.* Engineering Building, Busch Campus
- Pharmaceutical Management, Blanche and Irwin Lerner Center for.* Management Education Center, Newark Campus
- Physics Research, Bureau of.* Serin Physics Laboratories, Busch Campus
- Prudential Business Ethics Center.* Management Education Center, Newark Campus

Regulated Industries, Center for Research in. Ackerson Hall, Newark Campus

Rutgers Accounting Research Center. Ackerson Hall, Newark Campus

Rutgers Cooperative Extension. Martin Hall, Cook Campus

Supply Chain Management, Center for. Ackerson Hall, Newark Campus

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

Technology Management Research Center. Management Education Center, Newark Campus

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

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

Waksman Institute of Microbiology. 190 Frelinghuysen Road, Busch Campus

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

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

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

Women and Work, Center for. School of Management and Labor Relations, 162 Ryders Lane, Douglass Campus

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

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

Workplace Transformation, Center for. School of Management and Labor Relations, Labor Education Center, 50 Labor Center Way, Cook 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

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

Art Library. 71 Hamilton Street, College Avenue Campus

Blanche and Irving Laurie Music Library. Douglass Library, Douglass Campus

Center for Electronic Texts in the Humanities (CETH). Alexander Library, College Avenue Campus

Chemistry Library. Wright-Rieman Laboratories, Busch Campus

Don M. Gottfredson Library of Criminal Justice. Newark Law Library, Newark Campus

East Asian Library. Alexander Library, College Avenue Campus

Humanities and Social Sciences Data Center. Alexander Library, College Avenue Campus

Institute of Jazz Studies. Dana Library, Newark Campus

John Cotton Dana Library. 185 University Avenue, Newark Campus

Kilmer Library. 75 Avenue E, Livingston Campus

Libraries Annex. 47 Davidson Road, Busch Campus

Library of Science and Medicine. 165 Bevier Road, Busch Campus

Mabel Smith Douglass Library. 8 Chapel Drive, Douglass Campus

Margery Somers Foster Center. Douglass Library, Douglass Campus

Mathematical Sciences Library. Hill Center, Busch Campus

Media Center. Kilmer Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street, Camden Campus

Physics Library. Serin Physics Laboratory, Busch Campus

RU-Online: The Rutgers Digital Library.
<http://www.libraries.rutgers.edu>

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

School of Law–Newark Library. Center for Law and Justice, 123 Washington Street, Newark Campus

Scholarly Communication Center (SCC). Alexander Library, College Avenue Campus

School of Management and Labor Relations Library, James Carey.
50 Labor Center Way, Cook Campus

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

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

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

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