

School of Law– Newark Catalog 2004–2006

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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.

Cover Photography: Art Paxton

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

Academic Calendars

Dates are subject to change.

2004–2005

August

- 18 Wednesday First-year student orientation begins.
- 20 Friday First-year student orientation ends.
- 23 Monday Fall classes begin.

September

- 6 Monday No classes—Labor Day.

November

- 25 Thursday Thanksgiving recess begins.
- 28 Sunday Thanksgiving recess ends.

December

- 1 Wednesday Last day of classes.
- 2 Thursday Reading period begins.
- 6 Monday Reading period ends.
- 7 Tuesday Final examinations begin.
- 20 Monday Final examinations end.
- 21 Tuesday Emergency examination day.

January

- 10 Monday Spring classes begin.
- 17 Monday No classes—Martin Luther King, Jr., holiday.

March

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

April

- 25 Monday Last day of classes.
- 26 Tuesday Reading period begins.
- 28 Thursday Reading period ends.
- 29 Friday Final examinations begin.

May

- 9 Monday Summer writing courses begin.
- 11 Wednesday Final examinations end.
- 16 Monday Summer Session begins.
- 27 Friday Commencement.

July

- 12 Tuesday Summer Session ends.
- 14 Thursday Summer Session examinations begin.
- 21 Thursday Summer Session examinations end.
- 22 Friday Summer writing courses end.

2005–2006

August

- 17 Wednesday First-year student orientation begins.
- 19 Friday First-year student orientation ends.
- 22 Monday Fall classes begin.

September

- 5 Monday No classes—Labor Day.

November

- 24 Thursday Thanksgiving recess begins.
- 27 Sunday Thanksgiving recess ends.
- 30 Wednesday Last day of classes.

December

- 1 Thursday Reading period begins.
- 5 Monday Reading period ends.
- 6 Tuesday Final examinations begin.
- 17 Saturday Final examinations end.
- 19 Monday Emergency examination day.

January

- 9 Monday Spring classes begin.
- 16 Monday No classes—Martin Luther King, Jr., holiday.

March

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

April

- 24 Monday Last day of classes.
- 25 Tuesday Reading period begins.
- 27 Thursday Reading period ends.
- 28 Friday Final examinations begin.

May

- 8 Monday Summer writing courses begin.
- 9 Tuesday Final examinations end.
- 15 Monday Summer Session begins.
- 26 Friday Commencement.

July

- 11 Tuesday Summer Session ends.
- 13 Thursday Summer Session examinations begin.
- 20 Thursday Summer Session examinations end.
- 21 Friday Summer writing courses end.

SCHOOL OF LAW-NEWARK

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

An outstanding legal education, a superb faculty, strong support for public service, and a celebrated commitment to diversity and opportunity are the hallmarks of the School of Law-Newark.

Our faculty of nationally recognized scholars and experts in their fields teach and inspire students in a supportive and challenging academic environment. Students learn the law from a diverse and dedicated group of men and women with expertise in such far-ranging areas as civil liberties, corporate finance, land use, international business, gender and race studies, banking regulations, employment law, criminal procedure, and intellectual property. Their teaching is enhanced by scholarship that addresses both established and emerging areas of law and contributes to the development of legal theory.

At Rutgers-Newark, we recognize that today's students live in an increasingly global world, with society, technology, and law changing at an unprecedented pace. Faculty members and academic programs reflect both our traditional strength in public interest law as well as a significant focus on



business law, intellectual property, and international law. Courses in corporate, commercial, tax, and related areas of law prepare students for careers on Wall Street and in other business centers. Our Global Legal Studies program combines academics and advocacy, providing students with a solid understanding of international law and of the close relationship between its private and

public aspects.

We also recognize our increasing diversity—in race and ethnicity, in immigrant status, and in family structure. Programs on such topics as affirmative action in higher education and same-sex marriage reflect the diverse views at the law school and in the legal community on these matters. Of course, we also explore the question of the proper balance between security and civil liberties in the face of new international challenges.

The School of Law-Newark continues to make innovative contributions to clinical legal education, which it pioneered more than 30 years ago. Clinics that specialize in diverse subject areas enable students to serve a broad range of clients in pacesetting

fields of law. Students in the transaction-based Community Law Clinic, for example, serve urban entrepreneurial high-tech businesses, while students in the Child Advocacy Clinic represent children in education and family law matters. Under the supervision of clinical law professors, all experienced public interest lawyers, students hone practice skills and learn the importance of legal work on behalf of the poor and underrepresented while working on actual cases. Rutgers–Newark clinics are widely known for their participation in significant civil rights, international human rights, the environment, and other cases.

The Eric R. Neisser Public Interest Program serves as the umbrella organization for a wide variety of public interest related activities and educational opportunities at the law school. It serves to promote a culture of public service within the law school community, enhances opportunities for students to learn about and experience public interest work, and supports students interested in developing careers in public service.

The Rutgers experience is enhanced by our home in the Center for Law and Justice, one of the finest law school buildings in the country. Numerous features throughout the five-story, light-filled building facilitate creative teaching, advance productivity, create a strong sense of community, and encourage a collegial exchange of ideas. A handsome courtroom complex affords students the opportunity to hear guest lectures by distinguished members of the legal community, including Supreme Court justices and other jurists, law professors, and well-known attorneys. Student-organized programs on topical legal and social issues

bring additional prominent scholars and practitioners to the campus. The courtroom also attracts New Jersey court proceedings several times a year, further enriching the experiential learning of our students.

The Center for Law and Justice is located on the Rutgers–Newark campus, the most diverse national university in the United States. Newark and the surrounding area are home to major law firms, government offices, corporations, entrepreneurial ventures, and public interest groups that represent a wealth of permanent and summer job opportunities. Our Office of Career Services sponsors numerous programs and events on specific career issues and practice areas to help students plan their career and find employment. Rutgers law graduates routinely report a greater than 95 percent employment status rate within nine months of commencement.

For almost 100 years, Rutgers has graduated lawyers who serve with distinction as judges, government officials, and prominent attorneys in public interest organizations and in the private sector. I strongly encourage you to visit the Center for Law and Justice to experience for yourself the distinctive education, culture, and inspiration that mark the Rutgers–Newark law school experience.

Cordially,



Stuart L. Deutsch
Dean and Professor of Law

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/Piscataway.

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 Law School (now the School of Law–Newark) in 1918, 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.

The School of Law– Newark

The School of Law–Newark is located on the Newark campus of Rutgers, The State University of New Jersey. The campus is situated in the heart of Newark’s cultural center, close to the Newark Public Library, the Newark Museum, and the New Jersey Performing Arts Center. The social, cultural, professional, and educational opportunities of the Newark/New York City area combine to provide a fitting location for the study of law. Newark is the largest city in New Jersey, and the second largest in the New York metropolitan area, with a population of approximately 275,000. It is 8 miles west of New York City and 90 miles northeast of Philadelphia.

Qualities that typify the School of Law–Newark include its outstanding legal education, nationally recognized faculty, very diverse student body, commitment to public service, and affordable tuition. Of approximately 800 students in both day and evening programs, 45 percent are women and 38 percent are members of minority groups. The majority of students are New Jersey residents, but students hail from all parts of the country and have



earned undergraduate degrees from more than 120 different colleges and universities. The excellence and the diversity of the School of Law–Newark students are reflected in their varied professional interests, goals, and outlooks, making classroom discussion and other law school interactions dynamic and educationally stimulating. The faculty is as diverse as the student body and brings to the students and the classroom their experiences as nationally recognized experts in a multitude of legal areas ranging from corporate law to public interest law.

Faculty scholarship and extracurricular service are well known and respected in the legal community, as well as in the academic legal community. As a result, the School of Law–Newark was awarded the first New Jersey chapter of the Order of the Coif, the national honor society for law students.

The oldest law school in the state, the School of Law–Newark has had many ancestors and locales. It began in 1908 in an imposing Victorian town house as a proprietary institution, the New Jersey Law School. Its business-oriented curriculum quickly attracted many students, and by the 1920s it had become the nation’s second largest law school. In 1927, it moved to a former brewery at 40 Rector Street. The school joined in 1936 with another private institution, the Mercer Beasley Law School, to become the University of Newark Law School.

In 1946, the entire University of Newark was absorbed by Rutgers University, and the School of Law was officially born. The new affiliation brought great advantages through the university’s substantial resources and prestige. Over the next several decades, the school became an institution of national stature. Its library expanded to become the most comprehensive collection in New Jersey, and its faculty tripled in size. In the 1960s, the law school pioneered in developing clinical education and in providing the opportunity to study law to women and minority groups. In 1967, the school of law in Camden, which had been administered by the dean of the law school in Newark, was created as a separate unit of the university, and the university’s original law school became the School of Law–Newark. After outgrowing several buildings in downtown Newark, it moved in 1978 to the skyscraper that became the S.I. Newhouse Center for Law and Justice. In January 2000, the School of Law–Newark moved to the new 225,000-square-foot Center for Law and Justice, located at the corner of Washington and New Streets.

ACCREDITATION

The New Jersey Law School was registered with the Board of Regents of New York on March 2, 1922. In 1941, the University of Newark Law School became a member of the Association of American Law Schools. This membership was transferred to the School of Law–Newark in December 1946. Also in 1941, the University of Newark Law School was placed on the approved list of schools of the American Bar Association and registered by the Board of Regents of New York. This accreditation and registration continued after the incorporation of the school into the university.

THE LAW LIBRARY

The Law Library at the Center for Law and Justice, which serves as a depository library for both New Jersey and U.S. government documents, is the most comprehensive public law library in New Jersey. The library also houses the collection of the School of Criminal Justice, one of the leading collections in the world.

Over the past five decades, the library's collection has grown to more than 500,000 volumes, including 140,000 microform volume equivalents. The collection encompasses the current annotated statutory codes and the session laws of the states, federal statutes, court reports, administrative regulations, and decisions. The holdings of U.S. primary legal materials are supplemented by a collection of the primary legal materials of the United Kingdom, Canada, and Australia.

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

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

Student Computer Facilities

Students have access to five computer laboratories in the law library as well as others strategically located throughout the Newark campus. Here, the university provides access to word processing, spreadsheet, and database programs, including those from the Center for Computer-Aided Legal Instruction, to selected legal databases such as Lexis and Westlaw, and to selected CD-ROM programs. Classrooms equipped for computer-aided instruction and distance learning also are available. All lecture halls and classrooms with fixed seating are wired for power and data communications, including the Baker Trial Courtroom, the Robert N. Wilentz Appellate Courtroom, and other convenient locations, such as library carrels. In addition, wireless access is available throughout the building.

Students have access to the Internet, email and news services, and discussion groups through an account on a university mainframe system that is provided to all entering students. Certain class materials, research materials, and the means to develop personal web pages are accessible through the law school web site, <http://law.newark.rutgers.edu>, and other Rutgers web sites. These resources can be accessed from home and other remote locations through a modem-equipped computer.



Faculty and Administration

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



Stuart L. Deutsch

Dean and Professor of Law. (Property; Environmental Law.) Dean Stuart L. Deutsch has been dean of the law school since the summer of 1999. He earned his J.D. from Yale Law School in 1969, and his LL.M. from Harvard Law School in 1974, where he was a Fellow in Law and the Humanities. He is a 1966 graduate of the University

of Michigan. Formerly a professor of law, codirector of the Program in Environmental and Energy Law, and founding director of the Institute for Science, Law, and Technology at the Chicago–Kent College of Law at the Illinois Institute of Technology, he also served as interim dean in 1996–1997, and as associate dean for academic affairs and associate dean for interdisciplinary programs. Deutsch’s expertise is in the fields of environmental law, land use, and urban development. He is the author of *Deutsch’s Illinois Environmental Laws Annotated*, and for 18 years was coeditor of *Land Use and Environmental Law Review*. He also has been a visiting faculty member at the University of Illinois College of Law; an associate professor at the University of Santa Clara School of Law, where he began his teaching career; and practiced law in New York City.

Dean Deutsch is a member of several bar and national organization committees concerning the legal profession, ethics, diversity, and legal education. These include the New Jersey Supreme Court Commission on Professionalism, the New Jersey Institute for Continuing Legal Education, and the American Bar Association’s Section of Legal Education and Admissions to the Bar Technology Committee, of which he is vice chair. He also has worked with the ABA’s Central and Eastern European Law Initiative, the World Conservation Union’s Commission on Environmental Law, advisory committees to reform the housing and eviction courts of the Circuit Court of Cook County, and advisory committees to the Illinois Attorney General and the Cook County State’s Attorney. He also has been chair of the Environmental Law and Local Government Law Sections of the Association of American Law Schools.

Dean Deutsch has served on the Board of Directors of the Chicago Audubon Society; as a hearing officer for the Chicago Commission on Human Relations, where he presided over more than 20 cases and a dozen full hearings; as chair of the North Suburban Fair Housing Center; and as chair of the Interfaith Housing Development Corporation. He was a pro bono attorney for the Leadership Council for Metropolitan Open Communities, the umbrella fair housing organization in the Chicago metropolitan area.



Ronald K. Chen

Associate Dean for Academic Affairs. (Contracts; Federal Courts; Mass Media Law; Church-State Relations.) Dean Chen earned his A.B. from Dartmouth College and his J.D. with high honors from Rutgers, where he was editor-in-chief of the *Law Review* and the Saul Tischler Scholar. After graduation from law school, he clerked for the Honorable

Leonard I. Garth, U.S. Court of Appeals for the Third Circuit. Before joining the Rutgers faculty in 1987, Dean Chen was associated with the New York law firm of Cravath, Swaine & Moore.

In the last few years, he has appeared before the New Jersey Supreme Court and the Third Circuit in cases ranging from the constitutionality of Megan’s Law, the New Jersey kosher enforcement regulations, the New Jersey hate crimes statute, and government religious displays. Dean Chen is a member of the editorial board of the *New Jersey Law Journal*, and the Supreme Court Advisory Committee on Professional Ethics. He has served as chair of the Third Circuit Lawyers’ Advisory Committee and the New Jersey State Bar Association’s Legal Education Committee. He also has served on the New Jersey affiliate board and currently serves on the national board and executive committee of the American Civil Liberties Union. Outside the law, Dean Chen is vice president of the United States Rowing Association and served on the international rowing jury at the 1996 Olympic Games in Atlanta.



Frank Askin

Professor of Law; Robert E. Knowlton Scholar; and Director, Constitutional Litigation Clinic. (Civil Procedure; Election Law; Public Interest Advocacy.) Professor Askin entered the School of Law–Newark in September 1963 as a student—after an earlier career as a journalist—and has been here ever since. He was appointed to the faculty

upon his graduation with highest honors in 1966. Admitted to the law school without an undergraduate degree, he was awarded a B.A. from City College of New York at the same time he received his J.D. from Rutgers.

In 1970, he established the Constitutional Litigation Clinic as part of the law school’s curriculum. Under his guidance, the clinic litigated the first police surveillance cases in the nation; battled the FBI over the investigation and maintenance of files on two precocious New Jersey high schoolers who corresponded with “the wrong persons”; defended affirmative action programs up to the U.S. Supreme Court; challenged the New Jersey State Police for stopping and searching “long-haired travelers” on the state’s highways; argued for the right of the homeless to vote and to have access to public library facilities; and protected the right of grassroots advocacy groups to take their messages door-to-door and to privately owned shopping malls. He is listed in White & Woodward’s *Best Lawyers in America*.

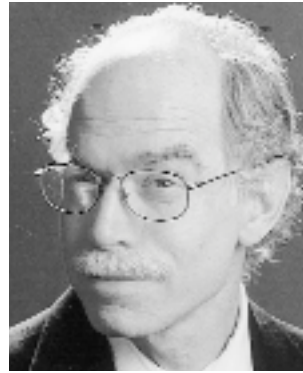
Professor Askin has been a member of the national board of the American Civil Liberties Union since 1969 and has been one of the ACLU’s four general counsel since 1976. In 1986, he was the (unsuccessful) Democratic candidate for Congress in New Jersey’s 11th District, covering parts of Essex and Morris counties. His memoir, *Defending Rights: A Life in Law and Politics*, was published in 1997 by Humanities Press.



Charles I. Auffant

Associate Clinical Professor of Law, Community Law Clinic. Professor Auffant received his B.A. from Herbert H. Lehman College of the City University of New York in 1979 and his J.D. from the School of Law–Newark in 1982. He joined Rutgers in 1998 as a clinical attorney in the Urban Legal Clinic.

Professor Auffant has worked as a staff attorney for Essex/Newark Legal Services, as associate counsel for the Newark Board of Education, and as counsel to the University of Medicine and Dentistry of New Jersey. He has served as a commissioner of the Zoning Board of Adjustment of the City of Newark since 1997.



Paul Axel-Lute

Deputy Director and Collection Development Librarian. Mr. Axel-Lute earned a B.A. from Brandeis University and an M.L.S. from Rutgers. He joined the law library faculty in 1973. He is the author of the *New Jersey Legal Research Handbook* (4th ed., 1998).



Allan Axelrod

William J. Brennan, Jr., Professor of Law Emeritus. (Property.) Professor Axelrod earned a B.A. from the University of Michigan and an LL.B. from Yale. He has been a member of the Rutgers faculty since 1960. In 1978, the Rutgers University Board of Governors appointed Professor Axelrod to the law school’s first-named professorship.

He is the coauthor of a casebook in real estate law.



Elizabeth A. Beebe

Director of Career Services. Ms. Beebe earned her B.A. *summa cum laude* from Syracuse University and her J.D. from Emory University School of Law, where she was a Dean’s Research and Writing Teaching Fellow; director-in-chief of the Moot Court Society; winner of the James C. Pratt Memorial Award for Most Outstanding

Moot Court Society member; and winner of the Association of Women Lawyers Award for Outstanding Woman Law Graduate. Following graduation, she practiced law for two years at Nixon Peabody, LLP, New York. She then returned to Emory law school where she served as assistant dean for student affairs and subsequently executive assistant dean. Ms. Beebe joined the School of Law–Newark in 2003.



Bernard W. Bell

Associate Dean for Faculty, Professor of Law, and Herbert Hannoch Scholar. (Torts; Legislation; Administrative Law; Law and Mass Communications; Privacy Law; Separation of Powers Law.) Professor Bell earned a B.A. *cum laude* from Harvard and a J.D. from Stanford, where he was notes editor of the *Law Review* and a member of the

Order of the Coif. He clerked for Judge Amalya L. Kearse of the U.S. Court of Appeals for the Second Circuit and for U.S. Supreme Court Justice Byron R. White and then practiced with Sullivan and Cromwell in New York. Before coming to Rutgers in 1994, he served as senior litigation counsel and, earlier, as Assistant U.S. Attorney (Civil Division) in the U.S. Attorney's Office for the Southern District of New York.

Professor Bell has written numerous articles that have appeared in several journals, including the *Stanford Law Review*, the *Texas Law Review*, the *North Carolina Law Review*, the *Ohio State Law Review*, the *George Washington Law Review*, the *Pittsburgh Law Review*, the *Federal Communications Law Journal*, and the *Journal of Law and Politics*. He has been an invited speaker at the Columbia Legal Theory Workshop, the University of Illinois Faculty Colloquium, and the Administrative and Regulatory Law Section of the American Bar Association, and has been a visiting professor at Columbia Law School and the George Washington University School of Law. Professor Bell currently serves as the dean's representative on the New Jersey Law Revision Commission.

He is a member of the Governing Council of the ABA Section on Administrative Law and Regulatory Practice, vice-chair of the section's Constitutional Law and Separation of Powers Committee, and a member of the section's Interstate Compact APA Project. He is also active in the Association of American Law Schools, serving as chair of its Section on Defamation and Privacy Law and chair-elect of its Section on Legislation.

Karima Bennoune

Assistant Professor of Law. (International Law and a Just World Order; International Human Rights; International Law and Terrorism.) Professor Bennoune graduated from a joint program in law and Middle Eastern and North African studies at the University of Michigan, earning a J.D. *cum laude* from the law school and an M.A. from the



Rackham Graduate School, as well as a Graduate Certificate in Women's Studies. She received a joint B.A. in history and semiotics with honors from Brown University. In 1995 she served as a Center for Women's Global Leadership delegate to the NGO Forum at the Fourth World Confer-

ence on Women, held in Beijing. From 1995 until 1999, she was based in London as a legal adviser at Amnesty International. Before coming to Rutgers, Professor Bennoune was a visiting scholar and then visiting professor at the University of Michigan Law School. She has published extensively on public international law, international protection of human rights, women's legal issues, and humanitarian law. Since 2003 she has served on the Executive Council of the American Society of International Law.

Vera Bergelson

Associate Professor of Law. (Criminal Law; Property; International Law; Property and Privacy.) Professor Bergelson earned her diploma in Slavic languages and literatures with distinction from Moscow State University and her Ph.D. in philology from the Institute of Slavic and Balkan Studies in Moscow.



She earned her J.D. *cum laude* from the University of Pennsylvania Law School, where she was on the *Law Review* and was named to the Order of the Coif. Professor Bergelson has been a lecturer at Moscow State University, the Polish Cultural Center in Moscow, and the Literary Institute. Before joining the Rutgers faculty in 2001, she was an associate with Cleary, Gottlieb, Steen & Hamilton in New York for six years. She speaks Russian and Polish and has a reading proficiency in Bulgarian, Belorussian, and Ukrainian.

Cynthia Blum

Professor of Law and Robert E. Knowlton Scholar. (Federal Income Taxation; Federal Income Tax—Corporations and Shareholders; International Tax.) Professor Blum joined the School of Law-Newark faculty in the fall of 1982. She is a 1976 *magna cum laude* graduate of Harvard, where she served as an editor of the *Law Review*. Prior to



joining the Rutgers faculty, she practiced with Sidley & Austin in Chicago, and with Paul, Weiss, Rifkind, Wharton & Garrison in New York. Her specialty is international taxation. Professor Blum is the codirector of the Federal Tax Law Clinic, which she helped to establish in 1995.



Alfred W. Blumrosen

Thomas A. Cowan Distinguished Professor of Law Emeritus.

Professor Blumrosen has B.A. and J.D. degrees from Michigan. A labor arbitrator, he was chief of conciliation, U.S. Equal Employment Opportunity Commission, from 1965 to 1967, and special attorney, Civil Rights Division, U.S. Department of Justice, in 1968. He has been

a consultant to the U.S. Department of Labor, U.S. Department of Housing and Urban Development, and many state and city civil rights agencies. He is the author of *Modern Law: The Law Transmission System and Equal Employment Opportunity* (1993); *Black Employment and the Law* (1971); and coauthor, with J. Blair, of *Enforcing Equality in Housing and Employment through State Civil Rights Laws* (1972). Professor Blumrosen was acting dean of the School of Law–Newark from 1974 to 1975. From 1977 to 1979, he was consultant to the EEOC with regard to agency reorganization, selection, and affirmative action guidelines. From 1979 to 1982, he was of counsel to the firm of Kaye, Scholer, Fierman, Hays and Handler in New York City. He received the Ross Essay Award from the American Bar Association in 1983 for his article on employment discrimination law. In 1993, he was a Fulbright Scholar in South Africa, examining whether the U.S. experience with equal employment programs would be useful in the postapartheid period. In 1998, Professor Blumrosen became director of the Intentional Employment Discrimination Project, funded by the Ford Foundation. In 2002, the project published “The Reality of Intentional Job Discrimination in Metropolitan America,” a landmark study of intentional job discrimination in the United States and each state and metropolitan area, based on a statistical analysis of employer reports on the composition of their workforce, combined with legal standards to identify intentional job discrimination.



Thomas A. Borden

Associate Clinical Professor of Law, Environmental Law Clinic. Professor Borden earned a B.A. in English from Colgate University in 1984 and a J.D. from Northeastern University School of Law in 1988. He has been practicing in the field of environmental law in New Jersey for more than 15 years, first with the New Jersey Department of

Environmental Protection, from 1988 to 1990, and then as a Deputy Attorney General from 1990 to 1995. In 1995, he began a solo law practice representing environmental groups and community groups in water quality, land use, species protection, and hazardous waste remediation matters. In his community service activities, he is the musical director for the a cappella group Jersey Transit and a board member for the Council of New Jersey Grantmakers.



Frances V. Bouchoux

Associate Dean for Admissions, Career Services, and Institutional Planning. Dean Bouchoux earned a B.A. in history from Rutgers College and a J.D. from the School of Law–Newark, where she was editor-in-chief of the *Rutgers Computer and Technology Law Journal* and the Saul Tischler Scholar. After graduation, she was associated with the

New York City office of Cleary, Gottlieb, Steen & Hamilton where her practice areas included commercial litigation and bankruptcy. She joined the law school in 1993. Dean Bouchoux serves on the New Jersey Supreme Court Committee on Women in the Courts.



Neil H. Buchanan

Assistant Professor of Law. (Tax Policy; Federal Income Tax; Economics, Social Science, and the Law; Contracts.) Professor Buchanan has been teaching at Rutgers since fall 2003. He received his J.D. *magna cum laude* from the University of Michigan Law School in 2002, where he was elected to the Order of the Coif. After law school, he

clerked for Judge Robert H. Henry of the U.S. Court of Appeals for the Tenth Circuit. Prior to attending law school, Professor Buchanan was an economics professor. He earned his M.A. and Ph.D. degrees from Harvard University, specializing in macroeconomics, the history of economic thought, and economic methodology. He received his B.A. from Vassar College, earning highest honors as an economics major. He has held full-time faculty positions at the University of Michigan, the University of Wisconsin–Milwaukee, Barnard College, Goucher College, and Wellesley College. He has also held visiting or adjunct faculty positions at Bard College, Towson University, the University of California at Berkeley, and the University of Utah. He has served as the director of the Center for Advanced Macroeconomic Policy in Milwaukee and as a research associate at the Levy Institute, a public policy think tank in Annandale-on-Hudson, New York. He is the author of several scholarly articles that explore and critique U.S. tax policy.

Before Professor Buchanan attended law school, he wrote an article that critiqued the economic theory that is the basis of the so-called “Law and Economics” approach to law. In that article, he recommended that legal scholars be wary of the normative assumptions and policy implications of orthodox economic theory. His current research is focused on the long-term tax and spending patterns of the federal government, and he recommends that the federal government adopt a system of capital accounting to capture the effects of our current policy choices on the living standards of future generations. As part of that broad research agenda, Professor Buchanan is engaged with a Rutgers project to assess the social and economic implications of New Jersey’s proposed sentencing reforms. His

other research projects include an appraisal of a plan to replace the annual income tax with a lifetime accumulated income tax system, an extension of his critique of orthodox economic theory to assess its use in the Law and Economics school of thought, as well as other projects. In addition, Professor Buchanan is an occasional contributor to the online legal magazine FindLaw's Writ, where he has written articles analyzing the Microsoft antitrust case, the *Bush v. Gore* decision (from a contract law perspective), social security privatization, and other issues.



Norman L. Cantor

Professor of Law and Justice Nathan L. Jacobs Scholar. (Constitutional Law; Legal Aspects of Death and Dying.) Professor Cantor earned an A.B. *cum laude* from Princeton and a J.D. *magna cum laude* from Columbia, where he was notes and comments editor of the *Law Review*. He clerked for Justice Schettino of the New Jersey Supreme Court

in 1967–1968. In 1968–1969, he served in the New York University VISTA project in urban and poverty law. He has been at Rutgers since 1970. His writing has focused on legal issues concerning the handling of dying medical patients. Professor Cantor has published three books: *Deciding for the Profoundly Mentally Disabled* (2004), *Advance Directives and the Pursuit of Death with Dignity* (1993), and *Legal Frontiers of Death and Dying* (1987). In 1987, he briefed and argued before the U.S. Supreme Court in *Karcher v. May*, a successful challenge to New Jersey's "moment of silence" law. Professor Cantor has served as a visiting professor at Columbia University, Hebrew University of Jerusalem, and Tel Aviv University. As a result of considerable time spent in Israel, Professor Cantor is fluent in Hebrew and has published several articles on Israeli labor law and on comparative American-Israeli law. He once ranked eighth among senior tennis players in Israel.



Esther Canty-Barnes

Associate Clinical Professor of Law and Director, Special Education Clinic. Professor Canty-Barnes earned her B.A. from Bennett College in Greensboro, North Carolina, and her J.D. from the School of Law–Newark. She represents indigent parents and caregivers of disabled children in need of educational services, teaches law

students in this specialized area of the law, and provides educational programs for parents/caregivers, attorneys, court personnel, case managers, and others responsible for the welfare of disabled children. She has broadened the clinic's community outreach by coordinating workshops, roundtable discussions, and trainings, and sought ways in which to develop partnerships and linkages within the community to serve the needs of disabled children. More recently, she has been instrumental in developing and

implementing "A Special Education in the Courts Initiative" in which the clinic provides legal assistance to parents, caregivers, and other persons responsible for the welfare of disabled children in foster care.

Professor Canty-Barnes serves on the Supreme Court Committee on Women in the Courts, where she chairs the Subcommittee on Women of Color, and on the NJ Court Improvement Committee, where she provides input regarding the educational needs of children in foster care. More recently, the Association of Black Women Lawyers of New Jersey and the AALS Clinical Legal Education Association recognized her for her advocacy of children with special needs. She is a former president of the Association of Black Women Lawyers of New Jersey, a former barrister of the William Heckel Criminal Litigation Inn of Court, and a former presiding municipal court judge for the Township of Irvington.



Laura Cohen

Clinical Professor of Law, Urban Legal Clinic. Professor Cohen earned a B.A. *summa cum laude* from Rutgers and a J.D. from Columbia where she was managing editor of the *Columbia Human Rights Law Review*. She is the former director of training for the New York City Legal Aid Society's Juvenile Rights Division, where she oversaw

both the attorney training program and the society's public policy initiatives relating to juvenile justice and child welfare. She also has worked as a senior policy analyst for the Violence Institute of New Jersey at UMDNJ; deputy court monitor in a prisoners' rights class action for the U.S. District Court in San Juan, Puerto Rico; adjunct professor at New York Law School; and staff attorney for the Legal Aid Society. Professor Cohen codirects the Northeast Regional Juvenile Defender Center, an affiliate of the American Bar Association's National Juvenile Defender Center dedicated to improving the quality of representation accorded children in juvenile court. She has appeared frequently in print and broadcast outlets and written on juvenile justice, criminal law, and child welfare topics.



Sherry Colb

Professor of Law and Judge Frederick B. Lacey Scholar. (Criminal Law; Criminal Procedure; Evidence and Mental Health Law.) Professor Colb earned her A.B. in psychology in 1988 from Columbia College *summa cum laude*, where she was valedictorian, and her J.D. *magna cum laude* from Harvard Law School in 1991.

Prior to joining the Rutgers–Newark faculty in 1995, Professor Colb taught at Rutgers–Camden for two years, before which she clerked for U.S. Supreme Court Justice Harry A. Blackmun. Her primary scholarly interest is in criminal constitutional law.



David C. Condliffe

Director of Development. Mr. Condliffe holds a B.A. from New York University, an M.P.A. from Harvard's Kennedy School of Government, a J.D. from Rutgers–Newark, and a C.F.R.E. from the Association of Fundraising Professionals. Previously he was senior adviser for U.S. Programs at the Open Society Institute;

executive director of the Drug Policy Foundation; executive director of the Coro Foundation; director of New York City's Office of Drug Abuse Policy; vice president and general counsel of Children's Television Workshop; a corporate and securities lawyer at Debevoise & Plimpton, and Greenbaum, Wolf & Ernst; and a member of New York City Mayor John Lindsay's staff. He is a member of the national advisory board of the Law School Consortium Project and of the executive committee of the Institutional Advancement Section of the Association of American Law Schools.



Marjorie E. Crawford

Head of Technical and Automated Services. Ms. Crawford, who is also an assistant professor, received a B.A. from Rutgers College in 1989 and her M.L.I.S. from Rutgers' School of Communication, Information and Library Studies in 2004.



Charles Davenport

Professor of Law and Arthur L. Dickson Scholar. (Federal Income Taxation; Estate and Gift Taxation; Tax Policy.) Professor Davenport graduated from Chico State College and earned his J.D. from Harvard. He practiced in San Francisco for several years before joining the staff of tax legislative counsel in the Treasury Department.

Later, he taught at the University of California at Davis. While teaching at Davis, he was appointed assistant director of the Congressional Budget Office for the Tax

Analysis Division. Following his work in Washington, D.C., Professor Davenport began teaching at Rutgers–Newark and has remained here. Operating under a contract with the Administrative Conference of the United States, he directed a staff that spent a year studying procedures of the Internal Revenue Service and producing a report and recommendations for improvement. With others, he wrote for the Department of Agriculture a work on the effect of tax provisions on the agricultural sector of the economy.

Professor Davenport has written several books and numerous articles for various publications. Two anthologies were collected and edited by him. For several years, he has been associated with Tax Analysts, a nonprofit, tax-exempt organization in Arlington, Virginia, that is devoted to the publication of information about our tax systems with the purpose of improving the level of policy analysis. He has served as special reports editor, editor-in-chief, chief editorial officer, and is now consulting editor.



Donna I. Dennis

Assistant Professor of Law. (Business Associations; American Legal History; Securities and Market Regulation.) Professor Dennis earned a B.A. from Yale College, where she graduated *summa cum laude* and was elected to Phi Beta Kappa; an M.A. in history from Yale University; and her J.D. from Yale Law School,

where she was an editor of the *Yale Law and Policy Review* and executive editor of *AIDS and the Law*. After graduating from law school, Professor Dennis practiced in New York at Debevoise & Plimpton; with the Civil Rights Bureau of the New York Attorney General's Office; and as a partner at Richard Spears Kibbe & Orbe, where she specialized in corporate governance and securities litigation and enforcement. She then enrolled in graduate school at Princeton University, where she taught American legal history, was elected to the Fellowship of Woodrow Wilson Scholars, and was awarded a Whiting Fellowship in the Humanities. Professor Dennis is currently at work on her doctoral thesis on obscenity regulation in 19th-century America. She has published several articles in the area of American legal history; law, gender, and sexuality; and corporate law.



Claire Moore Dickerson

Professor of Law, Arthur L. Dickson Scholar, and Codirector, Global Legal Studies. (Business Associations; Comparative Law; Contracts; International Business Transactions.) Professor Dickerson earned her J.D. from Columbia School of Law, where she was a Stone Scholar, and an LL.M. in taxation from New York University School of Law.

She also graduated from Wellesley College, where she was a Durant Scholar. She began her career in New York City at the international law firm of Coudert Brothers, where she became a partner specializing in international commercial transactions and worked principally with French multinationals. In recognition of her service, the French Republic's Centre Français du Commerce Extérieur awarded her its Medaille d'Honneur. Following 12 years at Coudert, she became partner of, and later counsel to, Schnader Harrison Segal & Lewis, a Philadelphia-based firm. In 1986, Professor Dickerson began her teaching career at St. John's University School of Law.

Professor Dickerson's scholarship has applied socio-economic principles to business-related areas of the law, with a particular focus on standards of performance. Among her recent publications are "Corporations as Cities: Targeting the Nodes in Overlapping Networks," in the *Journal of Corporation Law* (2004); "Ozymandias as Community Project: Managerial/Corporate Social Responsibility and the Failure of Transparency," in the *Connecticut Law Review* (2003); "Human Rights: The Emerging Norm of Corporate Responsibility," in the *Tulane Law Review* (2002); "Transnational Codes of Conduct through Dialogue: Leveling the Playing Field for Developing-Country Workers," in the *Florida Law Review* (2001); and the following chapters: "Bracketed Flexibility: Standards of Performance Level the Playing Field," in *Governance in Partnership and Close Corporation Law in Europe and the United States* (Joseph A. McCahery, Theo Raaijmakers & Erik P.M. Vermeulen, eds., Oxford University Press, 2004); and "The Recognition of the Individual: A Human Rights Perspective for International Commerce," in *Moral Imperialism: A Critical Anthology* (Berta Esperanza Hernández-Truyol, ed., New York University Press, 2002). Active in several professional legal organizations, including the Law & Society Association, the Society for Advancement of Socio-Economics, and the American Society of International Law, Dickerson has served on the executive committee of the Socioeconomics Section of the Association of American Law Schools. She also serves on the board of directors of a major international commercial corporation.



Janet Donohue

Manager of Public Relations. Ms. Donohue, who holds a B.A. from Montclair State College and an M.A. from New York University, joined the law school in 2001. She previously worked as an editor for several business magazines and as vice president of communications for a national trade association. She is copresident

of the Northern New Jersey Professional Chapter of the Association for Women in Communications.

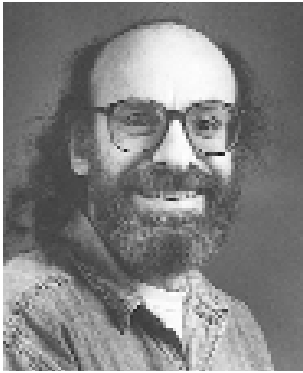


Jon C. Dubin

Professor of Law, Alfred C. Clapp Public Service Scholar, and Director of Clinical Programs. (Urban Legal Clinic; Administrative Law; Poverty Law.) Professor Dubin received his A.B. from Dartmouth College and his J.D. from New York University School of Law. He has served as law clerk to U.S. District Judge John L. Kane, Jr.; the Marvin M. Karpatkin

Fellow on the American Civil Liberties Union's national staff; staff attorney and director of litigation for the Harlem Neighborhood Office of the Legal Aid Society of New York City, Civil Division; and assistant counsel for the NAACP Legal Defense and Educational Fund, Inc. Immediately prior to joining the law faculty of Rutgers–Newark in 1999, he was a professor of law and Director of Clinical Programs at St. Mary's School of Law.

Professor Dubin has received awards for his teaching, scholarship, and public service. In 1994, he received the faculty award for teaching excellence at St. Mary's. In 2002, the National Equal Justice Library selected one of his articles, "Torquemada Meets Kafka: The Misapplication of the Issue Exhaustion Doctrine to Inquisitorial Administrative Proceedings" (*Columbia Law Review*, 1997), for the Edgar and Jean Cahn Award as one of the outstanding articles about equal justice for lower income persons published during the 20th century. The U.S. Supreme Court twice cited this article in *Sims v. Apfel* (2000), a case in which Professor Dubin served as cocounsel, principal drafter of the petitioner's main brief, and principal strategist of the petitioner's position in a successful appeal before the high court. An earlier article, "From Junkyards to Gentrification: Explicating a Right to Protective Zoning in Low-Income Communities of Color" (*Minnesota Law Review*, 1993), was peer-reviewed and selected for inclusion in the 1994 anthology issue of Clark-Boardman's *Land Use and Environment Law Review* as one of the five best land use articles of 1993. Professor Dubin is the recipient of the 2003 Haywood Burns/Shanara Gilbert Award from the Northeast Regional People of Color Legal Scholarship Conference for public service and scholarship that advances "the legal, social, and economic positions of people of color in our society." He has served as the chairperson of the Association of American Law Schools' Poverty Law Section and as a member of the board of editors of the *Clinical Law Review*.



Jack Feinstein

Clinical Professor of Law and Director, Urban Legal Clinic. Professor Feinstein earned a B.A. from Rutgers College and a J.D. from the School of Law–Newark. He is a former staff attorney at Somerset-Sussex Legal Services and Essex-Newark Legal Services, and former in-house counsel for the East Orange Tenants Association. Professor

Feinstein specializes in landlord/tenant law and also practices in the areas of consumer and family law. He is the recipient of an Equal Justice Medal from Legal Services of New Jersey.



Nicky Fornarotto

Financial Aid Coordinator and LRAP Administrator. Associated with the School of Law–Newark since 1995, Ms. Fornarotto has a B.A. in American Studies from Douglass College, Rutgers University. She currently serves as a Loan Repayment Assistance Program consultant for Equal Justice Works (formerly NAPIL) and as a member of the NYC Area

Public Interest Advisors Group. Prior to joining the law school, she had careers in the fields of social work and accounting, having worked as a caseworker for the New Jersey Division of Youth and Family Services and as vice president/treasurer for Applied Business Concepts, Inc.



Gary L. Francione

Professor of Law and Nicholas deB. Katzenbach Distinguished Scholar of Law and Philosophy. (Constitutional Law; Torts; Criminal Law; Criminal Procedure; Jurisprudence; Animal Rights.) Professor Francione earned his B.A. in philosophy from the University of Rochester, where he received the Phi Beta Kappa O’Hearn Scholarship that

allowed him to study philosophy at York University in England. He received his M.A. in philosophy and his J.D. from the University of Virginia. He was articles editor of the *Virginia Law Review*. After graduation, Professor Francione clerked for Judge Albert Tate, Jr., U.S. Court of Appeals for the Fifth Circuit, and then for Justice Sandra Day O’Connor of the U.S. Supreme Court. He was an associate at Cravath, Swaine & Moore in New York City before joining the faculty at the University of Pennsylvania Law School in 1984, where he was tenured in 1987. He joined the Rutgers faculty in 1989.

Professor Francione has written extensively in the areas of copyright, patent law, and law and science. His law review articles on intellectual property have been selected for inclusion in the *Intellectual Property Review*. He has written four books and numerous articles on animals and the law, including *Animals, Property, and the Law* (1995) (foreword by William M. Kunstler); *Introduction to Animal Rights: Your Child or the Dog?* (2000) (foreword by Alan Watson); and *Vivisection and Dissection in the Classroom: A Guide to Conscientious Objection* (with Anna Charlton) (1992). For 10 years, Professor Francione and Adjunct Professor Anna Charlton operated a litigation clinic that focused on animal protection issues. Professor Francione has edited a book series, *America in Transition: Radical Perspectives*, for Temple University Press, and he has produced and hosted various programs on political and environmental topics at WBAI, 99.5 FM/NYC.

Professor Francione serves of counsel in a number of cases involving intellectual property, contract, antitrust, and animal protection issues.



Sandy Freund

Clinical Professor of Law and Codirector, Federal Tax Law Clinic. Professor Freund earned a B.A. from SUNY at Stony Brook, a J.D. from Hofstra Law School, and an LL.M. from New York University School of Law. Prior to joining Rutgers, she was a docket attorney with the Internal Revenue Service, Office of Chief Counsel in Manhattan.



Karen Fromkes

Director of Information Technology. Ms. Fromkes holds a B.S. in industrial and labor relations from Cornell University and an associate’s degree in electronics technology from Cortland Tompkins Community College. A veteran of the preemergent Internet, she managed the implementation and support of communications and com-

puting infrastructure and services at Cornell for 13 years. She joined Rutgers after five years of product and offer management and market development for Lucent Technologies.

Linda Garbaccio

Assistant Dean for Academic Services. Dean Garbaccio received her B.S. from Rutgers. She serves as the Registrar of the law school and is responsible for course registration, grade recording, and student academic records. Dean Garbaccio also administers all law school examinations.



Lisa F. Garcia

Assistant Clinical Professor of Law, Environmental Law Clinic. Professor Garcia joined the law school in the clinic's newly created Environmental Justice Attorney position in July 2004. She has spent the past five years representing the environmental justice community, first at New York Lawyers for the Public Interest and most recently at

New York Public Interest Research Group. She earned her B.A. from SUNY at Stony Brook in 1989 and her J.D. from Brooklyn Law School in 1998.



Helen A. Garten

Professor of Law and Alan Schwarz Scholar. (Business Associations; Securities Regulation; Banking Regulation; Financial Institutions.) Professor Garten joined the Rutgers faculty in the fall of 1984. She earned her A.B. from Princeton and her J.D. from Harvard where she was articles editor of the *Law Review*. She served as law

clerk to Judge Eugene H. Nickerson of the U.S. District Court for the Eastern District of New York. Prior to joining the Rutgers faculty, she was associated with a New York City law firm. She is author of the books *Why Bank Regulation Failed* and *US Financial Regulation and the Level Playing Field*, as well as numerous articles on financial regulation.



Suzanne B. Goldberg

Associate Professor of Law and Director, Women's Rights Litigation Clinic. (Civil Procedure; Jurisprudence; Sexuality and Law; Employment Discrimination.) Professor Goldberg earned an A.B. in political science *magna cum laude* from Brown University. Following graduation, she was a Fulbright Fellow researching women

and public policy issues at the National University of Singapore. In 1990, she received her J.D. *cum laude* from Harvard University Law School, then served as law clerk to New Jersey Supreme Court Justice Marie Garibaldi. Professor Goldberg joined the Lambda Legal Defense and Education Fund as a Skadden Foundation Fellow in 1991. She served as senior staff attorney at Lambda from 1993 until 2000, when she joined the Rutgers–Newark faculty. She has published several articles in the areas of gay rights, workplace rights, equality theory, and international human rights law, and coauthored the book *Strangers to the Law: Gay People on Trial*.



Carlos González

Associate Professor of Law. (Civil Procedure; Torts; Legislation.) Professor González earned his B.A. in political science with high distinction from the University of Michigan, and his J.D. from Yale Law School, where he was a senior editor of the *Yale Law Journal*. After graduation from law school, he earned an M.A. in political science

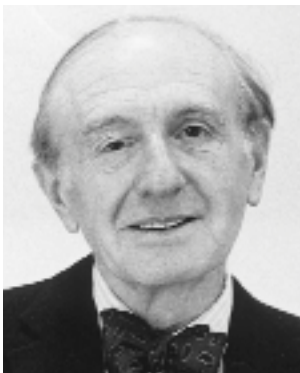
from Stanford University, and practiced litigation and employment law at Orrick, Harrington and Sutcliffe in San Francisco. His current research interests include statutory interpretation, direct democracy, popular sovereignty, federalism, and methods for mediating conflict between legal norms.



Robin L. Greenwald

Associate Clinical Professor of Law and Director, Environmental Law Clinic. Professor Greenwald earned a B.A. from the University of Illinois in 1976 and a J.D. from the University of Illinois College of Law in 1982, where she was an editor of the *University of Illinois Law Review*. She was the executive director of the Waterkeeper Alliance, an

international organization devoted to protecting water bodies around the world, from 2001 to 2003. Prior to taking that position, she was general counsel of the Department of Interior Office of the Inspector General from 1999–2001, was assistant chief of the Environmental Crimes Section of the U.S. Department of Justice (1996–1999), and was chief environmental attorney and an Assistant U.S. Attorney in the Eastern District of New York (1984–1995). During her tenure at the U.S. Attorney’s office, she received a leave to teach as a full-time visitor at Brooklyn Law School for one year.



David Haber

Professor of Law Emeritus. (Property; Law and Humanities.) Professor Haber received his B.A. from City College of New York and his LL.B. from Yale, where he was comments editor of the *Yale Law Journal*. After that he clerked, first for Judge Charles Clark on the Second Circuit and then for Justice Hugo Black on the U.S.

Supreme Court. He is the author of several books including *Law of Water Allocation in Eastern United States* (1958) and *Political and Civil Rights in the United States* (2nd ed., 1967). He has been a member of the Rutgers faculty since 1956.



Tanya K. Hernandez

Professor of Law and Justice Frederick W. Hall Scholar. (Property; Trusts and Estates; Race and the Law.) Professor Hernandez earned an A.B. in sociology from Brown in 1986 and a J.D. in 1990 from Yale Law School, where she was note topics editor of the *Yale Law Journal* and chair of the Northeast Black Law Students’ Association Moot Court.

She clerked for U.S. District Judge Jaime P. Pieras, Jr., in Puerto Rico from 1990 to 1992, then received a fellowship to the Center for Reproductive Law and Policy in New York, where she litigated challenges to women’s health care restrictions and clinic violence. Thereafter, she worked

as a staff attorney for the HIV unit of Brooklyn Legal Services. Prior to joining the Rutgers–Newark faculty in September 2001, she had been a professor of law at St. John’s University School of Law, an intersession professor of law at the University of Puerto Rico Law School, and a visiting professor of law at Brooklyn Law School and the University of Pennsylvania Law School. Her scholarly interest is in the study of comparative race relations, and her work in that area has been published in the *Cornell Law Review*, *Yale Law & Policy Review*, *UC Berkeley California Law Review*, *NYU Review of Law & Social Change*, the *UC Davis Law Review*, and other publications. Professor Hernandez is a senior editor for the Oxford University Press *Encyclopedia of Latina/a History and Culture* and an editorial board member for the *Latino Studies Journal*. In fall 2003, she served as a Scholar-in-Residence/Independent Scholar at the Schomburg Center for Research in Black Culture. Professor Hernandez speaks Spanish, Portuguese, and French.



Robert C. Holmes

Clinical Professor of Law; Deputy Director of Clinical Programs; and Director, Community Law Clinic. Professor Holmes earned an A.B. in government from Cornell University in 1967 and a J.D. from Harvard Law School in 1971. He joined the law school in 1997. Professor Holmes was executive director of the Newark

Housing Development and Rehabilitation Corporation from 1971 to 1974. He then served as assistant commissioner of the New Jersey Department of Community Affairs and later, by appointment of the governor, as acting commissioner. From 1979 to 1987, he was chief executive of the Newark Watershed Conservation and Development Corp., where he supervised the management and planning of the 35,000-acre Newark Pequannock Watershed. In 1987, Professor Holmes became a partner with Wilentz Goldman & Spitzer, PC, where he practiced corporate transactions, real estate and development, sports and entertainment law, and municipal law. In 1995, he became counsel to Medvin & Elberg in Newark. His many community activities include serving as a member of the New Jersey Supreme Court Disciplinary Review Board, board member of the Public Interest Law Center of New Jersey, board member/treasurer of the New Jersey Public Policy Research Institute, board member and secretary of Legal Services of New Jersey, and board member of Minority Athletes Networking.



Alan Hyde

Professor of Law and Sidney Reitman Scholar. (Labor Law; Employment Law; Contracts.) Professor Hyde earned his A.B. from Stanford and his J.D. from Yale. Before coming to Rutgers, he was an instructor at New York University School of Law and represented the National Labor Relations Board in federal courts of appeals. He is the author of *Working in*

Silicon Valley: Economic and Legal Analysis of a High-Velocity Labor Market (2003), *Bodies of Law* (1997) and the coauthor of *Cases and Materials on Labor Law* (2nd ed., 1982) with C.W. Summers and H.H. Wellington. He has been a visiting professor at Yale, Columbia, New York University, Cardozo, and the University of Michigan law schools. His current research projects include bargaining structures for low-wage service workers, game theory analysis of transnational labor standards, and the design of a North American free labor market. He is a director of the Association for Union Democracy and frequently writes briefs in labor and employment cases on behalf of the association and other employee rights organizations. Professor Hyde lives in Greenwich Village with his wife, Ellen Gesmer, a judge of the New York Civil Court. He enjoys reading, working out, and attending opera and dance performances, and plays the oboe in chamber groups.



Jonathan M. Hyman

Professor of Law and Clapp Public Service Scholar. (Constitutional Litigation Clinic; Negotiation, Mediation, and Alternate Dispute Resolution; Contracts.) Professor Hyman earned his A.B. from Harvard and his LL.B. from Yale. He specializes in litigation and alternative dispute resolution. He was codirector of the legal clinic at Northwestern before

joining the Rutgers faculty in 1975. He has litigated civil rights and civil liberties cases with students in the Constitutional Litigation Clinic, including cases that provided for equal employment opportunities in police and fire departments. Professor Hyman is an arbitrator and mediator, and serves as associate director of the Rutgers Certificate Program in Conflict Management. He has lectured on alternate dispute resolution to judges and lawyers, has trained mediators, and has written about lawyers' settlement practices and other conflict resolution issues. When on leave from the law school, Professor Hyman has been of counsel to a large law firm, and has taught at UCLA Law School and at the University of Essex, England. He served on the board of editors of the *Clinical Law Review*.



Charles Jones

Associate Professor of Law. (Criminal Law; Criminal Procedure; Civil Rights; Constitutional Law II; Race Law Theory.) Professor Jones earned his J.D. from the University of Illinois and his M.P.A. from Harvard as a graduate of the John F. Kennedy School of Government, prior to which he was at the NAACP Legal Defense

Fund. He joined the Rutgers faculty in 1970. His research and writing have focused on free speech and hate crime.



John R. Kettle III

Associate Clinical Professor of Law, Community Law Clinic. (Intellectual Property.) Professor Kettle earned his B.S. *magna cum laude* from Bloomfield College in 1980 and his J.D. from Rutgers–Newark in 1985. He joined the faculty in 1991 as an adjunct professor. He was counsel to Stryker, Tams & Dill, LLP, from 1993 until his

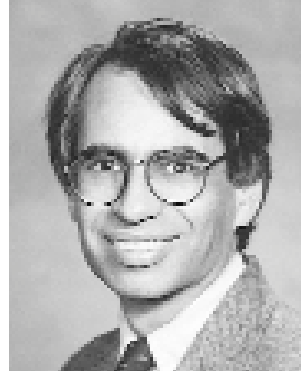
academic leave in 2000. Previously, he was an adjunct and visiting professor at Seton Hall Law School and was associated with the Prudential Insurance Company of America. He is a former chair of the New York State Bar Entertainment, Arts, and Sports Law Section and former chair of the New Jersey State Bar Entertainment and Arts Law Committee. His publications have been in the areas of intellectual property, and entertainment, arts, and sports law. Professor Kettle also teaches doctrinal courses in Entertainment Law and Intellectual Property Law. He is faculty adviser to the *Rutgers Computer and Technology Law Journal*, the Entertainment & Sports Law Society, and the Intellectual Property Law Society, and is a member of the editorial board of the *New Jersey Law Journal*.



Susan J. Kraham

Associate Clinical Professor of Law, Environmental Law Clinic. Professor Kraham earned a B.A. in linguistics from Columbia University in 1987, a master's degree in urban planning from New York University in 1989, and a J.D. from Columbia University School of Law in 1992. She clerked for Justice Gary Stein of the New Jersey Supreme

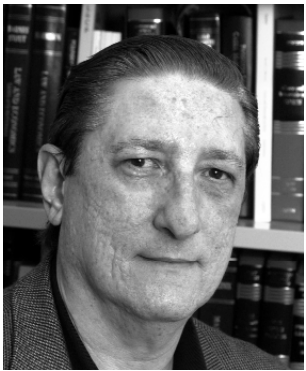
Court and served as a Skadden Arps Foundation Fellow from 1993 to 1995. Following her fellowship, Professor Kraham's public interest practice focused on representation of individuals and nonprofit organizations in civil rights, community development, and social justice matters as the assistant director of a statewide community development financial institution. She joined the staff of the Environmental Law Clinic in 1998.



John Leubsdorf

Professor of Law and Judge Frederick B. Lacey Distinguished Scholar. (Civil Procedure; Evidence; Professional Responsibility.) Professor Leubsdorf earned his B.A. in 1963 from Harvard, his M.A. in English in 1964 from Stanford, and his J.D. in 1967 from Harvard. Professor Leubsdorf was a member of the faculty at the

Boston University School of Law before joining the Rutgers faculty in 1985 and has been visiting professor at Columbia, University of California at Berkeley, Cornell, and Cardozo law schools, and a Fulbright Scholar in Paris. He has written a book on French legal ethics and articles on such topics as civil procedure, the legal profession, remedies, and law and literature. He was associate reporter for the Restatement of Law Governing Lawyers.



Howard Latin

Professor of Law and Justice John J. Francis Scholar. (Environmental Law; International Environmental Law; Torts; Products Liability; Law and Economics.) Professor Latin joined the faculty in 1976. He earned a B.A. from Brandeis and a J.D. from the University of California at Berkeley, where he was lead articles editor of the *California Law*

Review and a member of the Order of the Coif. Professor Latin has published many essays in the environmental law, torts, and product liability fields. He is now working on a book entitled *Saving Nature Despite Fools, Felons, and Experts*. He was a Fulbright Scholar in Australia during 1992 and in South Africa during 1997, and he has traveled to more than 30 countries in the past decade while conducting research on nature conservation issues. Professor Latin has been a visiting professor at the Georgetown Law Center and UCLA Law School, and a visiting scholar at the University of California at Berkeley and the Richardson Law School of the University of Hawaii. He is a member of the American Law Institute, and has served as a consultant to a variety of environmental agencies and advocacy groups. His favorite recreational pastime is scuba diving with sharks.



Marcia Levy
(on leave 2004–2005)

Clinical Professor of Law and Director, Eric R. Neisser Public Interest Program. Professor Levy earned a B.S. from SUNY at Albany and a J.D. from Lewis and Clark College, Northwestern School of Law. She is a former assistant federal defender in the Eastern District of New York, former staff attorney

for the Legal Aid Society's Prisoners' Rights Project, and former public defender at the Metropolitan Public Defender's Office in Portland, Oregon. Professor Levy is also the former clinical law specialist in Russia for the American Bar Association Central and East Europe Law Initiative (ABA CEELI) and former associate director of Columbia Law School's Public Interest Law Initiative in Transitional Societies, specializing in clinical legal education in Central and East Europe. She is the author of a chapter on the development of clinical legal education in the United States in the *Clinical Law Textbook* (in Russian), published by ABA CEELI and contributed to a chapter on clinical legal education in PILI's *Handbook on Public Interest Law*. She is program director and teacher for the National Institute for Trial Advocacy's pretrial litigation and trial skills programs. Professor Levy frequently comments on legal issues on CNN, CNBC, and Court TV.



Susan Lyons

Government Documents and Reference Librarian. Ms. Lyons oversees the library's federal and state depository collections. She received her M.L.S. degree from Queens College and her J.D. from the School of Law–Newark. She has served as president of the Documents Association of New Jersey and chair of the Government Documents

Special Interest Section of the American Association of Law Librarians. She currently serves on the executive board of the New Jersey Law Librarians Association. Her research interests include electronic preservation, digital libraries, access to government information, and legal history.



Randi Mandelbaum

Clinical Professor of Law and Director, Child Advocacy Clinic. Professor Mandelbaum earned a B.S. from Brandeis University; a J.D. from American University, Washington College of Law; and an LL.M. from Georgetown University Law Center. She has devoted her career to working with children and families and has

extensive experience in clinical legal education. Professor Mandelbaum began her legal career as a staff attorney at the Child Advocacy Unit of the Legal Aid Bureau in Baltimore, Maryland, representing children in matters involving child abuse and neglect, termination of parental rights, custody, visitation, public benefits, special education, and foster care placement. She then went to the Georgetown University Law Center where, with another professor, she created a clinical program addressing the legal needs of families living in poverty. Prior to coming to Rutgers, she was an associate clinical professor at the University of California Hastings College of the Law, where she taught in the Civil Justice Clinic, Hastings' clinical program.

As founding director of the Rutgers Child Advocacy Clinic, Professor Mandelbaum designed and developed the interdisciplinary and collaborative clinical program, which is aimed at comprehensively addressing the needs of low-income children and their families. She has written extensively about the legal representation of children, the legal and financial needs of kinship caregivers, and public policies concerning welfare.



Gregory A. Mark

Professor of Law, Justice Nathan L. Jacobs Scholar, and Director of the Center for Institutional Governance. (Business Associations; Contracts; Corporate Finance; Legal History.) Professor Mark earned a B.A. from Butler University, an M.A. in history from Harvard University, and a J.D. from the University of Chicago

Law School, where he was articles editor for the *Law Review*. He was a teaching fellow in the history department at Harvard from 1981 to 1985, and a law clerk to Judge Bruce M. Selya, U.S. Court of Appeals for the First Circuit (1988–1989). Professor Mark served as associate counsel for the Office of Independent Counsel in the Iran/Contra matter, where he helped develop *U.S. v. Clarridge* (which was terminated by a presidential pardon); led a project on foreign intelligence and national security concerns in the prosecution of government officials; and acted as liaison to the White House Counsel's Office, the U.S. Senate, the NSA, and the CIA (1989–1993). He also was an assistant professor at Cleveland-Marshall College of Law, teaching Business Associations II (Corporations), Corporate Finance, American Legal History, and a seminar on the History and Theory of the Firm (1992–1996); and in 1994 was a visiting faculty member at Chicago-Kent College of Law.

Professor Mark joined the Rutgers–Newark faculty in 1996. He also is a member of the graduate faculty in the history department. His publications focus on the areas of corporate finance, corporate governance, and American legal history. Professor Mark enjoys conversation about virtually anything over a good cup of coffee or a nice glass of wine.



Marie Melito

Associate Dean for Finance and Administration. Dean Melito, who has worked at the School of Law–Newark since 1967, received the Administrative Merit Award in 1987, 1990, 1991, 1994, and 1996. She is a member of the International Who's Who of Professionals, a member of the Board of Directors of both Providence

Rest Nursing Home and Providence Rest Child Day Care, Bronx, New York, and a former codirector of the Board of Directors, Sisters of St. John the Baptist Lay Association.



Saul Mendlovitz

Dag Hammarskjöld Professor of Peace and World Order Studies Emeritus and Codirector, Global Legal Studies. (International Law and a Just World Order; Law and Humanities.) Professor Mendlovitz earned his B.A. from Syracuse University, and his M.A. and J.D. from the University of Chicago. He joined the Rutgers faculty in 1956.

Professor Mendlovitz is the founding director of the World Order Models Project and a founding member of Global Action to Prevent War. Global Action is a transnational coalition of individuals, civil society organizations, and states promoting a comprehensive political and legal program that aims over the next three to four decades to drastically reduce armed violence: war, internal armed conflict, and genocide. He holds membership on various boards, including the Arms Control Association, Global Education Associates, the Law and Humanities Institute, and the America-Israel Council for Israeli Palestinian Peace.

Professor Mendlovitz has written and spoken extensively on issues relating to international law and to the promotion of a just world order. He has published and edited 10 volumes on these matters, many in collaboration with Professor Richard Falk, Princeton University. Recent articles include "Defensive Security" in *War or Health*, with M. Datan (Zed Books); "Basic U.S. Commitment to Defend South Vietnam War Was Unlawful under Both International and Constitutional Law," in *The Real Lessons of the Vietnam War* (Carolina Academic Press); and "A UN Constabulary to Enforce the Law on Genocide and Crimes Against Humanity," with J. Fousek, reprinted in *The International Legal System in Quest of Equity and Universality* (Cluwer Law International).



Kenneth Padilla

Assistant Dean and Director for the Minority Student Program and Externships. Dean Padilla earned a B.A. in public policy and American institutions and a B.A. in economics from Brown University in 1992, and a J.D. from Rutgers–Newark in 1995. At Rutgers, he served as vice president of the Association of Latin American

Law Students and an articles editor of the *Women's Rights Law Reporter*. Dean Padilla began his career as a commercial litigator with the New Jersey firm of Riker, Danzig, Scherer, Hyland & Perretti, LLP. He later joined the U.S. Department of Justice as an assistant district counsel for the Immigration and Naturalization Service, New York District. Dean Padilla returned to Rutgers in 2001.



John M. Payne

Board of Governors Distinguished Service Professor, Professor of Law, and Justice Frederick W. Hall Scholar. (Land Use; Constitutional Law; Torts; Current Supreme Court Term Seminar.) Professor Payne received his B.A. from Yale and his J.D. from Harvard. He has been on the Rutgers faculty since 1971, and served as associate dean from 1976 to

1981 and from 1986 to 1991. For more than 20 years he has been the key participant in the *Mount Laurel* cases, which have established the requirement that growing suburban communities include provisions for low and moderate income housing in their zoning regulations. His nationally recognized *Mount Laurel* work has helped stimulate new approaches to housing opportunity, looking to a world in which decent shelter is considered a fundamental right.

Professor Payne also has been a driving force for historic preservation in New Jersey and critical to protecting the work and legacy of American architect Frank Lloyd Wright. Until the middle of 2003, he was the president of the national Frank Lloyd Wright Building Conservancy and he has also served as a director of Preservation New Jersey, the New Jersey partner of the National Trust for Historic Preservation. He has lectured about Frank Lloyd Wright around the United States and as far away as Japan.

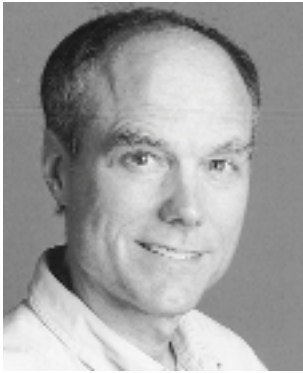
As an academic, Professor Payne has written and lectured extensively. He has published at least 15 articles on housing and historic preservation issues, in addition to his *Mount Laurel* writing, as well as coediting one of the most highly respected and widely used casebooks on land development and land law (*Planning and Control of Land Development*, 5th ed., 2001, with Daniel Mandelker).



Twila L. Perry

Professor of Law and Judge Alexander P. Waugh, Sr., Scholar. (Torts; Family Law; Children and the Law; Race, Gender, and Tort Law.) Professor Perry earned her B.A. from Mount Holyoke College, her M.S.W. from the Columbia University School of Social Work, and her J.D. from New York University School of Law, where she was

a Root-Tilden Scholar and an editor of the *Law Review*. She served as law clerk to Judge Mary Johnson Lowe of the U.S. District Court for the Southern District of New York and was associated with the New York City law firm of Winthrop, Stimson, Putnam and Roberts. Prior to joining the Rutgers faculty in the spring of 1984, Professor Perry was an Assistant U.S. Attorney in the Southern District of New York. Professor Perry writes in the area of family law with a particular interest in the intersection of critical race theory and feminist legal theory. She has published articles on numerous subjects, including transracial and international adoption, the legal obligations of marriage, the black family and family law, no-fault divorce, and alimony.



James Gray Pope

Professor of Law and Sidney Reitman Scholar. (Constitutional Law; Constitutional Theory; Labor Law; Labor Law History; Civil Disobedience.) Professor Pope received an A.B. and J.D. from Harvard, and a Ph.D. in politics from Princeton. From 1974 to 1980, he worked in the metal trades and was an active member

of the International Association of Machinists and the Industrial Union of Marine and Shipbuilding Workers. After law school, he clerked for Chief Justice Rose Elizabeth Bird of the California Supreme Court. Prior to joining the Rutgers faculty in 1986, he was associated with a Boston law firm, where he represented labor unions and employees. Professor Pope is a member of the National Lawyers Guild. He has written numerous articles about workers' rights, constitutional law, and labor history. A list of his publications may be found at <http://www.andromeda.rutgers.edu/~jpope/publications.html>.



Roseann Ranieri

Director of Administrative Services. Ms. Ranieri earned her B.A. from Rutgers' University College. She joined the law school in 1990 as an administrative assistant/supervisor of faculty support services after working in the private sector as executive assistant and business manager. She has also owned and operated a

women's health spa. Ms. Ranieri is enrolled in the M.A. program in English and scheduled to graduate in 2006.



Louis Raveson

Professor of Law. (Evidence; Contracts; Fact Investigation; Urban Legal Clinic; Constitutional Litigation Clinic; Aids and the Law.) Professor Raveson is a 1976 graduate of the School of Law-Newark, where he was a member of the *Law Review*. After graduation, he clerked for Judge Phillip Forman of the U.S. Court of Appeals for

the Third Circuit, and then practiced with the ACLU Prisoners Rights Project and Essex-Newark Legal Services. He also was a staff attorney in the Urban Legal Clinic prior to his appointment to the faculty in 1981, and served as director of that clinic from 1993 to 2001. In 1985, Professor Raveson established the Environmental Law Clinic, then only the second such law school clinic in the nation.

Professor Raveson has litigated countless trials in state and federal courts, and numerous appeals before the New Jersey Supreme Court and the Second and Third Circuits, including *Right to Choose v. Byrne*, successfully challenging the constitutionality of restrictions on Medicaid funding for abortions, and expanding the use of state constitutions as independent sources of protection of individual rights; several police misconduct actions; an action successfully challenging the constitutionality of a municipal ordinance restricting street vending; a case defining the parameters of the judicial contempt power, a topic on which he has published three law review articles; an action arguing for the recognition of a constitutional right to shelter for the homeless; several HIV discrimination actions; the defense of an attorney facing disbarment; and a case attempting to collect a judgment against a Swiss bank for \$124 billion, then the largest judgment in history. Professor Raveson also helped to brief *Karcher v. May* in the U.S. Supreme Court, a successful challenge to New Jersey's "moment of silence" law. He was also one of the attorneys representing Rubin "Hurricane" Carter and John Artis in their federal habeas action, which resulted in the reversal of their convictions after 17 years in prison.

In 2001, Professor Raveson took a leave for several years to establish and run an international solar energy company. During a prior leave, from 1985 to 1987, he served as the Assistant Commissioner of the New Jersey Department of the Public Advocate. Professor Raveson has also served on the New Jersey Supreme Court Committees on Complimentary Dispute Resolution and Civil Practice.



Kevin M. Reiss

Head of Digital Services. Mr. Reiss received a B.A. in economics and, in 2002, an M.L.I.S. from the University of Illinois at Urbana-Champaign. His main areas of concentration at the graduate level were information processing standards, document processing, and Internet technologies. He is completing a

Certificate of Advanced Study in Library and Information Science from the same university. Mr. Reiss, who joined the law library in 2003, is a member of the Association for Computing Machinery, the American Association of Law Libraries, and the New Jersey Law Librarians Association.



Carol A. Roehrenbeck

Associate Dean, Director of the Law Library, and Professor of Law. (Advanced Legal Research.) Dean Roehrenbeck earned her B.A. from the University of Delaware, her M.L.S. from Rutgers University (New Brunswick), and her J.D. from the School of Law–Newark. She served as head of public services and a legal research

instructor at Rutgers–Newark from 1976 to 1979. Before returning to Rutgers, she served as the director of the Nova Southeastern School of Law in Ft. Lauderdale, Florida. In addition to her experience in academic libraries, she worked for the Federal Reserve Board, the New York Public Library, the Massachusetts Continuing Legal Education Association, and Pennie & Edmonds in New York City. She has served as a library consultant and as a site inspector for the American Bar Association and the Association of American Law Schools. She has been a member of numerous professional committees and associations, including AALL, COSELL, SEFLIN, SFALL, NJLLA, and the Cosmopolitan Group, serving as chair of many. She also has written and published numerous articles and books on topics ranging from legal research to legislative history to blood alcohol evidence. Her most recent book is *Complying with the ADA: Law Library Services and Facilities*.



Andrew Rothman

Assistant Dean for Academic Administration. Dean Rothman holds a B.A. from Yale University, an M.F.A. from the University of Pennsylvania, and a J.D. from the School of Law–Newark. He was previously assistant dean and instructor at Parsons School of Design; law associate at Greenbaum, Rowe, Smith,

Ravin, Davis & Himmel; of counsel at Goldstein Lite & DePalma; and law partner at Goldstein Lem, LLC. In addition to serving as dean of students and assistant dean for academic affairs, he is also associate director of the Community Law Clinic and instructor in Advanced Contracts, Appellate Advocacy, Nonprofit Corporations, Professional Responsibility, and New Jersey Practice.



Sabrina Safrin

Assistant Professor of Law. (Patent Law; Contracts; International Law and Science.) Professor Safrin earned her J.D. from Boalt Hall School of Law at the University of California at Berkeley and her B.A. *magna cum laude* from Pomona College. She clerked for Chief Judge Mary M. Schroeder of the U.S. Court of Appeals for

the Ninth Circuit and was an associate at the San Francisco law firm of Hanson & Bridgett. For eight years she was an attorney-adviser at the Office of the Legal Adviser, U.S. Department of State, where she helped negotiate treaties and international instruments pertaining to biotechnology, biological diversity, and marine pollution. Prior to that, she served as legal counsel for diplomatic law and litigation and as legal counsel for African affairs. She is a recipient of several Department of State awards for outstanding service. Prior to joining the Rutgers faculty in September 2002, Professor Safrin was an Open Society Institute Individual Projects Fellow and a visiting scholar at the Environmental Law Institute in Washington, D.C. Articles by Professor Safrin include "Treaties in Collision: The Biosafety Protocol and the World Trade Organization Agreements" in the *American Journal of International Law* (2002) and "Hyperownership in a Time of Biotechnological Promise: The International Conflict to Control the Building Blocks of Life" in the *American Journal of International Law* (forthcoming).



Phyllis Schultze

Criminal Justice Librarian. Ms. Schultze earned her B.S. degree from Calvin College and her M.L.S. from Rutgers. She serves as cochair of the World Criminal Justice Library Network and is a member of the American Society of Criminology and the Academy of Criminal Justice Sciences. She is coauthor of *Criminal Justice*

Information: How to Find It, How to Use It (Oryx Press, 1998), and recently served on the editorial board for the *Encyclopedia of Crime and Punishment* (Sage, 2002).



Diana Sclar

Associate Professor of Law. (Conflict of Laws; Federal Courts; Property.) Professor Sclar earned her A.B., with distinction, from Stanford University and her J.D. from the University of California at Berkeley (Boalt Hall), where she was notes and comments editor of the *Law Review* and a member of the Order of the Coif. Before

joining the Rutgers faculty, she practiced law with a firm in San Francisco and with a federal government agency in Washington, D.C., and was an adjunct professor at Georgetown University Law School. When not reading, teaching, or writing about the law, Professor Sclar often can be found in her kitchen experimenting with yet another recipe and wondering how to squeeze in more shelves to hold the latest additions to her collection of more than 500 cookbooks.



Keith Sharfman

Associate Professor of Law. (Antitrust; Bankruptcy; Corporate Finance; Law and Economics.) Professor Sharfman earned a B.A. in economics and international relations from Johns Hopkins University and a J.D. from the University of Chicago. Following law school, he clerked for the Honorable Frank H. Easterbrook of the

U.S. Court of Appeals for the Seventh Circuit and then was an associate at Latham & Watkins in New York. Before joining the Rutgers–Newark faculty, Professor Sharfman was visiting assistant professor of law and John M. Olin Fellow at Cornell Law School.



Annamay Sheppard

Alfred Clapp Service Professor of Law Emerita. (Civil Liberties.) Professor Sheppard earned her B.S. and M.S. from Cornell and her J.D. from Rutgers. In private practice for several years, she served as assistant administrator for Newark Legal Services until 1970, when she joined the Rutgers faculty. She is a member of

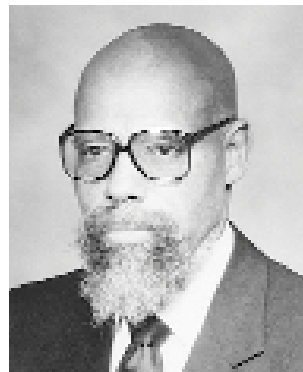
the editorial board of the *New Jersey Law Journal*.



Peter Simmons

University Professor. (Property; Land-Use Controls; Housing and Policy.) Professor Simmons earned his A.B. and LL.B. from the University of California at Berkeley, where he was associate editor of the *California Law Review*. Following graduation, he was an Alvord Law Fellow at the University of Wisconsin. He

joined the Rutgers faculty as dean in 1975 and served in that capacity until 1993, when he was named a University Professor. Professor Simmons has taught at Ohio State, the State University of New York at Buffalo, the University of Illinois, Case Western Reserve, and the University of California. He has been a member of the New Jersey Law Revision Commission, the New Jersey Supreme Court's Advisory Committee on the Bar Examination, the New Jersey State Bar Association's Committee on Legal Education, and the New Jersey Supreme Court's Task Force on Minority Concerns. He also has been a trustee of the New Jersey Institute for Continuing Legal Education and a Justice of the Peace. Currently, he teaches in the urban planning program in New Brunswick as well as at the law school, and he is the law school's elected faculty representative to the University Senate.



Alfred Slocum

Professor of Law Emeritus. (Property; Civil Rights.) Professor Slocum is a graduate of the School of Law–Newark, having first obtained his B.S. at Newark College of Engineering and later receiving an LL.M. from Yale. He served as chairman of the National Office of the Council for Legal Educational Oppor-

tunities in Washington from 1977 to 1979. He returned to the law school in 1990 following an extended leave as the commissioner of the New Jersey Department of the Public Advocate.



Carter H. Strickland, Jr.

Assistant Clinical Professor of Law, Environmental Law Clinic. Professor Strickland earned an A.B. *cum laude* from Dartmouth College and a J.D. from Columbia Law School, where he was a Harlan Fiske Stone Scholar and executive editor of the *Columbia Journal of Environmental Law*. Following law school, he was a clerk to

Senior U.S. District Judge Joseph H. Young in Baltimore. Professor Strickland's work at the clinic involves advocacy before trial courts, appellate courts, and administrative agencies on a variety of topics, including diversions of public parkland, wetlands and other permits, hazardous waste pollution, beach access rights under the public trust doctrine, endangered species rules, and municipal land use decisions. Before joining the clinic, he worked in the Environmental Protection Bureau of the New York State Attorney General's office, where his cases included a navigational dredging suit against General Electric Company, a \$13 million claim against the successor of a company that polluted a municipal landfill, and the defense of a New York statute banning the gasoline additive MTBE against claims of preemption under the federal Clean Air Act. He was previously an associate at the New York office of Latham & Watkins and then Axinn, Veltrop & Harkrider, LLP, where he complemented his antitrust work with pro bono representation of the Natural Resources Defense Council.



Evie Task

Senior Alumni Relations Officer. A 1987 Rutgers graduate with a B.A. from the School of Communication, Information and Library Studies, Ms. Task maintains strong connections to the university, where she has been an adjunct professor and a member of her alumni association board. After 10 years with the

American Cancer Society in public relations and development, she came to Rutgers–Newark in 1999 and joined the law school in 2001.



George Thomas

Professor of Law and Judge Alexander P. Waugh, Sr., Distinguished Scholar. (Criminal Law; Criminal Procedure; Criminal Adjudication.) Professor Thomas has a B.S. from the University of Tennessee, an M.F.A. (creative writing) and J.D. from the University of Iowa, and an LL.M. and J.S.D. from Washington

University in St. Louis. Prior to joining the Rutgers faculty in 1986, he practiced law in Tennessee and was a member of the University of Tennessee faculty. He is the author of *Double Jeopardy: The History, the Law* and the coauthor of *The Miranda Debate* (with Richard Leo) and *Criminal Procedure: Principles, Policies, and Perspectives* (with Joshua Dressler). Professor Thomas has published 35 articles. Some placements include the law reviews of Michigan, Virginia, Texas, UCLA, NYU, California, and Northwestern. He is currently at work on a book that explores the appropriate role for criminal procedure in protecting innocent defendants. He enjoys gardening, jogging, reading fiction, and working on novels that he never finishes.



Paul L. Tractenberg

Board of Governors Distinguished Public Service Professor and Alfred C. Clapp Distinguished Public Service Professor of Law. (Contracts; Education Law.) Professor Tractenberg earned his B.A. from Wesleyan and his J.D. from the University of Michigan, where he was associate editor of the *Law Review*. He joined the faculty in 1970 after being

associated with two major New York City law firms, the Peace Corps, and the Governor's Committee to Study New York Human Rights Laws. He is the author of numerous books, articles, and papers on education law; a frequent lecturer; and consultant and adviser to many national, regional, and state organizations and agencies. In 1973, he established the Education Law Center, a public interest law project, and served as its director for three years. He is involved in a number of landmark constitutional cases about public education, especially *Abbott v. Burke*, which New Jersey judges and lawyers voted overwhelmingly the most important state court decision of the 20th century. In September 2000, Professor Tractenberg established and is directing the Institute on Education Law and Policy, an interdisciplinary research project. In his spare time, Professor Tractenberg is an avid long-distance bicyclist.



David D. Trout

Professor of Law and Justice John J. Francis Scholar. (Torts; Business Torts and Intellectual Property; Community Economic Development; Seminar on Race, Literature, and Critical Theory.) Professor Trout earned his B.A. with distinction from Stanford University and his J.D. *cum laude* from Harvard

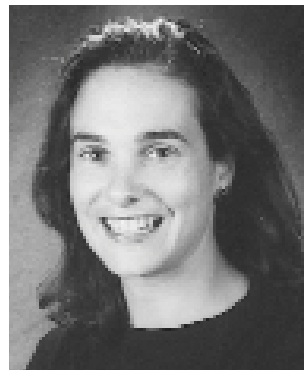
Law School, where he served as executive editor of the *Harvard Civil Rights–Civil Liberties Law Review*. He joined the Rutgers faculty in 1995. As a lawyer, Professor Trout practiced both public interest and corporate law, advocating on a broad range of topics including inner-city economic development, intellectual property, and commercial litigation. His law review scholarship includes “Screws, Koons, and Routine Aberrations: The Use of Fictional Narratives in Federal Police Brutality Prosecutions,” *New York University Law Review* (April 1999); “Ghettos Made Easy: The Metamarket/Antimarket Dichotomy and the Legal Challenges of Inner-City Economic Development,” *Harvard Civil Rights–Civil Liberties Law Review* (Summer 2000) (the foundation article to the theory of antimarkets, the potential role of consumer principles, and an introduction to a legal paradigm for economic development in ghetto areas of American cities); and “Ghettos Revisited: Antimarkets, Consumption and Empowerment,” *Brooklyn Law Review* (Spring 2000) (the theoretical continuation of “Ghettos Made Easy,” specifically examining competing notions of “empowerment” through inner-city economic development law and the comparative utility of consumer law principles). The author of three unpublished novels, in 1998 Professor Trout published *The Monkey Suit—And Other Short Fiction on African Americans and Justice* (The New Press), a collection of stories chronicling the imagined experiences of African Americans involved in actual legal controversies from 1830 to the present. In addition to publications analyzing poverty in California cities, his nonfiction work includes regular columns about race, law, and society in the *New York Times*, the *Los Angeles Times*, and other periodicals. His essay, “The Race Industry, Police Brutality and the Law of Mothers,” was published in *Not Guilty: Twelve Black Men on Life, Law and Justice*, edited by Jabari Asim (2001). Professor Trout is currently at work on another book of fictional narratives as well as an article about trademark law and commodification. He and his wife, Shawn, live in Brooklyn.



Jennifer N. Rosen Valverde

Assistant Clinical Professor of Law, Special Education Clinic. Professor Rosen Valverde received her B.A. in sociology from Wesleyan University and graduated *magna cum laude* from the Loyola University Chicago Schools of Law and Social Work. She supervises law students in the representation of indigent parents of

children with disabilities in early intervention and special education matters. Formerly, she represented abused and neglected children in child protection proceedings at the Office of the Public Guardian in Cook County, Illinois, and infants and toddlers with disabilities in early intervention matters at the Chicago Lawyers’ Committee for Civil Rights Under Law, Inc. Professor Rosen Valverde is cochair of the Association of American Law Schools’ Interdisciplinary Clinical Legal Education Committee.



Penny Venetis

Clinical Professor of Law and Associate Director, Constitutional Litigation Clinic. Professor Venetis earned a B.A. in art history from Barnard College, Columbia University; an M.A. in art history from Columbia University; and a J.D. *cum laude* from Boston College Law School. Prior to joining Rutgers–Newark in 1994,

she clerked for Judge Dickinson R. Debevoise of the U.S. District Court for the District of New Jersey. She also practiced law with the firm O’Melveny & Myers for four years. While there, she worked on complex commercial litigation, as well as human rights projects. Among those projects was working with the UN Special Rapporteur investigating war crimes in the former Yugoslavia. She also investigated human rights abuses in the implementation of Peru’s antiterrorism laws. At Rutgers–Newark, Professor Venetis specializes in civil rights and international human rights impact litigation. Among other things, she has worked on cutting-edge issues concerning the rights of political asylum seekers and immigrants detained in the aftermath of 9/11. Her work focuses on the interplay between international human rights and U.S. constitutional law.



Anita Walton

Director of Admissions. Ms. Walton received a B.A. from Boston University and an M.B.A. from Suffolk University. Prior to joining the law school in 1999, she spent 14 years as Director of Student Services and Director of Admissions at the Benjamin N. Cardozo School of Law. Her career in student services and admissions

spans such undergraduate schools as Wellesley College, MIT, and Boston University. She has served on the Newcomers Committee for the Law School Admission Council (LSAC) and been a panelist at the Annual LSAC Educational Conference.



Mark S. Weiner

Associate Professor of Law. (Constitutional Law; Professional Responsibility; Legal History.) Professor Weiner received his A.B. from Stanford University, where he graduated with honors and distinction and was elected to Phi Beta Kappa. He holds a J.D. from Yale Law School and a Ph.D. in American Studies from

Yale University, where he was awarded a Jacob K. Javits Fellowship from the U.S. Department of Education; a Samuel I. Golieb Fellowship in Legal History from New York University School of Law; and a dissertation fellowship from the Mrs. Giles Whiting Foundation. He is the author of *Black Trials: Citizenship from the Beginnings of Slavery to the End of Caste* (Alfred A. Knopf, 2004), for which he was awarded a yearlong fellowship from the National Endowment for the Humanities, and the forthcoming *Americans without Law: A History of Race, Anthropology, and Citizenship* (New York University Press), which was awarded the President's Book Award from the Social Science History Association. His most recent publications include "Teutonic Constitutionalism: The Role of Ethno-Juridical Discourse in the Spanish-American War," in *Foreign in a Domestic Sense: Puerto Rico, American Expansion and the Constitution*, eds. Christina Burnett and Burke Marshall (Duke University Press, 2001) and "New Biographical Evidence on Somerset's Case," in *Slavery & Abolition* (2002). He was born and raised in Los Angeles, and is married to Stephanie Kuduk, who teaches 19th-century British literature at Wesleyan University in Middletown, Connecticut.

SCHOOL OF LAW FACULTY FROM OTHER DISCIPLINES



Douglas Husak

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

EMERITAE/I PROFESSORS OF LAW

Cameron Allen, *Professor of Law and Director of Law Library Emeritus*; B.A., Otterbein; M.A., Wisconsin; M.S.L.S., Illinois; J.D., Duke
Robert A. Carter, *Judge Alexander P. Waugh, Sr., Scholar and Professor of Law Emeritus*; B.A., LL.B., Yale
Julius Cohen, A.B., M.A., J.D., West Virginia; LL.M., Harvard
James C.N. Paul, *William J. Brennan, Jr., Professor of Law Emeritus*; A.B., Princeton; J.D., Pennsylvania
Sidney Posel, *Professor of Law Emeritus*; A.B., LL.B., Pennsylvania; M.S., Wisconsin
Philip Shuchman, *Justice Joseph Weintraub Professor of Law Emeritus*; B.A., Pennsylvania State; M.A., LL.B., Pennsylvania
Nadine Taub, *S.I. Newhouse Professor of Law Emerita*; B.A., Swarthmore; LL.B., Yale

LEGAL RESEARCH AND WRITING FACULTY



Amy Bitterman

Ms. Bitterman earned her B.A. *magna cum laude* in history of art from Bryn Mawr and was the winner of the Dorothy Headley Award. She received her J.D. with honors from Harvard Law School. Prior to joining Rutgers–Newark, she taught at the School of Law–Camden and practiced law in New Jersey and New York for 13 years. She has published both fiction and nonfiction in a variety of venues.



Marcia Crnoevich

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

Wolff & Samson in Roseland, New Jersey, prior to joining Rutgers in 1997.



Kimberly Guadagno

Ms. Guadagno is now in private practice after serving as deputy director of the New Jersey Attorney General's Division of Criminal Justice. She was an Assistant U.S. Attorney in both the Newark and Brooklyn offices for almost 12 years after spending several years as an associate in a New York City firm specializing in litigation. Ms. Guadagno began her legal career as a law clerk in the Southern District of New York after graduating with honors from the Washington College of Law, American University.



Barbara Hoffman

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

the editor of a consumer health book and the author of numerous book chapters and articles on the employment rights of people with disabilities.



Emily Kline

Ms. Kline earned her J.D. from the School of Law–Newark in 1997. She practiced labor and employment law at O'Melveny & Myers, and labor and employment law and general litigation at Friedman Siegelbaum. In 2000, due to a merger, she began working for Goodwin Procter, also practicing labor

and employment law and general litigation. Ms. Kline joined Rutgers as an instructor in the Legal Research and Writing Program in 2001.



Ernest Nardone

Director of Legal Research and Writing Program. Mr. Nardone earned his B.A. in political science from Rutgers in 1973, a J.D. from the School of Law–Newark in 1976, and an M.L.S. from Rutgers' School of Communication, Information and Library Studies in 1989. He worked as an information specialist in the law school

library from 1977 to 1997. He has taught legal research and/or legal writing at the law school since 1980, becoming director of the program in 1992. He also served in the U.S. Air Force from 1966 to 1970.

Amy Soled

Ms. Soled graduated from Wellesley College *cum laude*, majoring in economics and French. She received her J.D. from the School of Law–Newark. Prior to entering academia, she practiced law at Wilentz, Goldman & Spitzer. Before joining the Rutgers faculty, Ms. Soled taught Legal Research and Writing at Seton Hall Law School.

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 Richard I. Stempler, *Senior Associate Director of Development; B.A., Rutgers (Newark); J.D., Rutgers (Newark)*
 Evie Task, *Senior Alumni Relations Officer; B.A., Rutgers*
 Anita Walton, *Director of Admissions; B.A., Boston; M.B.A., Suffolk*

LIBRARY STAFF

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 Paul Axel-Lute, *Deputy Director and Collection Development Librarian; B.A., Brandeis; M.L.S., Rutgers*
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The Law Program

REQUIREMENTS FOR THE DEGREE OF JURIS DOCTOR

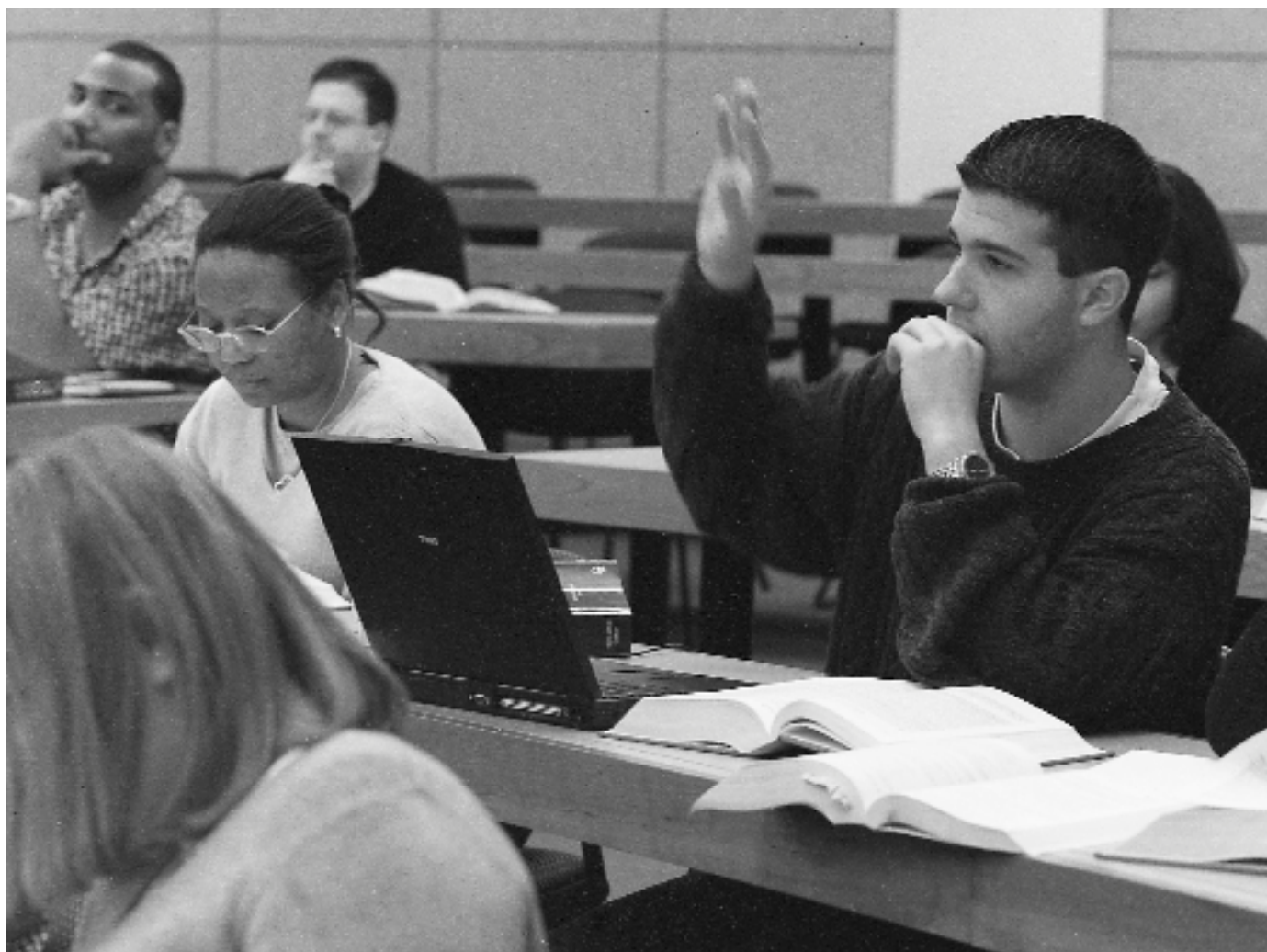
The School of Law–Newark awards the Juris Doctor degree. Joint or coordinated degrees are awarded in Business Administration (Juris Doctor–Master of Business Administration), Urban Planning (Juris Doctor–Master of City and Regional Planning), Criminal Justice (Juris Doctor–Master of Arts in Criminal Justice), Medicine (Juris Doctor–Doctor of Medicine), and Accountancy (Juris Doctor–Master of Accountancy).

Academic Credits

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

Residence Credits

1. A student must earn at least 6.00 residency points to receive the J.D. degree.
2. A student earns a 1.00 residency point for any fall or spring term in which the student is enrolled and successfully completes 12 or more credits and certifies that he or she has not worked more than 20 hours during any calendar week in which classes or examinations were conducted.
3. A student is awarded a 0.75 residency point during any term in which the student is enrolled and successfully completes 8 or more credits, or in which he or she is enrolled and successfully completes 12 or more credits but does not certify that he or she is working 20 hours or less during any calendar week in which classes or examinations were conducted.
4. A student who enrolls in and successfully completes fewer than 8 credits during the fall or spring term is awarded no (0.00) residency points. A student may not enroll in fewer than 8 credits during a fall or spring term unless he or she has already completed the residency requirement.



5. For residency purposes, a student who withdraws from a course (with a *W*/grade) is counted as not having enrolled in the course at all. A full-time student who fails a course and thereby falls below 12 credits but still successfully completes at least 8 credits receives a 0.75 residency point. A student who fails a course and thereby falls below 8 credits receives no (0.00) residency points, but the Scholastic Standing Committee, by special petition, may award pro rata residency points (number of credits successfully completed/8 = maximum pro rata residency points allowable).
6. A student is awarded residency points for the Summer Session or winter term according to the following schedule:

1 credit	0.1 residency point
2 credits	0.2 residency point
3 credits	0.3 residency point
4 credits	0.4 residency point
5 or more credits	0.5 residency point

A student may not earn more than a 0.50 residency point for a Summer Session or winter term, regardless of the number of credits earned.

Employment Restrictions

The law school's accreditation agency, the American Bar Association, prohibits full-time students from working more than 20 hours per week. Long hours of study and class preparations are necessary for first-year students and, generally, the school tries to spread first-year classes throughout the day. Therefore, full-time students are advised to make whatever personal arrangements may be necessary to be available for class on a daily basis, Monday through Friday. Full-time students found to be in violation of this rule may be required to drop credits and become part-time students.

PART-TIME (EVENING) PROGRAM

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

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

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

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

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

SUMMER SESSION

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

In addition to electives and seminars, Rutgers–Newark students also can enroll in the following: Attorney General Externship, Independent Research, Judicial Externship, National Labor Relations Board Externship, Intellectual Property Externship, and Research Assistant. In most cases, the law school permits students to register for no more than 5 credits during the Summer Session. For further information and registration materials, contact Diane Melito at 973/353-1167.

CHANGE OF STATUS

Transfer to Full-Time Status

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

Transfer to Part-Time Status

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

CURRICULUM

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

Required Curriculum

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

Required First-Year, Full-Time Day Curriculum *

<i>First Term</i>	<i>Credits</i>
Contracts	4
Criminal Law	3
Legal Research, Writing, and Analysis I	1
Property	4
Torts	4
<i>Second Term</i>	
Civil Procedure	5
Constitutional Law	5
Legal Research, Writing, and Analysis I	2
Required elective	3–4

Required Part-Time Evening Curriculum *

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

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

To increase individualized attention to the development of legal skills, one fall-term day course and one fall-term evening course have been designated by the faculty as "small sections." A "small section" offers the coverage of a regular substantive course but is limited to about 30 students. In addition, each second-term student must elect a "required" elective. The "required" electives offer perspectives on law other than reading appellate cases, and typically include such subjects as legislation, jurisprudence, and law and humanities. The legal research and writing program offers a series of supervised legal writing assignments; the enrollment in these sections is approximately 8 to 10 students each.

Professional Responsibility

The law school offers a course, Legal Profession, in professional responsibility. Successful completion of this course, or an equivalent course providing instruction in the history, goals, structure, duties, values, and responsibilities of the legal profession and its members, including instruction in the Model Rules of Professional Conduct of the American Bar Association, is required.

For admission to the New Jersey Bar Exam, students need not take the Multistate Professional Responsibility Exam (MPRE) if they receive a grade of C or better in the course in Legal Profession.

ELECTIVE CURRICULUM

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

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

Before graduation, the student must satisfy the graduation writing requirement by completing an independently researched paper, at least 25, double-spaced pages long, on a subject involving critical analysis of a legal question. The requirement can be met in several ways, including submission of the paper for an upper-class course, seminar, or clinical program.

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

Opportunities for Study in Depth

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

The Seminar Program

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

While most seminars are available to all upper-class students, there are prerequisites for some; enrollment is generally limited to no more than 20 students. In a number of cases, admission requires the instructor’s permission. This allows a close student-instructor relationship and highly informal class discussion. Generally, at least 25 seminars are offered each year.

Independent Research

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

Clinical Studies

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

Clinical activity normally entails closely supervised work on actual cases and problems. Students can have a direct impact on peoples’ lives, whether by representing clients in landlord-tenant, criminal, matrimonial, or similar cases; litigating against violation of environmental laws; enhancing women’s rights; correcting abuses of government power; protecting civil rights and civil liberties; or by guarding the creation and operation of community-based nonprofit organizations and new and emerging businesses. The

faculty believe that clinical experience can be an extremely useful technique for imparting both practical skills and substantive knowledge. Students are closely supervised by teaching faculty, and cases and clients are carefully selected for pedagogical value. Clinical projects are almost always directed by full-time faculty members and are operated through offices at the law school.

ERIC R. NEISSER PUBLIC INTEREST PROGRAM

The Eric R. Neisser Public Interest Program is the umbrella organization for all public interest-related activities at the law school. The program was created to honor the life and work of the late Eric R. Neisser, the one-time acting dean, long-time law professor, and committed social activist who was a beacon of public interest activities at Rutgers–Newark law school for 20 years, and to carry on his commitment to civil liberties, equal rights, and social justice.

The Neisser Program serves to promote a culture of public service within the law school community, increase and enhance opportunities for students to learn about and experience public interest work, and support and assist students interested in developing careers in public service. First, the program gives students the opportunity to gain experience in the field of public interest and public service through pro bono activities, internships, fellowships, summer placements, full-time employment after graduation, and loan repayment assistance. Further, it provides programming about the public interest and support to a variety of student organizations, which enables students to become educated about public interest issues, to interact with local communities, and to seek redress for individuals and communities on a variety of issues. Finally, it enables students, through a multitude of clinical programs, to experience a public interest/service practice in areas as diverse as taxation, community development, legal services, criminal defense, child advocacy, special education, constitutional litigation, environmental advocacy, and women’s rights.

Noncurricular public interest activities include:

- pro bono activities, such as the Pro Bono Program, the Domestic Violence Advocacy Project, and the Street Law Project;
- fellowship opportunities, including the Kinoy-Stavis Fellowship and the Marsha Wenk Public Interest Fellowship;
- paid public interest/service-oriented summer internship opportunities through the Public Interest Law Foundation;
- after law school loan repayment assistance for those who take underfunded public interest legal jobs through the Loan Repayment Assistance Program (LRAP); and
- educational activities such as the First Monday Symposium, the Eric R. Neisser Public Interest Program Annual Symposium, a speaker series providing conversations with public interest lawyers, and participation in conferences and job fairs.

In addition, the law school is actively involved in promoting the development of the rule of law abroad by helping to implement and improve clinical legal education. The American Bar Association Central European and Eurasian Law Initiative has linked the law school with the law faculty at the University of Novi Sad, Serbia, to assist in this

process. As part of the linkage, the ABA CEELI provides for faculty and student exchanges between the two schools.

Similarly, the U.S. State Department awarded a NISCUPP (Newly Independent State College and University Partnership Program) grant to the law school for an exchange partnership with three law faculties in Samara, Russia.

Finally, students at Rutgers can participate in a variety of legal clinics for credit, which give them the opportunity to work on real cases under the supervision of clinical law professors. These cases expose students to the legal issues facing the poor and underrepresented, and give them the opportunity to develop legal skills, such as interviewing, counseling, negotiation, legal writing, and trial skills.

INTERDISCIPLINARY STUDIES

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

Rutgers Business School Joint-Degree Program

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

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

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

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

Additional information about the joint program is available from law school Associate Dean Frances Bouchoux.

Urban Planning Joint-Degree Program

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

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

Criminal Justice Joint-Degree Program

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

To qualify for consideration for admission to the joint-degree program, a candidate must be admitted independently to the School of Law–Newark and the School of Criminal Justice. More information concerning the program may be obtained by writing to the Assistant to the Director of Admissions, School of Law–Newark, Rutgers, The State University of New Jersey, 123 Washington Street, Newark, NJ 07102-3094.

Joint J.D./Master of Accountancy Program

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

If accepted, the student may transfer 12 credits toward the J.D. degree from the master of accountancy curriculum from courses related to the law. Candidates for this degree should apply and plan to enroll in the summer term after completing two years of law school. This will permit the student to complete the Master of Accountancy program in the third year of study, and to return to the law school program during the fourth year.

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

In cooperation with the School of Social Work, through the accelerated program, full-time students may complete the requirements for the J.D. and M.S.W. degrees in four years rather than the five usually needed to complete both degrees separately. Students interested in the program must apply for admission individually to the School of Social Work and to the School of Law, and must satisfy admission requirements for the respective schools. To receive the dual degrees, participating students must meet the academic standards of both programs throughout their courses of study. Both units accept up to 12 credits from the other in order to satisfy respective degree requirements.

The proposed program offers two paths of study. In the first path, the student begins the program at the law school and completes the program at the School of Social Work. In the second path, the student begins the program in the School of Social Work and completes the program at the law school.

For more information about the dual-degree program, contact the law school admissions office or the dean of students for the School of Social Work. The application deadline for the School of Social Work and the law school is March 1. Current, first-year law students also may apply for admission to the proposed dual-degree program. To apply to the School of Social Work, call the graduate admissions office at 732/932-7711.



Six-Year Program in Law and Medicine

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

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

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

Applicants must take both the LSAT and the Medical College Admissions Test (MCAT) and register for the Law School Data Assembly Service to be considered for admission to the program. After preliminary evaluation of applications by the admissions offices of both Rutgers and UMDNJ–NJMS, the joint committee will interview selected candidates and make the final selection of students to be admitted to the joint-degree program. Applicants not invited for an interview, or not selected for admission to the joint-degree program after the interview, may pursue matriculation either at Rutgers or UMDNJ–NJMS.

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

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

STATE BAR ADMISSION REQUIREMENTS

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

Admissions

The goal of the School of Law–Newark is to produce lawyers who are well qualified for the legal profession as well as representative of all segments of society. Law is practiced in a changing, dynamic environment, involving real people and current issues in society. The faculty of the School of Law–Newark recognizes that having a student body with a broad range of backgrounds, experiences, and accomplishments enriches the intellectual experience of law school for all students and provides better preparation for the practice of law.

The faculty has directed the admissions committee to consider a broad range of factors, including, but not limited to, LSAT, undergraduate grade-point average (UGPA), educational and employment experiences, community service, race, ethnicity, socioeconomic background, and extraordinary family circumstances. Generally, admission to the school is based primarily on the LSAT score and the UGPA with significant emphasis placed on work experience, personal and academic achievements, and the contribution the applicant will make to the overall diversity of the school.

However, for more than 30 years, the faculty has recognized that the LSAT and UGPA may not be the best predictors of success in law school and the legal profession for all applicants. Therefore, every applicant may choose to compete for admission with primary emphasis placed either on numerical indicators, such as LSAT and UGPA, or on non-numerical indicators, such as experiences and accomplishments, personal and academic achievements, community service, extraordinary family circumstances, race, ethnicity, and socioeconomic background. Under the nonnumerical method of evaluation, less, though still significant, emphasis is placed on LSAT scores and UGPA. Please refer to the Application for Admission for additional information about the admissions evaluation process.

Approximately 3,600 applications for admission are received each year. Of these, about one-fifth apply for the part-time evening program. While New Jersey residents account for nearly 80 percent of all enrolled students, all parts of the United States and 30 foreign countries were represented in the class entering in 2004. Of the total school enrollment of about 800 students, approximately 38 percent are members of minority groups. Over 40 percent of the students in the 2004 entering class are older than 25 years of age, and about 16 percent of the day students and 52 percent of the evening students have advanced degrees.

The minimum academic requirement for admission to the law school is completion of the program for the bachelor's degree in a college or university accredited by the appropriate regional accrediting association. In exceptionally compelling cases, an applicant may be admitted upon the completion of three-fourths of such a program. Generally, these students have extraordinary credentials and present a special need to accelerate their program.

Because of the number of applicants, interviews cannot be conducted with each applicant. Open meetings are held throughout the year to answer questions of general interest and to explain admissions procedures. Contact the admissions office or check the web site for the meetings schedule.

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

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

APPLYING TO THE LAW SCHOOL

Inquiries regarding admission to the law school and requests for applications can be done via email at nwklaw@rci.rutgers.edu or through the web site, <http://law.newark.rutgers.edu>. Applications also can be requested through the admissions information line, 973/353-5557, or by writing to the Office of Admissions, Rutgers, The State University of New Jersey, School of Law–Newark, Center for Law and Justice, 123 Washington Street, Newark, NJ 07102.

Applications may be downloaded from the law school web site, <http://law.newark.rutgers.edu>, or obtained through the LSAC-CD produced by Law Services. Applicants may apply electronically using the LSAC-CD or the LSAC-CD on the web. Please check the Law Services web site (<http://www.lsac.org>) for specific information about these two services.

Detailed instructions for applicants are included in the information packet. All applicants are required to take the Law School Admissions Test (LSAT) and utilize the Law School Data Assembly Service (LSDAS) for undergraduate transcript evaluation and submission of letters of recommendation. The application deadline is March 15.

DEFERRED ADMISSION

There is a deferred admissions program for applicants who are offered admission and are eager to attend the law school but who are unexpectedly faced with circumstances that make it impossible for them to attend at present. An admitted applicant may defer his or her admission for one year. All requests for deferments must be made in writing.

TRANSFER STUDENTS: ADMISSION WITH ADVANCED STANDING

A student who has successfully completed at least one full academic year (but not more than one and one-half years of full-time study or 42 credits) at another ABA-accredited law school may apply for admission with advanced standing to either the day or evening law study program. Applications are accepted for the fall and spring terms. Persons attending unaccredited law schools do not qualify for transfer with advanced standing.

The transfer applicant must submit the following:

1. an application for admission
2. the application fee of \$50
3. an official undergraduate transcript
4. a copy of the LSAT score
5. one recommendation
6. a statement of good academic standing

7. an official final transcript including *at least one full year of law school work*

Credit may be granted for courses in which the student has either earned a *C* or better on a letter grade system or earned a grade above the lowest passing mark on any other grading system. Residence credit may be granted for terms in which the minimum number of credits has been earned. The amount of course and residence credits awarded varies from case to case. Transfer students are not able to determine an anticipated date of graduation until after receipt of the formal advanced standing statement. A transfer student receives credit for all courses taken at the law school from which he or she is transferring, even when no equivalent course exists within the Rutgers curriculum. Transfer students must take all required courses in the Rutgers curriculum unless excused by the associate dean. In all cases, the final year must be spent at Rutgers.

SPECIAL-VISITING STATUS ADMISSION

Students enrolled in other accredited law schools may be permitted to take courses at the School of Law–Newark with the earned credit transferred to the student’s home law school. Applications are accepted for fall and spring terms. A cumulative grade-point average of 2.0/*C* or better is required.

Special admission decisions are based on the number of available seats and the student’s hardship necessitating the request. Only third-year students are considered. To apply, the student must submit the following:

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

INTERNATIONAL STUDENTS

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

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

Applications must be filed by March 15.

FOREIGN LAWYER PROGRAM

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



PRELEGAL EDUCATION

Preparation for law school involves a multifaceted approach to learning in both academic and professional environments. While we do not recommend any one particular course of study, it is possible to sketch the desirable areas to include in a prelegal curriculum. First, the ability to express oneself accurately, both orally and in writing, is essential to understanding legal ideas. Courses such as English composition and others designed to develop such ability should be included in an undergraduate program. Second, the precision of thought developed in courses in mathematics, the natural sciences, and logic is an aid in the development of legal analytic skills and in solving legal problems. Third, a background in the behavioral sciences aids in understanding the law as a branch of the social sciences. Finally, the humanities—history, literature, philosophy—are desirable, for law is as much a branch of the humanities as it is a social science.

Minority Student Program

The Minority Student Program (MSP) reflects the School of Law–Newark faculty's long-standing commitment to diversity of the law school community and to improving diversity in the legal profession. The MSP is available to minority applicants and, *regardless of race or ethnic origin*, to disadvantaged applicants. This includes black/African Americans, Pacific Islander/Asian Americans, Hispanics, Native Americans, and Alaskan natives, and disadvantaged persons who, *regardless of race or ethnic origin*, grew up as members of low-income families with a history of poverty, or who can demonstrate that for other reasons they are educationally, culturally, or socioeconomically disadvantaged.

The MSP was established in 1968 when, after the urban riots in 1967, the faculty determined to pursue aggressively a policy of diversity and equal opportunity to ensure a diverse educational environment and to expand access to legal education to those who historically have been underrepresented in the legal profession. Since that time, the law school has become a nationally recognized leader in providing legal education for minority and disadvantaged students. More than 1,900 law school graduates have participated in the MSP, and they remain strongly interested in the law school. MSP alums can be found on the bench, in the U.S. Congress, in private practice, government agencies, major corporations, legislative bodies, public interest organizations, and academic institutions across the country.

The School of Law–Newark believes that it has an obligation to assist all students in the successful completion of law school. For MSP students, there are various professional development programs designed to enhance the law school experience and relationships with alumnae/i.

Admission to the Minority Student Program is separate from and subsequent to admission to the law school. Every applicant is invited to indicate his or her interest in the MSP on the admission application. All matriculated students, *regardless of race or ethnic origin*, are eligible for consideration for the MSP. Further information about MSP may be obtained by calling the MSP office at 973/353-5644.

Tuition and Fees

FEE SCHEDULE

2004–2005 Academic Year

Note The university reserves the right to alter the amounts indicated on the following schedule at any time before the first day of classes of a term. Current rate schedules are available at <http://newarkbusinessoffice.rutgers.edu>.

Application Fee , nonrefundable	\$ 50.00
Tuition	
Full-time New Jersey resident,* per term	7,506.00
Full-time non-New Jersey resident, per term	11,021.50
Part-time New Jersey resident, per credit	621.35
Part-time non-New Jersey resident, per credit	918.15
Student Fee , per term	
Full time (12 or more credits)	481.25
Part time (11 or fewer credits)	161.00
Computer Fee , per term	
Full time	125.00
Part time (based on credits)	50.00–125.00
Career Services Fee	
Full time	150.00
Part time	100.00
Miscellaneous Fees	
Basic health insurance program part-time students, per term (optional) †	135.50
Major medical insurance plan, per year ‡	414.00
Spouse per year	414.00
Each child per year	414.00
Late registration fee	50.00
Late payment fee	125.00
Partial payment fee	25.00
Reexamination and deferred examination fee	5.00
NJ Public Interest Research Group (voluntary, per term)	9.65

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

STUDENT FEE AND OTHER CHARGES

2004–2005 Academic Year

The student fee provides financial support for student activities, student health services and insurance, and intercollegiate athletics. In addition, the fee is used to amortize the construction loan for the local college center and to provide partial support for overhead operating costs of general facilities that are available to students.

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

† Required for international students.

‡ This insurance is optional.

	Full Time	Part Time
General university fee	\$ 50.00	\$ 12.50
Student activities		
Regular	35.00	25.00
Special	13.50	6.50
Club sports	15.75	12.50
Student health service	110.00	
Student center operations	180.50	56.25
Facilities fee	6.25	3.00
LRAP	25.00	18.50
Recreation fee	28.25	18.75
Psychological services	17.00	8.00
<i>Total</i>	\$481.25	\$161.00

BUSINESS/CASHIER'S OFFICE

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

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students for the first and second terms with due dates indicated. Fall term bills begin mailing the third week in July, for preregistered students, and weekly thereafter, depending on the date of registration. Spring term bills begin mailing the third week in November and weekly thereafter. Students who do not receive a term bill for the fall or spring term should promptly notify their local student accounting office.

It is the student's responsibility to obtain, complete, and return the term bill on time. Students who fail to do so are charged a late payment fee of \$125. In addition, for all balances not paid in full when due, the student is responsible for all costs incurred by the university to collect such debt. This may include, but is not limited to, collection costs, litigation/attorneys' fees, and court costs.

Students who are unable to pay in full by the stipulated time may pay their term bills according to the partial payment plan outlined below.

Payment of the term bill may be made in person or by mail to the Cashier's Office, Rutgers, The State University of New Jersey, Blumenthal Hall, 249 University Avenue, Newark, NJ 07102. Checks or money orders should be made payable to Rutgers, The State University of New Jersey. Visa, MasterCard, and Discover credit cards also are accepted via our website at <http://newarkbusinessoffice.rutgers.edu>. Cash should not be sent through the mail.

Returned Checks

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

PARTIAL PAYMENT PLAN

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

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

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

1. *First payment:* 50 percent of the net balance due plus the \$25 nonrefundable partial payment fee
2. *Second payment:* Net balance due on or before October 15 for the fall term and on or before March 1 for the spring term

Any installments not paid according to the schedule incur a late fee of \$25.

In addition, for all balances not paid in full when due, the student is responsible for all costs incurred by the university to collect such debt. This may include, but is not limited to, collection costs, litigation/attorneys' fees, and court costs.

REGISTRATION

Activation of Registration

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

Termination of Registration

The university exercises the right to terminate the registration of any student who has an outstanding financial obligation to the university, after sufficient notice has been given to the student. The university reserves the right to "hold" transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. "Holds" are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of enrollment by satisfying the indebtedness to the university and paying a \$50 reinstatement fee.

Cancellation of Registration

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

GENERAL REFUND POLICY

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

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

No reduction of tuition is granted after the sixth week.

The effective date of withdrawal is the date on which a written statement of withdrawal is received by the registrar. Student fees are not refundable.

No reduction is granted after the 10th day of classes to students who withdraw from one or more courses, but remain registered in others. No adjustment is made from full-time to part-time status after the 10th day of classes. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies. A student cannot complete a full withdrawal from class using the student telephone registration system.

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



Refund Policies for Title IV Funds Recipients

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

For further information, please contact the financial aid office at 973/353-5151.

Financial Aid

The School of Law–Newark and the staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, are concerned with students' educational expenses. The impact of educational expenses upon the student and his or her family is sizable, even though 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 law school, every effort will be made to assist these students in finding alternatives to financing their education.

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

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

A brief description of each program follows. All students are strongly encouraged to file the Free Application for Federal Student Aid (FAFSA) annually. Students may contact the law school's financial aid office or the Office of Financial Aid, Rutgers, The State University of New Jersey, 249 University Avenue, Newark, NJ 07102, for forms or additional information.

SAMPLE COSTS

Printed below are typical expenses for a full-time student, based on the cost figures used for the 2004–2005 academic year. This cost of attendance is determined annually by the University's Board of Governors. Current information is available by accessing the law school's admissions and financial aid web page at <http://law.newark.rutgers.edu/admissions.html>.

New Jersey Resident: Nine-Month Budgets

	Commuter	Campus Housing	Off-Campus Housing
Tuition	\$15,012	\$15,012	\$15,012
Student fees	1,579	1,579	1,579
Books and supplies	1,175	1,175	1,175
Room and board	2,254	9,138	12,103
Travel and other expenses	3,080	2,296	3,131
<i>Total</i>	\$23,100	\$29,200	\$33,000
Non-New Jersey Resident			
Tuition/Expense differential	\$ 6,900	\$ 6,900	\$ 6,900
<i>Total</i>	\$30,000	\$36,100	\$39,900

HOW TO APPLY

All first-year applicants interested in receiving financial aid must complete a Free Application for Federal Student Aid (FAFSA). Forms are available at the law school, at all Rutgers financial aid offices, and at <http://www.fafsa.ed.gov>, the Federal Student Aid web site. Applications must be submitted by March 15 to ensure full consideration for all available funds. Applicants should request that this information be released to the School of Law–Newark by listing our Title IV code (#002629) on the form.

Letters announcing financial aid decisions are mailed to all students as soon as possible after admission. Many funds are limited, and awards are made on a first-come, first-served basis. Therefore, there is an advantage to submitting an early, accurate, and complete application. First-year students also are eligible for institutional scholarships. To be considered, applicants must check the appropriate box on the admissions application. No additional documentation is required.

Upper-class students must reapply for financial aid each year by submitting an FAFSA or FAFSA Renewal by March 15. Financial aid packages are reconfigured each year, and awards are based on the university's budget and on the current financial facts provided by the student. Upper-class students also may apply for any available law school scholarship funds by completing and submitting the law school's institutional scholarship application in early June of each year. Awards are not automatically renewable and are based on the availability of funds at the law school or the stated selection criteria of each individual fund.

Counseling is available at the law school or by appointment at the university's financial aid office to all students regardless of whether or not they qualify for financial aid.

When comparing aid offers from Rutgers with other institutions, students should remember that charges often differ significantly from school to school. Therefore, the important thing to consider is not the dollar amount of a financial aid offer, but the difference between the total value of the financial aid package awarded by the institution and the cost of attending that institution.

Part-Time Students

Since financial need is determined by comparing a student's resources with the cost of attending law school, most part-time students who are gainfully employed do not demonstrate financial need. However, these students may be eligible for loan and scholarship programs that are not need based.

The William D. Ford Federal Direct Stafford Loan Program requires that a student enroll in a minimum of 6 credits per term to be eligible.

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

SOURCES OF FINANCIAL AID

Fellowships, Scholarships, and Grants

Alumni Scholarships. Thanks to the generosity of our alumni, the law school is able to designate alumni scholars each year. This designation is based on demonstrated intellectual promise and includes a scholarship award.

Homer M. T. Bass Memorial Fellowship in Public Interest. Established in 1992 by Sam Freeman ('41) in honor of the





late son of his law partner, Samuel Bass, this fellowship provides financial assistance to a law student engaged in public service activities, especially pro bono work in the law school's clinics.

Judge Francis J. Bloustein Scholarship. Established in 1971 with a gift in honor of Judge Francis J. Bloustein, the brother of the university's former president, this fund provides aid to law students with demonstrated financial need.

Raymond A. Brown Scholarship Fund. Created by the family and friends of Raymond A. Brown, in honor of his 80th birthday in 1995, to provide support to law students interested in the fields of criminal and/or constitutional law. Awards will be made to full-time students based on merit and need.

Ralph Johnson Bunche Distinguished Graduate Award. Bunche fellowships provide a \$13,000 stipend plus tuition remission for as many as two years to exceptional, new, full-time students with backgrounds of substantial educational or cultural disadvantage. Established in 1979, this fellowship is named after Ralph Johnson Bunche, the African-American statesman, Nobel Peace Laureate, and 1949 recipient of an honorary Doctor of Laws from Rutgers.

Honorable Clarence E. Case Scholarship Fund. Established by friends and colleagues of Clarence E. Case, this fund awards scholarships and designates Clarence E. Case Scholars at the law school as a memorial to the former chief justice of the Court of Errors and Appeals in New Jersey. Justice Case also was an associate justice of the New Jersey Supreme Court and an outstanding leader on the bench and at the bar.

Dean's Merit Scholarship. Every admitted student is considered for a Dean's Merit Scholarship. These awards are offered to students with a history of achievement and academic excellence who show great promise for the study of law. Grants range from \$3,000 to full tuition and may last for your entire career at the law school.

Judge John Dios Scholarship. Established in 1991 to commemorate Judge Dios (the first Hispanic to be appointed to the Newark court in 1974) upon his retirement from the New Jersey Superior Court. The scholarship provides support for participants in the Minority Student Program who demonstrate academic potential and financial need.

Herbert M. and Maxine Ellend Scholarship Fund. Established in 1972 by Maxine Ellend, in memory of her husband, Herbert M. Ellend, a 1927 graduate of the law school. Awards are based on need.

Julius Feinberg Scholarship. Established in 1985 by friends and colleagues of Judge Julius A. Feinberg, Class of 1937, honoring him on his years of service to the New Jersey Superior Court. Awarded annually on the basis of financial need and a record of outstanding personal and academic achievement.

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

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

Samuel Foosaner Scholarship Fund. Established by a bequest of an alumnus, Samuel J. Foosaner, this scholarship provides support for Newark law school students with demonstrated financial need.

Forman Scholarship. The former law clerks of the Honorable Phillip Forman, a judge of the U.S. Court of Appeals for the Third Circuit, endowed a scholarship in honor of his 70th birthday, to provide support for a student designated the Forman Scholar.

Graduate Law School Fellowships. The law school awards two Graduate Law School Fellowships annually. These fellowships may provide complete tuition remission, depending on available funding. The principal criteria for the award are academic merit and full-time student status.

David Haber Scholarship. Provides assistance for a student with demonstrated interest in the preservation of the environment. The recipient must be considered to have the potential to be a promising attorney and leader in the field of environmental protection.

Myron S. Harkavy Scholarship. Established by the friends and relatives of the late Myron S. Harkavy, to be awarded to a law student who plans to specialize as a trial attorney and who is to be designated the Myron S. Harkavy Scholar.

George S. Harris Scholarship. Established by the law alumni as a memorial to Dean Harris, who served as dean of the law school and its predecessor institutions for many years. This endowed scholarship provides for the annual designation of a George S. Harris Scholar.

William D. Hietanen and Robert Airgood Memorial Scholarship. Established by the evening class of 1984 in memory of their classmates William D. Hietanen and Robert Airgood, this scholarship assists an outstanding student in the evening program who is interested in practicing business law. It is awarded annually to a student who has

completed the second year and is entering the third year of study. Outstanding academic work, especially in the basic courses of Contracts, Torts, Property, and Civil Procedure, and the intent to specialize in advanced business law are required. Financial need is the deciding criterion if candidates for the award are otherwise equally qualified.

Institute for Continuing Legal Education (ICLE) Scholarship. The ICLE Merit Scholarship Program provides a \$10,000 scholarship that remains in effect for the duration of the student's law school career (or \$7,500 per year to part-time students). ICLE Scholars must live in New Jersey and have a demonstrated record of high academic achievement and good moral character.

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

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

George A. Kaplan Memorial Scholarship. Established by the estate of Sallie R. Kaplan to provide scholarship support to a law student. It is awarded to a first-year, full-time student based on academic merit (must have graduated in the top 10 percent of his/her class) and need; eligible recipients must have submitted a FAFSA form by required due date; recipients will be called George A. Kaplan Scholars.

Leo Kaplowitz Criminal Law Scholarship. Awarded to students who have an interest in criminal law, who excel academically in criminal law courses, and who demonstrate financial need.

Kinoy-Stavis Public Interest Fellowship. Founded to encourage students who wish to use their legal skills for the protection of constitutional liberties, and to nurture the development of students with outstanding academic ability who wish to pursue a career in public interest. Named to honor Professors Emeriti Arthur Kinoy and Morton Stavis, who were cofounders of the Center for Constitutional Rights in New York City and who are recognized as two of the preeminent human rights lawyers of the 20th century.

Samuel A. Lerner Scholarship. Established in 1989 by the firm of Budd Lerner Gross Picillo Rosenbaum Greenberg & Sade to honor Judge Samuel A. Lerner on his 80th birthday. Awarded annually to a student based on academic achievement and demonstrated financial need.

Aaron Lasser and Honorable Lawrence L. Lasser Scholarship. Established in 1970 by Aaron Lasser's family and close friends in his memory. He was a professor, Alumni Association president, and leading member of the New Jersey Bar. It was renamed in 1997 to include his son Lawrence, who was the first Presiding Judge of the Tax Court of New Jersey and the first chair of the New Jersey Supreme Court Committee on the Tax Court.

Lawyers-Clinton Title Company. The Lawyers-Clinton Title Company has provided the endowment for an annual scholarship for a Rutgers–Newark law school student.

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

Philip J. Levin Scholarship. Established by a grant from Janice H. Levin, in memory of her husband, an alumnus of the Class of 1929, who was a leading builder and financier. Awarded annually to students based upon academic potential and demonstrated potential capacity for public service through law.

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

Merck Patent Law Fellowship. Established in 1990 to assist law students who have a chemistry, biochemistry, microbiology, or biotechnology background and intend to enter the patent law field. The fellowship provides a \$5,000 scholarship for a first-year, full-time law student.

Norman and Renate Mesnikoff Scholarship. Established to support students, to be called Mesnikoff Scholars, who are interested in pursuing careers in commercial and/or bankruptcy law. Preference will be given to disabled students; awards will be based on academic merit and financial need.

Leona and Harold Meyerson Scholarship. Established through the estate of the Meyersons, awards are made to full-time students, to be called Meyerson Scholars, based on merit.

Carol and Paul Miller Scholarship. Paul ('62) and Carol Miller have created this full-tuition, three-year scholarship in gratitude for the scholarships that made his education possible. The scholarship is awarded to an incoming student with significant financial need and strong academic potential. Miller was born to a poor family, and was the first in his family to attend college. He was able to attend Rutgers law school only because he received a full scholarship. Miller rose to the top of his profession as executive vice president and general counsel of Pfizer Inc. He was among the key leaders responsible for the growth and success of Pfizer, and was named one of the 100 Most Influential Lawyers in America. He also is extremely active in community and legal affairs, and has been a board member or head of many national and international organizations.

Justice Morris Pashman Scholarship. The Pashman Scholarship supports students, preferably in the Minority Student Program, who demonstrate exceptional talent and financial need. The scholarship, established in 1999 by his family, friends, and colleagues, celebrates the memory of Justice Morris Pashman ('35), who served on the New Jersey Supreme Court for 10 years. It provides full tuition and fees for the recipient's law school career. Recipients are known as Pashman Scholars. They serve as reminders of the high standards of scholarship, dedication, and professionalism that Morris Pashman brought to his 28-year career in the judiciary. A selection committee of law school senior staff and Pashman relatives and former clerks advise the dean on the selection of Pashman Scholars.



George L. Pellettieri Scholarship. Established in 1979, to be awarded to students from working-class families or who have an affiliation with a labor union.

William S. Powers Research Fellowship Fund. Established by a gift from the law firm of Rothgerber Appel Powers and Johnson to honor William S. Powers, a 1937 graduate of the law school, on his 80th birthday. Awarded to one or more deserving full-time law students who are interested in opportunities to conduct research and writing with law faculty members.

Mary and Jesse Ridley Scholarship Fund. Established in 1992 by Jesse Ridley in honor of his late wife, Mary. An electrician by trade, Mr. Ridley had been president of the International Brotherhood of Electrical Workers Local 1158 for more than 35 years. The income from the fund provides assistance to promising students on the basis of need.

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

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

Jacob (Jack) Schwartz Fellowship Fund. Established by friends and family of the late Jacob Schwartz to honor his memory by supporting research in the fields of utility regu-

lation and administrative law. Students are assigned to work with a faculty member who has submitted a suitable research proposal.

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

Charles Silverman Memorial Scholarship Fund. Established with a bequest from Charles Silverman to support law students in need of tuition assistance.

Marie Slocum Scholarship. Established in honor of the late wife of Professor Alfred A. Slocum and awarded to a first-year student admitted through the Minority Student Program. Based upon academic achievement, financial need, and involvement with public interest/community concerns.

Ann Jennifer Smaldone Memorial Fund. Established to support research in the field of legal rights of the handicapped and/or financial assistance to handicapped students attending the law school who have demonstrated need. Recipients will be called Smaldone Scholars.

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

David S. Solomon Scholarship Fund. Memorial fund created in 1996 by friends of David S. Solomon, a 1968 graduate of the law school. It is intended to support law students, who will be known as Solomon Scholars, with demonstrated financial need and an interest in pursuing a career in labor and employment law.

Jack Solomon Memorial Scholarship. Established in 1986 by a gift from Norma Solomon in memory of her husband, Jack Solomon, Class of 1941, who was a practicing attorney in Newark for 40 years. Awarded annually to a student with an established record of academic excellence, outstanding professional promise, and demonstrated financial need.

M. Marvin Soperstein Scholarship Fund. Established in 1984 by the friends and relatives of the late Judge M. Marvin Soperstein, Class of 1950. Income from this endowed fund provides assistance to students on the basis of need.

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

Special Minority Students Scholarship Fund. Established in 1977 for students in the Minority Student Program who demonstrate financial need.

Charles J. Stamler Scholarship. Established in 1979, this scholarship is awarded to a senior law student in good academic standing who displays a humane sense of responsibility as evidenced by his or her scholarship or extra-curricular activities.

Inez M. Stanziale Scholarship. Established through a bequest in the will of Inez M. Stanziale, an alumna of the Class of 1948. It is awarded to first-year or returning students, based on academic merit and financial need.

Barbara A. Stempler Scholarship. Established in 2001 by her son, Richard, this endowed scholarship provides assistance to students enrolled at the School of Law–Newark. Awards are based on academic merit and demonstrated ability to overcome life obstacles.

Nancy B. Stiles Scholarship. Established in memory of Nancy B. Stiles, an alumna of the Class of 1982, by her family and friends. Awarded to female students at the law school who plan to enter the field of environmental law; selection criteria include academic merit and financial need.

Deborah Mallay Stoffer Memorial Scholarship. Established in 1960 by a bequest from David Stoffer, late member of the faculty of law, in memory of his daughter. The scholarship is awarded to a qualified student on the basis of need.

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

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

Saul Tischler Memorial Scholarship. Created to honor and perpetuate the memory of Saul Tischler, Standing Master of the New Jersey Supreme Court, an alumnus, and former member of the faculty of the law school. Awarded annually to one second- and third-year day and evening student in each class, this honor is based solely on the recipient's outstanding academic performance. Each student is designated a Saul Tischler Scholar in honor of the Standing Master's outstanding contributions to legal scholarship in New Jersey.

Union Scholarship Fund. Established by the Union Foundation in 1995 to support students from Union County, New Jersey, who are admitted to the Minority Student Program. Recipients will be known as Union Scholars.

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

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

Saul A. Wittes Scholarship Fund. Established with a bequest from Saul A. Wittes, a graduate of the Class of 1925, to provide support to students to be called Wittes Scholars.

Special State Grants

Educational Opportunity Fund (EOF). This program is funded by the state legislature and is administered by Rutgers University. Full-time New Jersey residents with backgrounds of historic financial and educational disadvantage may apply for EOF grants. Students who received EOF grants as undergraduates are eligible if their incomes fall within the required range; others must document their eligibility. Contact the law school for applications and additional information. Grants up to \$2,750 per year are renewable for each year of graduate study, subject to continued eligibility. Students must complete the FAFSA form each year to be considered.

C. Clyde Ferguson Law Scholarship. This program is funded by the state legislature and is administered by the law school and the university. It was established in 1990 in memory of C. Clyde Ferguson, Jr., the first African-American law professor at the School of Law–Newark. It is awarded to full-time, New Jersey residents who demonstrate historic educational and economic disadvantage. Awards are based on financial need; students must complete a FAFSA form each year.

New Jersey State Grant (NJSG). This graduate grant program is funded by the state of New Jersey and administered by Rutgers University for full-time New Jersey residents. Grants of \$1,000 per academic year will be awarded based on demonstrated financial need; filing of a FAFSA form each year is required. Funds are limited and are awarded on a first-come, first-served basis.

Nonuniversity Awards

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

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

New Jersey State Bar Association Foundation Scholarship Program. The foundation annually offers a \$2,500 scholarship to the school for students who are residents of New Jersey, show great academic promise, and have substantial need. The foundation also offers four additional scholarship opportunities for students attending New Jersey law schools.

Loans

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

In general, to be eligible for a Direct Loan, a law student must be a U.S. citizen or an eligible noncitizen, be enrolled at least half time per term, be making satisfactory academic progress, have a valid social security number, not be in default on prior loans or owe refunds to a federal grant program, and register with the U.S. Selective Service Administration, if required.

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

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

Federal Direct Subsidized Stafford Loan. This loan is based on financial need. The government pays the interest on the loan while the student is attending school. The interest rate

is variable; that is, it is adjusted each year. The maximum rate for the Federal Direct Stafford Loan is 8.25 percent. Additionally, borrowers are charged an origination fee of up to 4 percent. Graduate students may borrow a total of \$8,500 each year. The total debt may not exceed \$65,500, including loans for undergraduate years.

Federal Direct Unsubsidized Stafford Loan. This loan is *not* based on need. All interest charges must be paid by the student. The interest rate is the same as for the Federal Direct Stafford Loan programs. Students may borrow up to \$10,000 per year or up to \$18,500 per year if they do not qualify for a subsidized Stafford loan.

Federal Perkins Loan

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

Interest at the rate of 5 percent begins nine months after graduation, or after the borrower ceases to be enrolled in a minimum of 6 credits per term, and extends over a maximum repayment period of 10 years. Deferment of repayment is permitted for certain kinds of federal service, and cancellation of loans is permitted for certain public service work.

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

Fannie Bear Besser Emergency Loan. Students experiencing unexpected financial difficulties may request a maximum of \$500 through the law school's short-term emergency loan, known as the Fannie Bear Besser Emergency Loan. This loan is interest-free, but must be repaid within 90 days. Loans must be certified by the law school's coordinator of financial aid, and are subject to the availability of funds.

Private Educational Loan Program. Private educational loans are available to bridge the gap between a student's financial aid award package and the university's stated cost of attendance. These loans must be certified by the university, and the borrower must be creditworthy. Additional information is available at the law school and at all university financial aid offices.

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

Students should contact their local financial aid office for additional information. If loans in excess of \$500 are required, an appointment with a counselor is recommended. Students do not need to be recipients of financial aid nor have filed a financial aid application to be considered for these loans.

Employment

Assistantships Awarded by the University. Several assistantships that carry varying stipends are available to upper-class students. The student is assigned to assist a faculty member in research activities; student selection is based on scholastic ability.

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

Other Sources of Aid

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

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

Veterans planning to train under Chapter 32 VEAP, Chapter 35 (survivors and dependents), Chapter 30 of the New (Montgomery) GI Bill of 1984, or Chapter 106 for Reservists are required by the university to pay cash for tuition, fees, books, and supplies, when due. Veterans, in turn, receive an allowance for each month of schooling based upon credits and number of dependents.

No veteran may officially withdraw from a course (or courses) without prior approval from the academic services and/or dean of students offices. All withdrawals must be submitted in writing. The date of official withdrawal will be the determining date for changes in benefits. Failure to comply with the official school withdrawal procedure may affect both past and future benefits. Any change in schedule also must be reported to the certifying official located in the Office of the Registrar. In Newark, this office is located at 249 University Avenue (Room 309, Blumenthal Hall).

The Office of Veteran Affairs, located in the registrar's office in Blumenthal Hall, serves student veterans at Rutgers–Newark and residents of the surrounding communities. Information and assistance are offered regarding GI benefits, admission, financial aid, work-study programs, tutoring, and employment opportunities. The office processes forms for New Jersey state veterans' benefits and grants, and keeps veterans informed of current state and national legislation affecting them. Both personal and group counseling for veterans is available. For information, call 973/353-5089.





Student Services

CAREER SERVICES

The Office of Career Services at the School of Law–Newark, which includes a professional staff of four attorneys, provides a wide range of traditional and innovative services and programs to assist students and graduates in developing their career goals and finding employment in an increasingly competitive job market. One staff member has been specifically designated to develop programs and address the needs of students interested in public interest law.

The professional staff coordinates programs on legal career topics; offers workshops on résumé writing, interviewing, and networking; and works closely with students on the development of job search strategies. In addition to annual programs that educate students about traditional opportunities such as judicial clerkships, private practice, and careers in public interest, panels are conducted on specific career issues and practice areas.

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

Rutgers–Newark’s commitment to quality career services does not end at graduation. The staff maintains contact with graduates and encourages alumni to make use of the career services office for general career counseling as well as advice on résumé writing and job searches. A web-based job board that identifies hundreds of employment opportunities for graduates is available to all alumni.

The office is open Monday through Thursday from 9:00 A.M. to 6:00 P.M. and on Fridays from 9:00 A.M. to 4:30 P.M. Early morning and evening appointments are also available.

Employment

Rutgers graduates hold prominent positions in federal and state government as well as in the private sector. In recent years, approximately 30 percent of each graduating class received appointments as law clerks to judges of federal and state appellate and trial courts. In addition, at least 35 percent of graduates reporting employment have obtained positions in leading law firms located in New York City, New Jersey, and other metropolitan centers throughout the country. Other students start their careers in government agencies, and a number obtain coveted postgraduate public interest fellowships and other positions with public interest organizations. Many Rutgers graduates use their law degree to continue or commence careers in business and industry.

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

Law students who have received aid administered by the Office of Financial Aid must report to that office any change in income, such as scholarships, loans, gifts, assistantships, or other employment received subsequent to the original aid award. Full-time students cannot be employed more than 20 hours per week during the academic year, based upon American Bar Association guidelines.

Employment of 2003 Graduates

By February 2004, 215 of the 217 members of the Class of 2003 reported their employment status to the Office of Career Services. Of those graduates reporting their status and seeking employment, approximately 95 percent (191 out of 204) were employed. Those working reported their jobs as follows:

- 46% in private practice
- 3% in public interest law
- 8% in business or industry
- 5% in government service
- 34% in judicial clerkships
- 1% in education
- 1% in military
- 2% unknown

Other graduates reported their status as follows:

- 3 pursuing another degree
- 11 unemployed and not seeking
- 10 unemployed and seeking

Geographic Distribution

Approximately 94 percent of the 2003 graduates are located in New Jersey, New York, and Pennsylvania. The remaining 6 percent are located in California; Washington, D.C.; Florida; Georgia; Maryland; and Texas.

Starting Salaries

From the Class of 2003, 151 graduates reported their salaries to the Office of Career Services. The average overall starting salary, including all job types, was \$71,500. Within the four major job categories, starting salaries vary widely:

Private practice	\$35,000 to \$140,000
Government	\$35,000 to \$72,000
Business	\$54,000 to \$94,275
Public interest	\$35,000 to \$50,000

Recruiting at the Law School, 2003–2004

- 96 legal employers scheduled on-campus interviews
- 21 legal employers requested packets of students' résumés
- 709 job requests were received and posted by June 2004

HOUSING/DINING

Talbot Apartments, opened in 1987, is a 350-person complex, housing graduate and professional students as well as selected undergraduate students who are mature and responsible adults. Talbot Apartments are convenient, comfortable, secure, and affordable. They are located a short walk from the law school; public transportation is easily accessible. The graduate section consists of 66 furnished two- and four-bedroom apartments, housing four students per apartment. The four students in each apartment share a living room, kitchen, dining area, and bathroom. A student living in university housing can expect living expenses (room and board, for example) of approximately \$10,500 for the 2005–2006 academic year. Meal plans, which are optional, cost \$450 to \$3,200 for the academic year.

Contracts are available on either an academic year or a calendar year basis. For further information, contact the Rutgers–Newark Housing Office, 91 Bleeker Street, Newark, NJ 07102 (973/353-1037 or visit <http://housing.newark.rutgers.edu>).

STUDENT HEALTH SERVICES

Rutgers University Health Services, located on the first floor of Blumenthal Hall at 249 University Avenue on the Newark campus, provides comprehensive ambulatory health care and education for all full-time students and for those part-time students who have paid the student health service and insurance fee.

The health center is staffed by physicians, nurse practitioners, registered nurses, pharmacists, mental health counselors, health educators, a registered dietician, and other professional staff. A wide range of services is provided, including general primary care, gynecology, health education, alcohol and other drug counseling, mental health services, immunizations, allergy desensitizations, laboratory tests, physical examinations, and referrals to other providers. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment. The health center is open from 8:30 A.M. to 4:30 P.M., Monday, Thursday, and Friday and to 6:30 P.M. on Tuesday and Wednesday. The center can be reached at 973/353-5231. Appointments are encouraged to reduce waiting time.

The health center pharmacy, located on the premises, is open from 9:00 A.M. to 4:30 P.M., Monday, Thursday, and Friday and to 6:30 P.M. on Tuesday and Wednesday. The pharmacy can be contacted at 973/353-5201.

The Nurseline is available for consultation when the health center is closed at 866/221-9674.

Students are urged to use the health center for medical treatment, health education, nutrition counseling, and preventative medicine. Services are rendered confidentially. Some health services rendered by outside consultants and facilities are the financial responsibility of the student.

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

STUDENT HEALTH INSURANCE

All full-time students, by paying the student fee, and those part-time students who elect to pay the student health service and insurance fee are insured for up to \$5,000 in medical expenses brought about by illness or accident. This policy



provides excess coverage over other group insurance plans. Students have the option to purchase a major medical policy sponsored by the university that provides more extensive coverage. Students also may purchase coverage for their spouse and/or children for additional cost. Any students not covered by individual or family policies are encouraged to consider this coverage. Information and applications are available from the Rutgers–Newark Student Health Center, Blumenthal Hall, 249 University Avenue, Newark, NJ 07102 (973/353-5231), or from the Office of Student Health Insurance, Rutgers, The State University of New Jersey, Hurtado Health Center, 11 Bishop Place, New Brunswick, NJ 08901-1180 (732/932-7402, ext. 236). A dental savings plan is being offered by Aetna for reduced cost of services within a network. For information, call 888/238-4825.

Compulsory International Student Insurance Fee

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

ATHLETIC AND RECREATIONAL FACILITIES

For a break from studies, Rutgers provides numerous opportunities for recreation. The Golden Dome Athletic Center offers students an extensive program of athletics and recreation, including basketball, volleyball, tennis, swimming in a 25-yard, eight-lane pool, water polo, karate, racquetball, handball, indoor soccer, floor hockey, and table tennis. The facility also has a state-of-the-art weight room, an exercise room, and locker rooms with saunas. There are step aerobics, water aerobics, weight training, kickboxing, and yoga instruction classes, to name a few. Alumni Field, equipped with lights, has a running track and softball, soccer, and baseball fields. The recreation department sponsors skiing, hiking, white-water rafting, sailing, snowboarding, and kayaking trips.

The Robeson Campus Center schedules movies, concerts, and other programs regularly, and has a game room, an art gallery, and lounges. The city of Newark also offers many diversions. The Newark Museum has a notable permanent collection and features special exhibits, concerts, and lectures on varied subjects throughout the year. The Newark Public Library has an active schedule of concerts, lectures, and exhibits. Symphony Hall offers something for all tastes, from opera to rock. The New Jersey Performing Arts Center, which celebrated its inaugural season in 1997, brings world-class entertainment to the city. For lovers of the outdoors, Branch Brook Park is said to have more cherry trees than Washington, D.C.

COUNSELING SERVICES

Personal Counseling/Alcohol and Other Drug Counseling

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

Health Promotion

Health promotion provides leadership and training experiences to help students build skills, learn about themselves, and take action to enhance community and individual health on and off campus. Many opportunities exist: advocacy, assessment, internships, independent study, educational theater, community service, and job experience. For more information, please call 973/353-1236.

Counseling for International Students

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

Counseling for Disabled Students

Students who desire assistance due to a disability are advised to contact the law school assistant dean for academic administration when seeking a law school accommodation. For information, call 973/353-5671. For accommodations and assistance outside the law school, students are advised to contact the assistant dean for minority student affairs, located in the Robeson Campus Center, Room 222. Special counseling and direct assistance are available to make all programs of the university accessible to any student. For information, call 973/353-5300.

VETERANS' SERVICES

The Office of Veterans Affairs, located in the registrar's office in Blumenthal Hall, serves student veterans at Rutgers–Newark and residents of the surrounding communities. Information and assistance are offered regarding GI benefits, admission, financial aid, work-study programs, tutoring, and employment opportunities. The office processes forms for New Jersey state veterans' benefits and grants, and keeps veterans informed of current state and national legislation affecting them. Both personal and group counseling are available. For more information, call 973/353-5089.



TRANSPORTATION AND PARKING

Shuttle Van Service

The university operates a shuttle van that runs from the center of the campus (one block from the Center for Law and Justice) to the Talbott Apartments, to the Broad Street Railroad Station, and to the Pennsylvania Railroad Station. The hours of operation are from 3:30 P.M. to 11:00 P.M., Monday through Friday. The shuttle van leaves from Conklin Hall every 30 minutes on the hour.

Railroad Discounts

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

Parking

Students may park at Deck I, 200 University Avenue, Monday through Friday, 7:00 A.M. to midnight, and Saturdays to 7:00 P.M.; Deck II, 166 Washington Street, Monday through Thursday, 7:00 A.M. to 7:00 P.M.; and Lot 510, across from the Center for Law and Justice, weekdays after 4:00 P.M. Student deck permits may be purchased for \$25 in the parking department at 105 Blumenthal Hall; the permit will allow entrance to the decks, subject to a daily parking fee. Students may also purchase a term parking pass, which will substantially reduce the cost of parking if paid at the daily rate.

PHOTO IDENTIFICATION CARDS

All faculty, staff, and students are required to carry a validated Rutgers ID card at all times; the card must be presented for security purposes, student activities, library and computer center usage, registrations, and as required by other university departments. ID cards are processed at the Office of Parking and Transportation Services, 105 Blumenthal Hall, Monday through Friday, from 8:30 A.M. to 4:30 P.M.

ALUMNI

Alumni Relations



Paul S. Miller, SL-N '62

The university seeks the support of its alumni and offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering more than 335,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling

its educational goals. Second, the department encourages alumni to continue their university friendships after graduation through social, educational, and reunion activities.

All undergraduate colleges and most graduate and professional schools have their own alumni associations that sponsor programs based on the interests of the alumni of that college. Active membership is maintained through payment of regular alumni dues. The alumni associations are represented in the Rutgers University Alumni Federation, which sponsors universitywide programs, such as

homecoming, distinguished alumni awards, legislative receptions, group travel, and insurance. The Department of Alumni Relations provides guidance and administrative services to each of the college associations, as well as to a network of regional alumni clubs in New Jersey and throughout the country.

With more than 9,600 law graduates, the School of Law-Newark has a loyal and spirited body of alumni. Many of them, and others



Ida L. Castro, SL-N '82

affiliated with the school, have achieved broad recognition. Paul S. Miller ('62) was executive vice president and general counsel of Pfizer Inc. at the



U.S. Congressman
Robert Menendez, SL-N '79



New Jersey Supreme Court
Justice Jaynee LaVecchia,
SL-N '79



New Jersey Supreme Court
Justice Virginia Long, SL-N '66



David L. Harris, SL-N '79

time of his retirement in 2002. Now a law professor, Ida L. Castro is former chair of the U.S. EEOC and former New Jersey Commissioner of Personnel. U.S. Congressman Robert Menendez ('79) serves the country and the state of New Jersey with distinction. Supreme Court Justice Ruth Bader Ginsburg began her teaching career at Rutgers and served nine years as a member of the law school faculty. Justices of the New Jersey Supreme Court include Jaynee LaVecchia ('79) and Virginia Long ('66). David L. Harris ('79) is chair of the Litigation Department at Lowenstein Sandler PC.

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

Alumni continue to have full access to the career services office and are encouraged to participate in the many programs offered to students, including the Mentoring Program, career panels, and the Lawyers' Network. The School of Law–Newark alumni relations office is located at the Center for Law and Justice, 123 Washington Street, Newark, NJ 07102-3094 (973/353-1617; alumnimail@kinoy.rutgers.edu).

Rutgers University Foundation

The Rutgers University Foundation is the fund-raising arm of Rutgers, The State University of New Jersey. The Rutgers Foundation was incorporated in 1973 to support the university in obtaining private funds to meet important needs for which adequate monies may not be available from state, federal, or other sources. Scholarship and fellowship support for undergraduate and graduate students is essential, and academic programs seek the extra margin of excellence that only private giving can provide.

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

Rutgers is now successfully concluding a major university-wide campaign designed to advance its academic growth as one of the nation's top public universities. "The Rutgers Campaign: Creating the Future Today" surpassed its \$500 million goal in June 2003, one full year ahead of schedule. The purposes of the campaign encompass attracting and supporting the best students, ensuring a superior academic program, advancing the quest for knowledge, and recruiting and retaining top faculty.

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

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

More information about private giving to Rutgers may be obtained from the Rutgers University Foundation, Winants Hall, 7 College Avenue, New Brunswick, NJ 08901-1261 (732/932-7777). Donors may also contribute online by visiting the foundation's web site, <http://www.support.rutgers.edu>.

Student Activities

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

PUBLICATIONS

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

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

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

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

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

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

ORGANIZATIONS

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

The ABA/LSD has more than 45,000 members and chapters in all ABA-accredited law schools. Members obtain free publications, low-cost health insurance, and the opportunity to participate in regional and national meetings of the division. The division sponsors the Client Counseling Competition, in which the school participates, and offers matching grants for law-related projects undertaken by students at the school.

Asian/Pacific-American Law Students Association (APALSA)

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

Association of Black Law Students (ABLS)

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

Association of Latin-American Law Students

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

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

Christian Legal Society

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

Evening Students Association

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

Federalist Society

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

Intellectual Property Law Society

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

Irish-American Law Students Association

The Irish-American Law Students Association was reconstituted at the law school in 1998 to promote understanding of issues affecting Ireland and Irish Americans, and to enhance the presence of Irish Americans in the law school and in the legal community.

Italian-American Law Society

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

Jewish Law Students Association

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

Moot Court Board

The Moot Court Board is a student-run organization. It sponsors and coordinates the Nathan Baker Mock Trial Competition and the David Cohn Moot Court Competition. The board's work includes researching and writing the problem used in the intramural moot court competition and sponsoring the winners in the National Moot Court Competition. In addition, the board fields teams representing Rutgers–Newark in the regional and national mock trial competitions. The Moot Court Board assists in the administration of the Appellate Moot Court and Mock Trial programs.

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

Students, through contact with the board, also may participate in a variety of appellate moot court competitions that are sponsored by law schools and other organizations around the country.

Any of these competitions is limited to specific subject matter areas varying from insurance, tax, and securities law to evidence, labor law, and constitutional issues. While several competitions are held during the fall term, the majority take place during the spring term.

Pro Bono Service Program

The Pro Bono Service Program gives students the opportunity to gain practical hands-on experience by providing much-needed legal assistance to the community. Placements have been made in Newark and the surrounding communities. Projects have included legal services in the areas of AIDS, criminal defense, immigration law, women's issues, civil court, and family law. Students who provide 35 hours of pro bono service receive a notation on their law school transcripts and certificates at graduation.

Public Interest Law Foundation (PILF)

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

Rutgers Intellectual Property Law Society

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

Rutgers International Law Society

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

Rutgers Labor and Employment Law Society (LELS)

The Rutgers Labor and Employment Law Society is a student-run organization devoted to promoting educational and career-oriented activities for students interested in the practice of labor and employment law. LELS creates networking opportunities for students, including contacts with potential employers, and a speaker series that addresses substantive and practical issues in the field.

Rutgers Lesbian and Gay Caucus

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

Rutgers Student Lawyers Guild

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

Sports and Entertainment Law Society

The Sports and Entertainment Law Society is open to all students interested in sports and entertainment legal practice. It sponsors "meet-and-greet" sessions with practicing members of the Sports and Entertainment Bar and speakers and presentations on current issues in this aspect of the law, and serves as a clearinghouse for information on conferences, symposia, and informal meetings.

Student Bar Association (SBA)

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

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

Women's Law Forum

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

Honors, Prizes, and Awards

HONORS

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

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

PRIZES AND AWARDS

Justice Henry E. Ackerson, Jr., Prize. Awarded to the student who has most distinguished himself or herself in the area of legal skills.

ALI-ABA Scholarship and Leadership Award. Awarded to the graduate who best represents a combination of scholarship and leadership, the qualities embodied by the ALI-ABA parent organizations, the American Law Institute and the American Bar Association.

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

American Bankruptcy Institute Medal of Excellence. Awarded to that student who most excelled in the area of bankruptcy studies.

Bureau of National Affairs, Inc., Award. Awarded to the full-time and part-time students with the highest academic achievement in the fields of labor and employment law.

Anthony Engelbrecht Prize. Awarded annually to the senior with the highest general average during the year.

Thomas S. Forkin Memorial Award. Awarded each year to the student who has shown the most aptitude in the combined areas of Family Law and Tax Law.

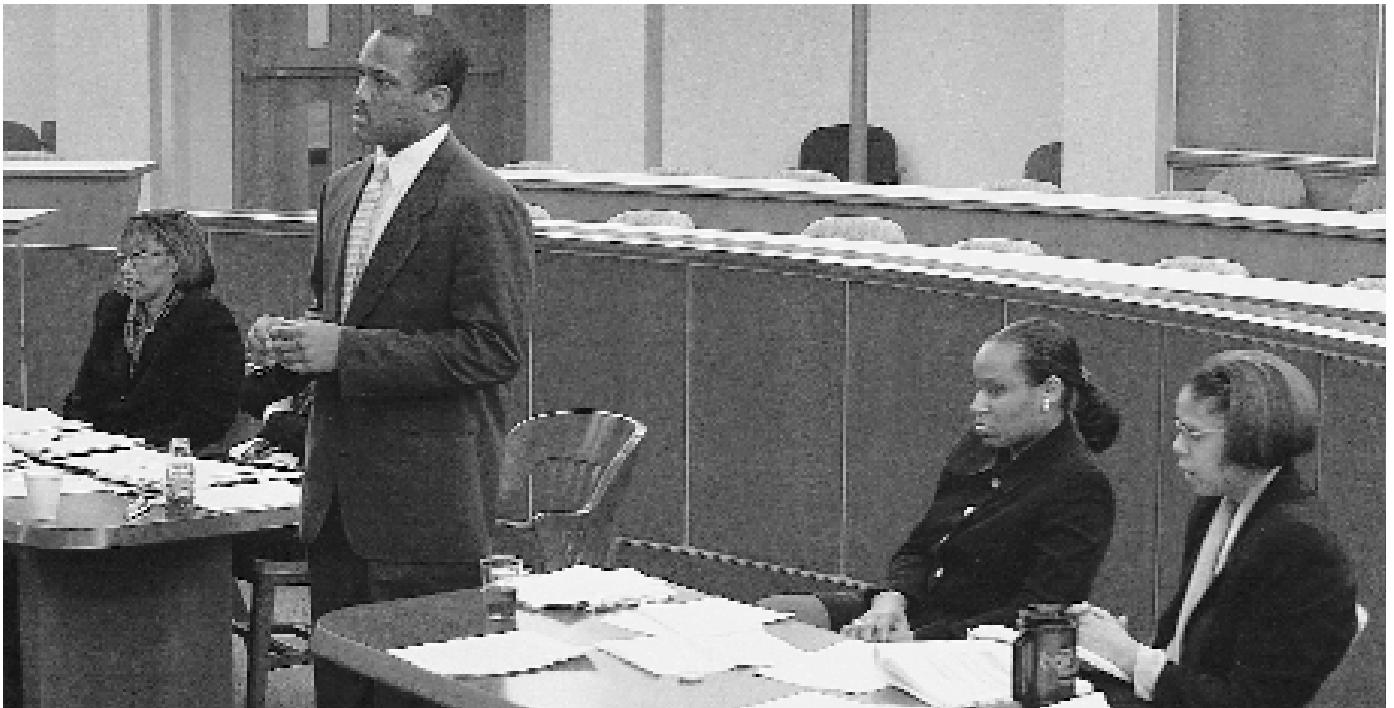
Morris Gann Prize in Evidence. Awarded to the member of the graduating class having the best grade in Evidence.

Myron Harkavy Prize. Awarded to the member of the senior class showing the most promise as a trial lawyer.

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

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

Philip Kravitz Memorial Prize. Awarded to the part-time student with the highest academic average; established by the Class of 1995 as a tribute to, and in memory of, their classmate.





Course Listing

REQUIRED COURSES

Course information updates can be found on the law school web site at <http://law.newark.rutgers.edu>.

CIVIL PROCEDURE (4 OR 5)

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

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

CONSTITUTIONAL LAW (4 OR 5)

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

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

CONTRACTS (4)

Covers the law's treatment of voluntary obligations. The bases for enforcing promises such as consideration, bargain, and reliance are explored, as are quasi-contractual obligations. The mechanics of contract formation, including formalities and the effects of adopting a writing, are also covered. Particular attention is paid to the interpretation of contract and identification of breach, and the subject of remedies and the interests protected by various methods of contract enforcement and calculation of damages. Other topics covered may include conditions, order of performance, and measures used to incorporate realities external to the classic contract, such as justifications for nonperformance and the concept of relational contracts.

CRIMINAL LAW (3)

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

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

Covers how to research legal sources, analyze legal issues, and write objective and persuasive documents. Students research, draft, and revise several objective memoranda, a trial brief, and an appellate brief that cover a wide variety of legal topics. Students present an appellate oral argument in the spring term.

PROPERTY (4)

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

TORTS (4)

The study of the nature of civil wrongs and of elementary jurisprudential conceptions concerning liability. Intentional torts and their relations to the law of crimes, the law of negligence, theories of causation and their philosophical foundations, products liability and other forms of liability without fault, and professional malpractice, affirmative defenses, comparative fault; damages, insurance, and alternatives to the torts system may also be discussed.

A. Harry Moore Prize. Awarded to the student with the highest grades for the entire three years in law school.

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

National Association of Women Lawyers Award. Awarded to the student showing the greatest commitment to women's issues.

Carol Russ Memorial Prize. Awarded to the student who has demonstrated a commitment to and a record of distinction in promoting women's rights through the law.

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

H. Theodore Sorg Property Prize. Awarded to the student with the highest average in Property.

Menasha J. Tausner Memorial Prize. Awarded to a student with a strong scientific, engineering, or technical background who has demonstrated the ability and intention to integrate this background into his/her legal career.

Saul Tischler Memorial Prize. Presented to the student with the highest average over the entire three years in law school.

Miron M. Walley Memorial Prize. Awarded to a graduating student who has excelled in course work in the area of Real Estate Transactions.

West Group Outstanding Scholastic Achievement Award. Awarded to four students selected for overall scholarly achievement.

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

UPPER-CLASS ELECTIVE COURSES

Applicants should understand that the curriculum frequently undergoes revision. By the time that they enter the second or third year at the law school, it is likely that the curriculum may have changed somewhat from that set forth below.

ADMINISTRATIVE LAW (3)

Examines the law regarding the actions and decision-making processes of administrative agencies, including requirements for public participation in agency decision making and judicial review of agency action. Examines these issues in the context of agency rule making and agency adjudication.

ADVANCED CONTRACTS (2)

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

ADVANCED INTELLECTUAL PROPERTY (2)

Prerequisite: Copyright and Trademark.

Provides an intensive study of issues and concerns pertaining to the prosecution, protection, exploitation, and enforcement of intellectual property rights. Practices and procedures important to obtaining, using, protecting, and defending the use of ideas, trade secrets, copyrights, patents, and trademarks are examined.

Students develop their transactional, negotiation, and litigation skills through preparation of documents and mock negotiation. Current developments in intellectual property law are reviewed and integrated into the course study.

ADVERTISING LAW (2)

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

ALTERNATIVE DISPUTE RESOLUTION (3)

Introduces law students to the range of dispute resolution processes including negotiation, mediation, arbitration and so-called hybrid processes that have increasingly come into use as alternatives to traditional litigation and trials. These processes have become part of the work of many lawyers. Considers the distinctive characteristics of these methods, their relative strengths and weaknesses, and their implications for the goals and methods of our public justice system.

AMERICAN CONSTITUTIONAL HISTORY (3)

Discusses the development of an American constitutional culture, including constitutional structure and law, from its English and colonial backgrounds through the end of the Warren Court. Ends at the Civil War/Reconstruction era. Explores the development of the ideas that informed constitutional evolution; the ways they were embedded in social, political, and economic structures; how those ideas found expression in constitutional text, structure, and

doctrine; the development of the institutions of American constitutionalism, especially the Supreme Court; and the ways in which the constitution has become its own cultural icon. The class materials consist of primary sources, including legal and constitutional texts; political, jurisprudential, and philosophical writings; cases; and secondary materials.

AMERICAN LEGAL HISTORY (3)

Explores the social and cultural meaning of legal texts in American history. Covers topics ranging from 1776 through the 20th century, but will focus on 19th-century themes such as the women's rights movement, the Civil War and Reconstruction-era constitutional amendments, and 19th-century morals regulation, including laws against obscenity and polygamy. A central, though by no means exclusive, organizing frame for the course will be constructions of gender and sexuality in American legal history. Readings consist of both primary and secondary historical sources.

ANTITRUST (3)

An introduction to the law of antitrust, including the common law of restraint of trade, the basic federal antitrust statutes, the enforcement policy guidelines of the federal antitrust enforcement agencies, and the application of these statutes and guidelines to various arrangements, practices, and institutions such as formal cartels, price-fixing conspiracies, "conscious parallelism," trade association activities, resale price maintenance, mergers, boycotts, and tying arrangements whose effects are potentially anticompetitive.

APPELLATE ADVOCACY (3)

A study of appellate practice and procedure, brief writing, and oral advocacy through both lectures and classroom participation. Records of real or hypothetical cases are utilized for classroom experience in presenting oral argument, with critique by the instructor. For the final project, each student is given the record of an actual case and is required to prepare a full brief and present an oral argument.

ASIAN-AMERICAN JURISPRUDENCE (2)

Examines the legal, social, and political history of Asian/Pacific-American (APA) immigration and experience in the United States. Using case law, historical texts, scholarship, and narrative, the course begins with a survey of historical developments core to the APA experience, such as exclusion, colonialism, alien land acts, and internment. As we shift into post-World War II America, we will review the modern immigration landscape, and turn to the contemporary issues challenging APA communities.

BANKRUPTCY (3)

Course not open to students who have taken Debtor-Creditor Law.

Covers basic bankruptcy law Title 11 of the United States Code and federal regulation of debtor-creditor relations.

BUSINESS ASSOCIATIONS (3 OR 4)

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

BUSINESS TORTS AND INTELLECTUAL PROPERTY (3)

This course is oriented toward an understanding and analysis of the common law and statutory materials available for the acquisition and protection of commercial property rights. Detailed treatment is afforded the law of trademarks, trade secrets, and trade values. The interrelationship of unfair competition, trade values, patents, copyright, and false advertising is considered in some depth. Students will be encouraged to assume the role of legal counsel in typical commercial settings.

CIVIL COMMERCIAL TRIALS (2)

Examines the development of fact and law issues for and at trial as well as trial tactics and strategies from jury selection to closing argument in a variety of cases such as libel, unfair competition, trade secrets, and contracts. Teaching materials include actual trial transcript excerpts. Students also participate in mock trial exercises (e.g., opening statements and direct and cross-examinations). Written work includes short memoranda on evidentiary and trial motion issues.

CIVIL LIBERTIES (3)

Course not open to students who have taken Constitutional Law II.

Examines cases, materials, and issues in 1st Amendment law, exploring the changing parameters of rights of political and other expression; religious freedom; freedom of the press; privacy; and access to information about government activities. If class size permits, the course is organized around contemporary problems, both real and hypothetical, for which the reading materials provide information and an analytical framework.

CIVIL RIGHTS (3)

Course not open to students who have taken Constitutional Law II.

Discusses both the substantive and procedural Constitution and statutory problems involved in the efforts from the end of the Civil War until the present to enforce the 13th, 14th, and 15th Amendments. Legislative, executive, and judicial areas of action considered.

CIVIL RIGHTS—SECTION 1983 (3)

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

COMMERCIAL LAW (4)

A basic course in the sale and lease of personal property, coupled with a study of negotiable instruments and various payment systems, such as the checking system, electronic funds transfer, and letters of credit. The focus will be on Articles 2, 2A, 3, 4, 4A, and 5 of the Uniform Commercial Code. Includes an introduction to the Convention on the International Sale of Goods.

COMPARATIVE LAW (3)

Course starts by exploring what comparative law is; what it tries to accomplish; what other tools are needed to accomplish anything. In the process, it also asks what governs human behavior (social norms versus law; impact of culture). Looks at civil law versus common law in certain countries of origin, in countries that voluntarily adopted one or the other system, and in former colonies. Also begins an exploration of Islamic law. While it looks at the fundamental principles, including judicial process, the course uses the business arena as the point of departure, from which it considers related areas, including family law and criminal law.

COMPLEX LITIGATION (2)

Explores topics of increasing importance that cannot be covered in the introductory Civil Procedure course, among them, aspects of class actions, duplicative litigation, judicial management, claim and issue preclusion, and discovery practice.

CONFLICT OF LAWS (3)

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

CONSTITUTIONAL LAW II (4)

Course not open to students who have taken Civil Rights or Civil Liberties.

Includes topics not covered in the basic Constitutional Law course, but covered in the Civil Rights and Civil Liberties courses. Emphasis on 1st Amendment issues of free speech and religion and a study of federal civil rights legislation implementing the 14th Amendment.

CONSTITUTIONAL THEORY (3)

Examines theories of constitutional interpretation and their application to constitutional controversies. Topics may include originalism, process theory, feminist theory, critical race theory, populist constitutionalism, and other theoretical approaches.

COPYRIGHT AND TRADEMARK (3)

A survey of copyright and trademark protection for creative works and commercial trade identifiers. This course is based in federal statutes, and interpretative case law, that protect valuable intangible interests in information, its use, and its communication. Related state law is considered, with particular emphasis on relationships between state and federal laws within the constitutional framework of federalism. Subject matter of copyright study ranges from classic works of art and literature through application of copyright to computer programs. Trademark study spans domestic through international protection of product market identity.

CORPORATE FINANCE (4)

Prerequisite: Business Associations.

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

CRIMINAL ADJUDICATION (3)

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

CRIMINAL PROCEDURE (4)

Provides an overview of the constitutional amendments regulating police conduct in the administration of criminal justice with special emphasis on the due process and equal protection clauses of the 14th Amendment; searches and seizures under the 4th Amendment; and police interrogations under the 5th Amendment. Supreme Court decisions in this area have reflected intense division among the justices. Class lectures and discussion will explore the different types of arguments through which constitutional doctrine is developed and the competing assumptions and values that inform the doctrinal divisions.

CRIMINAL TRIAL PRESENTATION (2)

Prerequisite: Evidence.

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

DEBTOR-CREDITOR LAW (4)

Course not open to students who have taken Bankruptcy or Secured Transactions.

Provides an introduction to the law of security interests in personal property under Article 9 of the Uniform Commercial Code and the law of individual bankruptcy and corporate reorganization under the Federal Bankruptcy Code. Article 9 topics include the creation and perfection of security interests, priority among the holders of competing interests, and the enforcement of contract rights under the UCC. Bankruptcy topics include the rights of creditors in bankruptcy, individual's right to discharge, the relationship between bankruptcy law and state law, treatment of executory contracts, bankruptcy planning, restructuring of corporations in Chapter 11, and procedure for confirming plans of reorganization.

ECONOMIC REGULATION (2)

Explores the legal and economic bases for the economic regulation of business. Included are a review of the constitutional limits upon regulation and the evolving rationales for regulation, and, with increasing frequency, deregulation. While the materials are drawn from several industries, the greatest focus is on the great transformation which has occurred in the last quarter century in the regulation of the traditional public utility firms, particularly those in the energy fields.

ELECTRONIC COMMERCE (3)

The Internet is reshaping every aspect of business activity. In the emerging digital age of electronic commerce, companies will have to adapt quickly and cleverly or risk being overwhelmed by rivals. Today's laws were mostly framed for pre-Internet conditions, but rapid changes are essential for electronic commerce to flourish. Examines the specific business law-related issues which every firm must address when marketing a product online, executing an electronic payment process, or an associated electronic delivery of goods and services. The Internet has changed expectations about convenience, speed, comparability, price, service, and business transactions at every level. Such changes are being reflected in corresponding changes in commercial law. Most of the difficulties addressed by this seminar did not even exist five years ago, such as MP3 pirates, digital signature cross-certification, UCC Article 2B, web site tenant rights, among others. Unlike an Internet Law Seminar, which considers a broad cross section of Internet legal matters, this seminar will focus on legal issues associated with computer, information, and telecommunication technologies as well as the Internet that result in electronic business transactions.

EMPLOYEE BENEFITS (2)

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

EMPLOYMENT DISCRIMINATION (3)

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

EMPLOYMENT LAW (3)

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

ENTERTAINMENT LAW AND BUSINESS (2)

Course not open to students who have taken Law of the Entertainment Industry. Reviews and discusses the relevant law and business structures in the entertainment industry. Encompasses case law, statutory law, rules, regulations, and business practices specific to the fields of music, motion picture, print publication, television, and live theater. The topics discussed will range from 1st Amendment, privacy, and publicity rights, to contract issues, new technologies, and the role of labor unions and intellectual property laws. With entertainment serving as the number one export of the United States, global implications and applicable laws of other countries will also be reviewed and discussed.

ENTERTAINMENT LAW CONTRACT DRAFTING AND NEGOTIATION (2)

Contract drafting and negotiation is one of the most significant and critical functions of an attorney in the entertainment industry. Students develop their knowledge of the entertainment industry and their contract drafting and negotiation skills. This is accomplished by contracting drafting assignments, mock negotiations, critique sessions, and classroom lectures. Students learn both the dynamics and deal points of importance in the music, motion picture, literary publishing, personal management, and related industries.

ENVIRONMENTAL LAW (3 OR 4)

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

ESTATE PLANNING (2)

Prerequisite: Federal Income Tax.

Considers estate planning techniques for individuals and families, with a particular emphasis on the tax consequences of various estate plans. Topics include client interviews, protection of surviving spouse and children, and other documents necessary for planning for modest estates of less than \$4 million or so for a couple. Students should take Trusts and Estates at least simultaneously.

EUROPEAN UNION LAW (2)

In European Economic Community law, students first learn about the historic and political backgrounds of the founding of the EU. The focus then shifts to the institutional arrangements and fundamental principles underlying the union. The second half of the course is dedicated to the economic freedoms in the internal market of the EU. At the end, there will be an outlook into the future, namely the accession of the countries of Central and Eastern Europe in 2004 and the deepening of the integration process in the foreseeable future.

EVIDENCE (4)

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

FACT INVESTIGATION (3)

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

FAMILY LAW (3)

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

FEDERAL COURTS (4)

An inquiry into the powers of the various federal courts; into their relations among themselves and to other arms of governments (state and federal); and into the science, art, and politics of successfully invoking their powers. The major focus is on the role of the federal courts in our constitutional system. Analysis of the types of cases the federal courts should adjudicate, the circumstances under which they should hear cases, when they should defer to proceedings in state courts or decisions by state officials, and the extent to which Congress can alter federal court jurisdiction.

FEDERAL INCOME TAX (4)

Provides an overview of the U.S. system of federal income taxation. Analyzes the statutes, regulations, and cases that comprise the federal income tax as applied primarily to individuals. Topics include the tax rate structure, the definition of gross income, the recognition of gains and losses, business and personal deductions, tax ethics, critical issues in tax policy, and the administrative and procedural aspects of the tax determination process.

FEDERAL INCOME TAX—CORPORATIONS AND SHAREHOLDERS (3)

Prerequisite: Federal Income Tax.

A study of federal income tax laws relating to the conduct of business in corporate form. Deals with the transactions in which tax considerations are of particular importance in business planning, including the organization of a corporation, the formulation of its capital structure, dividend distributions to shareholders, stock redemptions, sales of stock or assets, liquidations, and corporate reorganizations. Primary emphasis on matters of interest in closely held corporations, although many of the principles are also of concern to public companies.

FEMINIST JURISPRUDENCE (3)

Explores the philosophical and political backgrounds of competing conceptions of equality for women (for example, the philosophical basis for the "difference equality split" that has dominated so much of the literature in feminist legal circles). Required texts have been authored by thinkers as divergent as Simone de Beauvoir, Luce Irigaray, bell hooks, Patricia Williams, and Toni Morrison. A crucial focus of the class is whether or not an adequately formulated theory of equality for women can be devised without understanding the intertwining of any conception of our sexual difference with our race, class, and nationality. The cases covered are put in the context of how law has attempted to expand its own conception of equality so as to address the specific situation of women and, more particularly, women of color. The topical issues of abortion, pornography, and sexual harassment from the perspective of competing theories of equality also are examined.

FOOD AND DRUG REGULATION LAW (2)

A course in the federal regulation of food, drugs, cosmetics, and medical devices, four of our most vital industries. Provides an understanding of the statutory provisions and administrative actions that govern marketing of these critical consumer products. It deals with development of federal regulatory controls, pursuant to the Federal Food, Drug, and Cosmetic Act, with particular focus on the response of Congress to such problems as the use of chemi-

cal additives in food, the assurance of the safety and effectiveness of drugs and medical devices, and the safety of cosmetic ingredients. A study of both case law and administrative rule making is undertaken by examining a variety of actions taken by the Food and Drug Administration (FDA) in implementing the act. The seminar is presented to reflect the concerns of the regulated industries as well as those of FDA.

HOUSING LAW AND POLICY (3)

Explores selected legal and policy issues in housing and urban development, often omitted in the first year Property course because of time constraints, such as: (1) Is there a right to housing? (2) How private is private property? (3) the limits of eminent domain; (4) private government through homeowner associations; (5) Mount Laurel and exclusionary zoning; (6) landlord/tenant reform efforts (rent strikes, tenant unions, housing courts, the implied warranty of habitability, protection against retaliatory eviction, and other changes); (7) public housing; (8) homelessness; (9) squatting; (10) rent control; (11) antidiscrimination legislation; (12) federal subsidy programs; (13) predatory lending; (14) farmworker housing; (15) housing integration programs, etc.

IMMIGRATION AND NATURALIZATION LAW (2)

Survey of laws dealing with the defense of alien rights. Analysis of current law governing the admission, exclusion and deportation of aliens. Discussion of eligibility requirements in various immigrant and nonimmigrant visa categories. Reviews of laws pertaining to acquisition of U.S. citizenship.

INSURANCE (2)

Surveys the law of insurance contracts and the regulation of the insurance industry. With respect to the law of insurance contracts, course examines the formation and meaning of these relationships and their application in various particular commercial and personal lines of business. Also reviews the administrative and statutory regulations of this industry and of relationships within it.

INTENSIVE DEPOSITION ADVOCACY (2)

Taught over a three-day intensive period of instruction that focuses on enhancing the skills necessary to elicit information effectively and obtain admissions through depositions. Participants are given frequent opportunities to conduct deposition examinations and defend depositions through simulations, followed by faculty commentary and critique. Simulations are supplemented by lectures on various topics relevant to effective depositions. The exercises focus on witness preparation, eliciting complete information from witnesses, using exhibits, dealing with obstreperous opposing counsel, obtaining admissions, and theory testing. This course is graded *Pass/Fail*.

INTENSIVE TRIAL ADVOCACY (3)

Prerequisite: Evidence.

Course not open to students who have taken Trial Presentation or Criminal Trial Presentation.

Taught over a five-day intensive period of instruction that focuses on skills needed to present a case to a jury, both in a criminal and civil context. Participants enhance their case preparation and trial advocacy skills through practical exercises, and engage in simulated trial settings followed by faculty commentary and critique. Simulations are supplemented with short lectures on relevant topics. The exercises focus on developing an appropriate and persuasive case theory, selecting and using exhibits, opening statements, direct and cross-examination, impeachment, and closing argument. Each participant also participates in a full mock trial. This course is graded *Pass/Fail*.

INTERNATIONAL BUSINESS TRANSACTIONS (3)

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

INTERNATIONAL ENVIRONMENTAL LAW AND SUSTAINABLE DEVELOPMENT (3)

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

INTERNATIONAL INTELLECTUAL PROPERTY (2)

Examines selected issues involving international protection of intellectual property, with a particular emphasis on copyright. Among private international law issues covered are conflict of laws and jurisdiction. The course also examines public international law issues, including examination of international treaties and enforcement mechanisms, and compares foreign intellectual property systems with those of the United States and addresses issues concerning licensing of intellectual property abroad.

INTERNATIONAL LAW AND JUST WORLD ORDER (3)

The content of the course covers the following topics. The role of legal processes, institutions, and organizations in the evolving world community. It covers the manner in which traditional international law arose and calls for an analysis of the basic concepts of international law: sources, subjects, sovereignty, treaties and agreements, jurisdiction, state responsibility, the use of force, and peaceful settlement of disputes. Insofar as possible, it deals with the interrelated problems of war, poverty, and maldevelopment; social injustice; and ecological instability throughout the globe.

INTERNATIONAL TAX (3)

Prerequisite: Federal Income Tax.

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

INTERNATIONAL TRADE REGULATION (2)

This course is concerned with the emergence of a regulatory impulse in international relations. Taking trade as the focus, the course asks a set of rather practical questions about the historical, ideological, technological, and professional characteristics of international regulatory enterprises: How, for instance, might we understand the evolution of international trade regime in the postwar era? Is it possible to pin down the political commitments of an international body such as the World Trade Organization? Or is there a set of techniques or competencies which signals the identity of such an enterprise? Finally, if we look closely, what might we notice about the vocational preoccupations of those who are associated with the enterprise?

INTERNET AND INTELLECTUAL PROPERTY LAW (2)

Introduces copyright on the Internet and creating copyright-safe Internet sites. Domain names and trademark disputes including cyber-squatting, meta tags, and related statutes are reviewed. Additionally, Internet intellectual property aspects of patents, trade secrets, privacy, contracting, and taxes are considered. Approximately 100 of the most frequently encountered Internet intellectual property matters are presented.



INTERNET LAW (2)

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

INTRODUCTION TO JURISPRUDENCE (3)

The topics covered include: natural law, positivism, legal realism, law and economics, critical legal studies, law and literature, critical race theory, gay rights, postmodern legal theories, lawyering and jurisprudence.

ISLAMIC JURISPRUDENCE (2)

Introduces the student to the history, sources, and methodology of Islamic law and jurisprudence (The Shari'a). The student will gain a basic familiarity with the four primary sources of the Shari'a: The Holy Qu'ran, the Sunnah (precedent) of the Prophet Muhammad, the Doctrine of Ijma' (Consensus), and Qiyas (methods of analogical reasoning used by Islamic jurists). The course is divided into two parts. In Part I, students study the history, theory, and sources of Islamic jurisprudence. Part II comprises Islamic family law, with specific reference to Islamic family law in American courts.

JEWISH LAW (2)

Covers the evolution and development of Jewish law from Biblical to Talmudic to post-Talmudic to current times. Included among the various categories of law are torts, real estate, criminal law, and commercial contracts. Addresses the judiciary, the legislative, and other rule-making systems. The course culminates in an intensive study of personal property. No prior knowledge of Judaism or Hebrew is necessary.

JURISPRUDENCE: SEXUALITY AND LAW (3)

Beginning with the landmark Hart-Devlin debate about the state's role in safeguarding public morals, this course studies the jurisprudence of the individual/state relationship through the lens of government regulation of sexuality. We look to natural law, law and economics, libertarian theory, feminist legal theory, and other philosophies of law to understand how, when, and why government seeks to control human sexuality—and how courts respond to these regulatory efforts. To further our jurisprudential study, we consider cases in which governments have sought to regulate a wide range of aspects of sexuality—including reproduction, surrogacy, sexual intimacy, nude dancing, prostitution, pornography, sex education, and family relationships.

LABOR LAW (3)

A study of the law governing union organizing, strikes, boycotts, collective bargaining, and grievance arbitration under the National Labor Relations Act, the Labor-Management Relations Act of 1947, and the Labor-Management Reporting and Disclosure Act of 1959. The course also examines how these laws protect employees who act through organizations other than unions, or without formal organization.

LAND USE CONTROLS (2)

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

LAW AND ECONOMICS (3)

An introduction to the central concepts of "law and economics," including alternative notions of efficiency, rational choice and public choice theory, the Coase theorem, transaction and administrative costs, the impact of public and private regulation on individual behavioral choice, and the application of these concepts to various aspects of the legal system, including: the choices between statutory and common law, rules and standards, property and liability rules, and strict liability and negligence; the determination of damages for breach of contract; and the rules of legal procedure. Some attention also paid to the moral, ethical, and philosophical criticisms often made of the economic approach to law. A prior acquaintance with economics is neither assumed nor required.

LAW AND MASS COMMUNICATIONS (2)

Covers most of the subject matter of a communications law course but with emphasis on 1st Amendment problems which arise in connection with activities of the "big media," such as defamation and privacy; freedom of information and access to public proceedings; regulation of broadcasting, particularly the electronic media; public rights of access to the media; and the impact of new technologies on law. Some emphasis is placed on the problems of developing a coherent theory of freedom of the press in the context of the media today.

LAW AND MEDICINE (2)

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

LAW AND PHILOSOPHY (3)

Although the making of arguments is very important for a lawyer, most law students leave law school thinking that an argument is the expression of an opinion in a loud voice, or something that we have with friends or lovers when we disagree. This course is intended to teach the logical analysis of arguments. Looks at the language and uses of argument, close and deep analysis of arguments, informal fallacies, inductive reasoning, analogical reasoning, and analysis of arguments through application of (very elementary) formal logic. Examines the concept of the validity of arguments. This is a logic course geared toward practical application. Applies tools of logical analysis to arguments about such topics as capital punishment and abortion. There are regular exercises for which assigned students will have responsibility to discuss in class.

LAW AND THE HUMANITIES (3)

Law is not the most effective means of social control. Custom, morality, ethics, religion, and habit are more pervasive and have much to do with the way people act in their day-to-day lives. Though cultures differ radically across the planet, the experience of being a human is remarkably constant in many respects. Drama, music, dance, architecture, painting, and literature are some practices which are conventionally labeled as humanities. This course is concerned primarily with fiction, albeit other domains also are explored. Fiction is a useful way to explore the experience of being a human in various societies over time and around the world. Illustrative books from past courses (some will be repeated) include: *The Book of Job*; Aeschylus, *The Orestian Trilogy*; Plato, *Phaedrus*; Hawthorne, *The Scarlet Letter*; Dreiser, *Sister Carrie*; Eliot, *Middlemarch*; Dostoyevsky, *The Brothers Karamazov*; Morrison, *Beloved*; Achebe, *Things Fall Apart*; Mahfouz, *Palace Walk*; Amado, *Captains of the Sands*; Allende, *The House of Spirits*; Gordimer, *None to Accompany Me*; and Roy, *The God of Small Things*.

LAW AND THE HUMANITIES II (2)

Examines law and human experience through a variety of texts, many nonlegal and most literary, in a broad intellectual effort analyzing the dynamics of voice and power as they are transmitted by and filtered through legal conventions. The works of classical authors, such as Tolstoy and Melville, are read along with contemporary writers, such as Sapphire and Hisaye Yamamoto. The human conflicts presented in their fictional narratives are compared to nonfictional texts as well as case law for the modes of argument and application of rules employed in different formats. Our explorations will be aided by an introduction to critical theory—primarily postmodern and critical race theory—in order to facilitate alternative readings of how the law and lawyering may operate in different contexts within American culture.

LAW OF THE ENTERTAINMENT INDUSTRY (3)

Course not open to students who have taken Entertainment Law and Business.

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

LEGAL ACCOUNTING (2)

Intended for persons who have never studied accounting. It begins with an explanation of double-entry bookkeeping and some practice in making bookkeeping entries, and progresses through the preparation and understanding of financial statements of corporations, the stockholders’ equity accounts, and the principles used in determining net corporate income.

LEGAL PROFESSION (2)

Course not open to students who have taken Professional Responsibility.

An introduction to the lawyer’s role and the law governing it, including such subjects as confidentiality, conflicts of interest, the limits of advocacy, lawyer fees, delivery of legal services, malpractice liability, and client misconduct. Focuses on a series of problems, which are explored in the light of professional rules, readings, and personal choices.

LEGISLATION (3)

Introduces students to the creation and development of statutory law, the dominant form of law in modern legal systems. Topics covered include the following: the mechanics of legislative process, including the impact of interest groups and lobbyists; the committee system and interbranch power struggles on legislative output; issues related to the composition of legislative bodies, such as gerrymandering and campaign finance; the constitutional limits and requirements on legislative process; and direct democracy as an alternative to legislatures in creating statutes. Offers a deep examination of judicial interpretation of statutory law. Students examine the actual and ideal relationship between legislatures (the creators of statutes) and courts (the interpreters of statutes) in light of democratic theory and constitutional constraints. Substantial time is devoted to the different (and not always compatible) methods of statutory interpretation employed by modern courts. By the end of the course students understand the impact of the codified statutory text, the record of legislative history, the canons of statutory interpretation, the legal and social context in which statutes operate, and the influence of administrative agency constructions of statutes on judicial interpretation of statutes. Students also gain a sense of whether courts act as honest agents of legislatures when interpreting statutes, or as independent actors who imbue statutory law with policy preferences sometimes at odds with those set by legislatures.

LEIDEN STUDY ABROAD (11)

This registration is for students enrolled in the cooperative study abroad program at Leiden University, the Netherlands.

MEDIATION (2)

Mediation, in which a neutral third party assists people in resolving their disputes, has witnessed a phenomenal growth in the last few years. Many court systems use mediation as a way to settle cases without a trial. Lawyers may urge their clients to try mediation to get better agreements less expensively, without the hostility and aggravation that often accompany litigation. The practice of mediation seems to be on its way to becoming a profession. Even if they do not act as mediators themselves, lawyers may find themselves representing parties in mediation sessions, or drafting mediation clauses for contracts. But mediation raises substantial questions about fairness, accuracy, confidentiality, equity, and differences in power: Should it replace the traditional ways of resolving disputes? This course covers the key skills that mediators should have, using simulated mediations in which students participate. It also covers the conceptual issues that should be understood to make sound judgments about the use of mediation. After initial skills training in the course, students may have the opportunity to act as mediators in real disputes, such as those pending in small claims courts, municipal courts, and other venues. Students should have enough flexibility in their schedules to make themselves available for this kind of work. It is designed to follow up in a more intensive way some of the concepts introduced in Alternative Dispute Resolution, but Alternative Dispute Resolution is not a prerequisite.

MENTAL HEALTH LAW (3)

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

MUNICIPAL CORPORATIONS (2)

Considers the forms and functions of local government; the workings of the legislative, judicial, and executive branches thereof; the relationship of local government to county and state authority; and the legal issues likely to be involved with all of the foregoing. Principal decisions of the U.S. Supreme Court and the New Jersey courts, with some emphasis given to zoning and planning matters, tort claims, and state and federal constitutional issues that have particular relevance to local government will also be considered.

NEGOTIATIONS (2)

Lawyers may negotiate more than they engage in any other single task. Arranging business deals, setting the terms of employment (both union and nonunion), transferring real estate, guiding divorces, setting all kinds of civil litigation, and plea bargaining are all familiar features of lawyers’ work. Good negotiating involves both skill and understanding of what one is doing. This course pays attention to both. Students participate in and critique several simulated negotiation exercises, drawn from varied aspects of legal practice. The course also surveys key modern ideas about negotiation. The last few decades have seen a substantial growth in the breadth and richness of negotiation theory, and attention is paid to how theory can usefully inform practice. This course is designed to follow up in a more intensive way some of the concepts introduced in Alternative Dispute Resolution, but Alternative Dispute Resolution is not a prerequisite.

NEW JERSEY PRACTICE (3)

In the context of a hypothetical “workshop,” this course examines New Jersey Civil Procedure, covering organization and jurisdiction of the courts, venue, civil actions, process, joinder of parties and claims, discovery, pretrial motions including discovery motions and motions for summary judgment, pretrial conferences, motions during trial, appeals, and satisfaction of judgments.



NEW JERSEY STATE CONSTITUTIONAL LAW (3)

Covers the emergence and evolution of state constitutional law by studying the work of perhaps the most prominent and controversial state supreme court in the nation, the New Jersey Supreme Court. Examines the New Jersey court system prior to the 1947 Constitution in order to understand the need for reform. It will then examine the critical decisions of the Vanderbilt, Weintraub, and Hughes courts, and will proceed to examine how the Wilentz and Poritz courts have construed the New Jersey Constitution in several critical areas, including the rights of criminal defendants, the capital punishment system, school funding, affordable housing, and the right to die.

NEW YORK PRACTICE (2)

A study of the New York Civil Practice Law and Rules, including: court organization and subject matter jurisdiction; transfers between courts of limited and general jurisdiction; personal jurisdiction; forum nonconveniens; process; pleadings; statutes of limitations; joinder of parties, claims, and remedies; venue; disclosure techniques; pretrial motions, including for accelerated judgment; provisional remedies, including temporary restraining orders, and preliminary and permanent injunctions; pretrial conference; consolidation/severance; Article 78 and other special proceedings; appeals, final, interlocutory and discretionary; scope of review; mandate and judgment.

NONPROFIT AND TAX EXEMPT ORGANIZATIONS (2)

Provides an overview of state and federal laws governing the creation and operation of nonprofit organizations including but not limited to the Internal Revenue Code provisions relating to tax-exempt status, 26 U.S.C. § 501 et seq.; the Charitable Registration and Investigation Act N.J.S.A. 45:17A-18 et seq; and the New Jersey Non-Profit Corporation Act., N.J.S.A. 15A:1-1 et seq. Focus is on state regulations and their 1st Amendment implications.

PATENT LAW (3)

A study of the patent law statutes and case law. Covers the requisites of patentability, including eligible subject matter, utility, novelty, nonobviousness, and disclosure. It then turns to patent enforcement issues, including claim interpretation, the doctrine of equivalents, and remedies. Addresses the policy underpinnings of the patent system and the international context in which patents operate. Designed for a broad range of students, including those who may encounter patent issues as part of a general litigation, corporate, or regulatory practice. No scientific, technical, or patent background is required.

PRIVACY LAW (3)

Examines the protection federal and state law affords privacy. The course canvasses various constitutional, statutory, and common law protections of physical seclusion, confidentiality of personal information, and autonomy in making family and lifestyle choices. Covers 4th Amendment and analogous state constitutional protections of privacy against government intrusion (in both law enforcement and non-law-enforcement settings); federal statutory restraints upon wiretapping and interception of electronic communications by both governmental and nongovernmental actors; protections afforded by several data privacy statutes; action vindicating individuals' interests in privacy; and the scope of privacy with regard to personal choices, such as those relating to reproductive decisions, sexual preferences, and the right to die.

PRODUCTS LIABILITY (3)

Examines and analyzes the recent origins and current role of products liability law in American society. Discusses current trends in products liability law in Congress and the courts. Additionally, focuses on the Restatement (Third) of Torts: Products Liability and the many interesting and complex issues addressed therein from the perspectives of consumers, manufacturers, and plaintiffs' lawyers. These issues include potential causes of action against manufacturers or distributors of products including liability for defective products, including standards for determining whether a product is defective (such as strict liability and risk-utility tests); liability for failure to warn of a product's dangers; and liability for failure to recall a defective product. Considers manufacturers' and distributors' affirmative defenses to such causes of action, e.g., statutes of limitation and repose, compliance with the current state of the art, assumption of risk, failure to prove proximate cause, and preemption.

PROFESSIONAL RESPONSIBILITY (3)

Course not open to students who have taken Legal Profession.

Approaches the topic of professional responsibility from the perspective of legal ethics, legal history, and the sociology of law. Attention paid to the Model Rules of Professional Conduct and to important case law, but also considers broad topics such as the following: the sociological concept of a profession; the historical rise of the American legal profession and its current demographic profile; the justifications for professional autonomy and self-regulation; the structure of professional discipline and malpractice; the nature of the adversary system and the proper limits of the advocate's role (including alternatives to neutral partisanship); confidentiality and the attorney-client privilege (especially in the context of client fraud); ethics in corporate settings (including conflicts of interest and whistleblowing); and the market regulation and distribution of legal services.

REAL ESTATE TRANSACTIONS (3)

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

RUTGERS TEACHING ASSOCIATE (3)

Students who are selected to participate as teaching associates for Legal Research, Writing, and Analysis I and II are to register for this enterprise. Students receive 2 credits for assisting with Legal Research, Writing, and Analysis I and 3 credits for Legal Research, Writing, and Analysis II.

SECURED TRANSACTIONS (3)

Course not open to students who have taken Debtor-Creditor Law.

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

SECURITIES AND MARKET REGULATION (4)

Prerequisite: Business Associations.

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

SOCIAL SECURITY BENEFITS (3)

Covers issues of entitlement and benefit calculation arising out of the set of programs popularly referred to as social security. The law of these programs touches the lives of well over 90 percent of all persons living or working in the United States and provides critical income to those who have retired or ceased working due to severe physical or mental disability and members of their families. Both individually and collectively the amounts are very large. For a majority of those receiving social security, the benefits represent at least half their total income. Total payments amount to more than \$380 billion a year. The law directing these payments and setting their amount is complex. Questions about proper application of this law are raised in thousands of administrative hearings and federal court proceedings each year. Learning about that law is important, however, not only to those who must resolve questions of social security law as judges or who represent individuals and families seeking social security benefits, but to all individuals, family members, and organizations seeking a clearer understanding of how this program affects their lives and plans. Since these benefits are so important to individuals at critical points in their lives, knowing under what circumstances social security benefits are available and how much they will be is essential for effective financial planning. Decisions about when to retire, how much to save and in what form, and even whether to marry or divorce should in many cases involve consideration of social security. All instruction, including course discussions, take place via the Internet in cooperation with Cornell Law School. All course materials will be on the web. Background and introductory material, points about the readings, problems, and the opening portion of class discussion are all presented using web-linked streaming audio. Web-based tutorials and exercises tightly integrated with the readings and presentations provide a regular means for each student to gauge the level of his or her understanding of each topic in preparation for class discussion. Class discussions take place using written exchange within a web conference environment.

SPORTS LAW (2)

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

STATE AND LOCAL TAX (2)

Surveys the major elements of revenue-raising by the states and their subdivisions—property tax, sales tax, and income tax. The emphasis is on broad concepts and policies, rather than detailed exploration of tax rules. In particular, the course examines federal and state constitutions as they bear on due process, equal protection, and interstate tax equities, subjects normally omitted from the basic course in Constitutional Law.

TAX POLICY (3)

Prerequisite: Federal Income Tax.

Addresses major issues in tax policy. In part, the subjects depend on political developments, but we consider alternatives to the current income tax as well as several issues that remain of concern in the current income tax. Includes corporate tax shelters, the preference for capital gains, complexity in the law, behavior of the Internal Revenue Service, and perhaps some issues in state taxation. If then being considered legislatively, transfer taxes may be considered.

THE SUPREME COURT: GENESIS AND PROGRESS (3)

Addresses the genesis of the Supreme Court, including how the framers perceived the judicial branch, the importance of judicial independence, and the Supreme Court's role in the development of a democracy. More importantly, the course addresses the lives and work of several individual justices to determine the role that perspectives and life experiences have on judicial decision making.

TRANSNATIONAL LITIGATION AND DISPUTE RESOLUTION (3)

Procedural, strategic, and substantive legal issues that are most likely to confront the American lawyer in handling the resolution of disputes that transcend national borders. Topics explored include the gathering of evidence, privileges and immunities, enforcement of judgments and awards, jurisdiction and access to judicial systems, and the extraterritorial application of domestic laws.

TRIAL PRESENTATION (2)

Prerequisite: Evidence.

Practice in preparing for and conducting trials, including development of trial strategy, opening statements and summations, the making of a trial record, direct and cross-examination of witnesses, and preparation and introduction of exhibits. Intensive classroom exercises culminate in simulated bench trials, in which students participate as members of trial teams. In connection with these trials, participant trial teams are expected to submit trial memoranda of approximately 10–20 pages in length. Each case can be tried in approximately four to five hours and each is conducted in one trial day, thereby simulating an actual trial schedule.

TRUSTS AND ESTATES (4)

A survey of the law of wills, trusts, and other testamentary documents, with an emphasis on state statutes and the Uniform Probate Code. The course also includes some estate and trust administration, guardianships, and some estate and gift tax implications. The tax coverage is limited and will not prepare the students for estate planning.

WHITE COLLAR CRIME (2)

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

UPPER-CLASS SEMINARS *

ADVANCED LEGAL RESEARCH SEMINAR (2)

The objective of this seminar is to give students an in-depth knowledge of general research tools and a good working knowledge of advanced tools available in specific subject areas. Both online and hard copy resources are examined.

ADVANCED MEDIATION SEMINAR (2)

Addresses a variety of current issues in the practice of mediation. Topics include ethnicity, gender and power in mediation, the scope of confidentiality, the establishment and enforcement of ethical standards, mediation in the community, the role and practice of lawyers in mediation, the use of apology in mediation, the different settings in which mediation can take place, techniques of effective mediation, and mediation and justice. Additional topics are selected during the seminar. Students are expected to conduct independent research on selected topics, report to the seminar, and write a paper on their research. With permission of the instructor, students may conduct empirical research, or may participate in mediation and use their experience, together with other research, as a basis for analysis.

ANIMAL RIGHTS SEMINAR (2)

Focuses on four areas. First, the course surveys philosophical and historical materials concerning the status of nonhuman animals. Second, it considers the legal status of animals as property. Third, the differences between the concepts of animal rights and animal welfare are addressed. Fourth, the relationship between the animal rights movement and other social justice movements is discussed. Students are required to do a paper on a topic of their choice (in consultation with the instructors).

BANKING LAW SEMINAR (2)

Prerequisite: Business Associations.

Provides an overview of federal regulation of commercial banking institutions, including such topics as the definition of a bank, geographical product restrictions, mergers of banking institutions, and bank holding company regulations. The first half of the course consists of readings and lectures intended to introduce students to banking regulation. During the second half, students are expected to prepare and give presentations on specific issues of current interest.

BANKRUPTCY POLICY SEMINAR (2)

An examination of the policies that underlie the 1978 Bankruptcy Code and modern bankruptcy practice in both the individual and business contexts. Substantial research paper required.

CHILDREN AND THE LAW SEMINAR (2)

Examines the constitutional and public framework for allocating power and responsibility among children, parents, and the state. Explores selected legal topics relevant to this central theme, including child custody and child support; child abuse, neglect, and inadequate parenting; medical and psychiatric treatment; and educational rights. Considers the changing nature of childhood and the family and emphasizes sociological and psychological issues raised by the current legal structure.

CHURCH-STATE RELATIONS SEMINAR (2)

Explores in depth the constitutional framework affecting the relationship between religious and secular institutions. Topics include government sponsorship of religious activity, religious expression in public life, and civil resolution of intrachurch disputes.

CIVIL DISOBEDIENCE SEMINAR (2)

The United States was founded on the authority of the Declaration of Independence, which declares the right of revolution. Most of the constitutional rights that we venerate today came to be legally recognized only after their proponents engaged in campaigns of civil disobedience and resistance to official law. Examples include fugitive slave rescues, street proselytizing by Jehovah's Witnesses, civil rights sit-ins, and underground abortion clinics. Today, civil—and not-so-civil—disobedience is employed by activists advocating fetal rights, animal rights, labor rights, gay rights, “common-law courts,” and a host of other causes. This seminar examines the moral and legal justifications for civil disobedience, resistance and revolution. It also considers the role of lawyers and courts in addressing the principled defiance of law. Much of the seminar is taken up with case studies, with the choice of cases depending on student interest.

COMPARATIVE CORPORATE GOVERNANCE SEMINAR (2)

Investigates and compares standards of performance applied to corporations and to their governing bodies and executives. The point of departure will be the U.S. system. The United Kingdom and France are used to represent, respectively, the Anglo-Saxon and Continental perspectives, without forgetting the impact of the European Union. To gain a fuller understanding, the social, historical, and cultural contexts that may help explain differences and similarities are also explored. Depending on the particular experience and language skills of seminar participants, other national perspectives may be considered.

CORPORATE GOVERNANCE SEMINAR (2)

Replicates the general counsel's office of a major corporation and acquaints students with a large transaction and its attendant legal and practical problems. It also replicates the day-to-day activities of such an office. The emphasis is on a transaction and other events which pose issues of corporate law and governance. Seminar members are expected to work individually and in teams, to present materials both orally and in writing, and to play active roles in the issues under consideration.

CORPORATE REORGANIZATION SEMINAR (2)

Explores the key legal and policy issues that are implicated when a firm reorganizes under or in the shadow of Chapter 11 of the federal Bankruptcy Code. These include the substantive and procedural requirements for confirming a plan of reorganization, the choice between judicial and market valuation of the reorganizing firm, the use of auctions and options in the bankruptcy process, the tradeoffs between liquidation and reorganization, priorities in distribution, the absolute priority rule and its “new value” exception, private workouts, prepackaged plans of reorganization, claims trading, the relevance of nonbankruptcy law to the reorganization process, and the use of Chapter 11 as a mechanism of corporate governance.

CURRENT SUPREME COURT TERM SEMINAR (2)

Follows the final weeks of the current October term of the U.S. Supreme Court. The week-to-week schedule is largely determined by what the Court is actually doing. But from time to time the course will review the docket of pending cases and recapitulate what the Court has done since convening in October; review petitions for certiorari that are pending and identify those cases which we think the Court should take for review; discuss pending, undecided cases, predict the outcome, the voting alignments, and the likely theories of decision; and discuss selected cases from the end of the 1999 term.

DEATH AND DYING SEMINAR (2)

Treats various legal issues relating to the handling of dying medical patients. These include the definition of death; the scope of competent patients' rights; interests of hunger strikers; assisted suicide; decision-making standards for incompetent patients; advance medical directives; and decisions for never-competent persons such as defective newborns.

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

ELDER LAW SEMINAR (2)

Elder law has been part of the curriculum since 1983–84 when the law school was among only a handful to anticipate the emergence of this new area of law. The legal community now recognizes that elder law, while not yet fully delineated, can be a self-contained area of practice in which attorneys may have to deal with their clients holistically. In addition, firms and solo practitioners recognize they can no longer conduct “business as usual” with their older clients without regard to the complex of federal and state statutory and administrative laws and public and private institutions to which older Americans are beholden for their daily existence. This seminar explores the resources, issues, and substantive law in representation of older Americans in their quest for economic and personal independence. Topics include income maintenance through devices in the public and private sectors; the maintenance of autonomy in the face of increasing vulnerability through use of surrogate decision-making devices; problems of health care and housing; and concerns for dying.

ELECTION LAW AND POLITICAL PROCESS SEMINAR (2)

A practicum in politics and the electoral process. Examines federal and state constraints on political campaigning, with emphasis on the Federal Election Campaign Act. Among topics to be considered are presidential campaigning and the Electoral College; fundraising and reporting in federal elections; political activity by business and labor organizations; operation of political-action committees; grass-roots organizing and campaigning; the Federal Voting Rights Act and voter registration; broadcast regulation; election law reform; ballot access; the right to vote; election day operations; counting the votes and challenging the results; and political patronage.

FEDERAL CRIMINAL LAW SEMINAR (2)

Examines current federal issues such as RICO, pretrial detention, preemptory challenges, asset and fee forfeitures, and attorney-client privilege. Classes focus on discussion of selected federal cases and law review articles.

FINANCIAL INSTITUTIONS SEMINAR (2)

Prerequisite: Business Associations.

Examines current issues affecting regulations of different institutions providing financial services, specifically focusing on the impact of deregulation on the financial services industry, the existing regulatory structure administered by the SEC, federal and state bank regulators, stock exchanges and securities organizations, and recent proposals for functional regulations of financial products.

FREE SPEECH SEMINAR (2)

Examines a wide range of philosophical perspectives concerning the status of free speech in a democratic society. Assignments include at least one full academic book per week. The range of readings include the works of John Stuart Mill, John Milton, Cass Sunstein, Owen Fiss, Harry Kalven, Catherine MacKinnon, Herbert Marcuse, Stanley Fish, Robert Bork, Judith Butler, and others.

HISTORY OF AMERICAN CORPORATE GOVERNANCE SEMINAR (2)

Covers the history of corporate governance and regulation from the framing of the Constitution to the adoption of the New Deal era securities acts. Topics may include theories of the corporate form, the development of general incorporation statutes, innovations in corporate organization, political opposition to corporations, corporate corruption and scandals, women and corporations, the creation of a managerial class, the rise of corporate lawyering, the landmark role of New Jersey in state corporate regulation, and the origins of federal regulation of public companies.

INMATE ADVOCACY SEMINAR (2)

Explores basic substantive rights that individuals retain while detained and imprisoned by the government. Identifies the constitutional and statutory bases for inmate rights and the hurdles to enforcement of such rights from the 1996 Prisoner Litigation Reform Act (PLRA). Topics include theoretical and practical differences, if any, between rights retained by two categories of inmates: the rights of detainees who are held in municipal or county jails on charges before trial, conviction, and sentencing, and the rights of prisoners confined in county jails or state prisons after conviction and sentencing. Various types of rights and their sources are analyzed, from minimum constitutional standards to rights based on corrections regulations and public health codes. Specifically, topics explored include health care, methods of communication such as mail and visits, the scope of religious freedom, body searches, excessive force, and overcrowding.

INNER-CITY ECONOMIC DEVELOPMENT SEMINAR (2)

Economic Discrimination and Community-wide Planning in the Urban Context: A Multidisciplinary Approach to Problem Solving. Why has the economic plight of inner-city neighborhoods remained so intractable? How can legal approaches work to combat redlining while stimulating growth? This seminar examines the myths, realities, and conventional interventions applicable to the inner-city landscape. Drawing upon multiple areas of the law, including civil rights models, land use, local government and consumer law, students develop and defend workable approaches to planning and legal advocacy.

INTERNATIONAL HUMAN RIGHTS SEMINAR (2)

Provides an overview of the international legal and institutional system for the protection of human rights. Material is looked at both from an academic perspective and from the point of view of the human rights practitioner, tackling difficult theoretical issues in the field as well as assessing the practical strengths and weaknesses of human rights law.

INTERNATIONAL LABOR LAW SEMINAR (2)

Current topics in employment relations that fall outside the system of collective bargaining, including regulation of employment termination; arbitration of individual employment complaints; protection of employee speech, whistle-blowing, and political activity; ownership of ideas and information by incumbent and departing employees (covenants not to compete, duties of loyalty, trade secret protection, and invention agreements); privacy rights on the job including hiring questionnaires, disclosure of personal information, searches and seizures, drug testing, electronic monitoring; defamation suits growing out of employment references; negligent hiring; employment relations of independent contractors, home workers, and other individuals that test the definition of employment. Also typically includes an introduction to the law of employment discrimination and the regulation of pensions and benefits.

INTERNATIONAL LAW AND TERRORISM SEMINAR (2)

Explores a number of basic questions: What is terrorism? Is the term legally meaningful? What other terminology could be used to denote the same phenomena? How can this type of violence be effectively punished and prevented? What is the role of the United Nations and other intergovernmental organizations in this process? What is the role of international law such as treaties, customary international law, general principles? What are the roles of individual states? What limitations does international law place on the means that may be used to respond to such violence?

LABOR ARBITRATION SEMINAR (2)

Considers practice and procedure in public and private sector labor arbitration, and mandatory arbitration agreements for non-union employees. The purpose of the seminar is to study the practical and legal aspects of the arbitration process and to consider the differences between labor arbitration in a union setting, and mandatory arbitration for nonunion employees. Among the topics discussed are sources of arbitration law, discovery techniques, submission of an issue to arbitration, conduct of the hearing, rules of evidence, burdens of proof, remedies, and the enforcement and vacation of an arbitrator's award. Each student is required to attend one actual arbitration and to write a posthearing brief. Guest lecturers include a labor arbitrator and a Superior Court judge.

LABOR NEGOTIATION SEMINAR (2)

Presents an overview of the case law in the public and private sectors on negotiations practice and procedure, and a practical application of the law. Students initially participate in a few short mock negotiations. For the remainder of the term, students are broken into teams and negotiate an actual labor contract. The last day of the term students negotiate, as in actual labor negotiations, until a final agreement is reached. Students will each be required to write a memorandum of agreement memorializing the agreement reached. During the term, students are required to solve a few short problems regarding scope of negotiations issues that grow out of term long negotiations. They are required to research a short legal memorandum for each problem. Guest lecturers include a mediator and a union and/or management negotiator.

NEW JERSEY SUPREME COURT SEMINAR (2)

Students examine the judicial process in New Jersey's highest court through examination of specific cases on the court's current docket selected by Justice Stein. The class observes oral arguments of the court in Trenton, and may hear guest presentations from other retired members of the court about the judicial decision-making process.

PUBLIC EDUCATION LAW SEMINAR (2)

Deals with the basic legal structure of the public education system and explores a range of current legal and educational policy issues confronting the public schools. These include various aspects of equal educational opportunity such as school finance reform, and racial and socioeconomic diversity; state-local district relations and responsibility for the quality of education provided; student rights; and pupil classification and other means to meet special pupil needs. To a substantial degree, the seminar uses pending cases and legislative developments to illuminate the issues.

PUBLIC INTEREST ADVOCACY SEMINAR (2)

Explores the theory and practice of public interest law and opportunities for students to pursue public interest careers. The first two seminar sessions involve discussion of assigned readings about public interest law. Thereafter, there are guest speakers from various public interest fields such as gay rights, women's rights, race and the law, international human rights, labor law, rights of inmates, legal services for the poor, and pro bono in private practice.

RACE AND GENDER TORT SEMINAR (2)

Explores how harms involving race and gender are treated under tort law. Attempts to define the nature of race and gender-based injuries, and evaluate the adequacy of existing tort law to address them. Through an examination of specific topics, such issues as the effect of race and gender on the development of causes of action and standards of conduct, the relationship between tort law and civil rights remedies, and questions involving damages and non-discrimination in jury selection are considered. Problems of essentialism and the intersection of race and gender will be addressed.

RACE LAW THEORY SEMINAR (2)

Explores the theoretical underpinnings of the treatment of race in American law, with a special emphasis on the accommodation of competing constitutional values, such as the 1st Amendment and the Equal Protection Clause.

REPRODUCTIVE RIGHTS SEMINAR (2)

Surveys the constitutional cases that protect and restrict people's decision making about reproduction. Begins with the cases invalidating state statutes that criminalized the distribution and use of contraception. Follows with the two major Supreme Court decisions that define the federal constitutional right to abortion, *Roe v. Wade* and *Planned Parenthood v. Casey*. We then explore the federal and state courts' treatment of several recurrent issues in the law of reproductive rights, including the use of public funds or facilities for abortions for low-income women; teenagers' access to abortion; and restrictions on information about abortion and human sexuality.

SCIENCE AND INTERNATIONAL LAW SEMINAR (2)

Explores international and comparative law aspects of scientific advances, with particular focus on biotechnology. Considers issues in the areas of international trade, patent law, international public health, and international environmental law. A science background is not required.

VENTURE CAPITAL SEMINAR (2)

Explores the venture capital process from forming the "fundable" business through the full life cycle. Features a number of guest speakers such as venture investors, executives of venture-backed businesses, and subject matter experts on the areas of law most frequently implicated in venture capital transactions. Includes discussion and materials on how to set up the "fundable" business from the perspective of investing intellectual property and creating appropriate structures and employment arrangements to facilitate a venture transaction; the securities law and tax implications of the venture capital process; the capital shopping process, the term sheet process, negotiating and documenting early stage funding; bridge funding and late stage funding; what happens when the investment turns sour; and providing general corporate counsel to the venture-backed business. The seminar also involves simulations including the students and leading practitioners in the field.

WEAPONS AND MASS DESTRUCTION SEMINAR (2)

Examines global legal regimes on nuclear, chemical, and biological weapons, the Nuclear Nonproliferation Treaty, the Chemical Weapons Convention, and the Biological Weapons Convention. Topics include the state of compliance with nonpossession requirements and with the obligation of good-faith negotiation of nuclear disarmament applicable to the United States and certain other nuclear-armed states; mechanisms for bringing violator states into compliance; the nature and adequacy of verification arrangements; law governing threat or use of weapons of mass or indiscriminate destruction; prevention of terrorist use of weapons of mass destruction; and the status of relevant international legal obligations in U.S. law. Some attention is given to regulation of land mines, cluster bombs, and other weapons often characterized as indiscriminate.

WOMEN AND WORK SEMINAR (2)

Focuses on the legal and public policy aspects of gender and work affecting the lives of 21st-century American women. Building on a review and analysis of the historical and cultural backgrounds, the seminar considers the impact of the labor movement and the protectionist laws of the early 20th century, followed by an examination of the effects on women of the equal employment opportunity laws of the latter part of the century, as well as public policy efforts such as the Glass Ceiling Initiative.

CLINICS

CHILD ADVOCACY CLINIC (6)

Students in the Child Advocacy Clinic (CAC) work on a variety of cases and projects concerning children and low-income families. In some cases, students act as law guardians (attorneys) for children who have been brought before the family court because of child abuse and/or child neglect concerns. Many of these children have been removed from the care of their parents, at least temporarily, and are residing in foster care or with relatives. In these cases, students are responsible for ensuring that the legal interests and needs of these children are being met. As part of this representation, students appear in court hearings in the Essex County Superior Court, Family Division. On other cases, students represent family members in fair hearings (like mini-trials) before administrative law judges (of the Office of Administrative Law and the Office of Hearings and Appeals) where individuals have been wrongly denied needed public benefits or incorrectly terminated from benefit programs. In these hearings, students do everything from interviewing clients to writing briefs to representing clients at hearings.

Community education and outreach also are an important part of the work of the CAC. Accordingly, in addition to individual casework, students are responsible for at least one community education project each term. Past projects have included conducting educational workshops, planning and presenting at conferences, preparing written educational materials, and staffing information tables at various community gatherings.

What is unique about the CAC is its holistic, collaborative, and interdisciplinary approach to addressing the needs of children and families. In all its work, the CAC collaborates closely with all of the other clinics at the School of Law–Newark and with professionals in other disciplines in addressing the multiple issues, legal and non-legal, that the children and their families may face. If issues arise that some of the other clinics at Rutgers are better equipped to handle, we will work closely with those other clinics. In addition to fundamental lawyering skills, substantive law, and professional responsibility, the CAC's curriculum teaches law students the importance of evaluating cases in a comprehensive manner and how to work effectively with persons from other disciplines.

COMMUNITY LAW CLINIC (8)

Focuses on assistance to poor clients and poor communities other than through traditional litigation. Tasks can include providing legal information and legal counseling for individuals and groups, and representation of individuals and groups in transactional work, such as not-for-profit incorporation, microenterprises, real estate improvement and development, and other matters important for improving conditions in poor communities. Students are expected to spend substantial time meeting and working with clients and prospective clients in the field.

CONSTITUTIONAL LITIGATION CLINIC (6)

The Constitutional Litigation Clinic, since its founding in 1970, has worked on cutting-edge constitutional reform. Through the clinic, students not only learn the law, they make the law. Clinic students have litigated a remarkable array of landmark civil rights and international human rights cases. The clinic's extensive docket has included the nation's first suits against police surveillance of political activists; a successful challenge before the U.S. Supreme Court of Congress's authority to refuse to seat a duly elected member; a successful defense of the right of nonprofit advocates to distribute leaflets to voters door-to-door and in shopping malls; lawsuits to implement affirmative action programs and to enforce affordable housing laws; protection of immigrants' rights; protection of the rights of alternative political parties; a successful challenge to municipal ordinances barring use of public parks by nonresidents; and suits against the state police for unreasonable searches of motorists on New Jersey highways. In the past few years, the clinic has expanded its docket by litigating international human rights issues both in the United States and in international tribunals. Clinic suits have developed new laws to protect political asylum seekers, including the first decision from a federal court that U.S.

officials can be sued for violations of international human rights. Students are actively involved in all aspects of the clinic's work including deciding which cases to take, interviewing clients, developing the facts, crafting legal theories, drafting legal briefs, and preparing for oral arguments.

ENVIRONMENTAL LAW CLINIC (6)

The Environmental Law Clinic is the sole public interest environmental law firm in New Jersey, advocating on behalf of national, state, and local environmental organizations. The clinic's docket is a combination of litigation, administrative, legislative, and policy matters. Clinic students experience advocacy in numerous venues, including: arguing cases before trial and appellate federal and state courts; presenting testimony and oral argument before planning and zoning boards; meeting with high-level officials in state government on policy and legislative initiatives; visiting local communities to advise clients on legal strategies for addressing environmental violations; and drafting briefs for filing with the New Jersey Supreme Court and other state and federal courts. In addition, students participate in all facets of litigation, including drafting complaints, factual investigations, depositions, document production, witness preparation, legal research, and negotiations. For second-year students who are not authorized to appear in court in New Jersey, the clinic offers opportunities to present arguments and question witnesses in noncourtroom forums. The clinic classroom component also provides opportunities to present simulations of appellate advocacy, negotiations, and client counseling.

FEDERAL TAX LAW CLINIC (6)

Prerequisite: Federal Income Tax.

The Federal Tax Law Clinic represents low-income individuals in disputes with the IRS. Students represent clients at audits, negotiate with IRS appeals, and actually litigate cases in the U.S. Tax Court. Principal educational goals include developing familiarity with tax rules and procedures and ethical considerations in tax practice. Students develop skills in interviewing, counseling, and negotiation through simulation exercises and then use these skills in their cases. Students argue a mock motion and participate in a mock tax court trial.

SPECIAL EDUCATION CLINIC (8)

The Special Education Clinic represents indigent parents of children with disabilities, typically in the urban areas of Essex County, seeking special education programs and services. Representation entails everything from interviewing clients; reviewing school and expert records; researching and drafting legal documents; appearing at meetings with school personnel; mediation, emergency, and due process administrative hearings; and handling federal court proceedings either on the merits or for attorneys' fees. The seminar component of the clinic includes substantive law, trial practice, and guest lecturers from both the educational and legal fields. The seminar ends with a mock mediation and then a mock administrative hearing before a real administrative law judge. The clinic is open to both second- and third-year students, because all students are eligible to appear in mediation and due process hearings under the applicable rules. Preference, however, is given to third-year students and students with prior experience in special education or fluency in Spanish.

URBAN LEGAL CLINIC (8)

Prerequisite: Evidence.

Represents individuals and groups in a variety of cases arising from, or exacerbated by, urban poverty. These include landlord-tenant, matrimonial, consumer protection, social security disability, criminal (nonindictable offenses), and juvenile delinquency matters. Students regularly appear at hearings or in court on behalf of clinic clients. Principal educational goals include developing skills in interviewing, counseling, fact investigation, and all phases of trial practice.

WOMEN'S RIGHTS LITIGATION CLINIC (4)

Offers students the opportunity to work on a variety of projects related to discrimination and other harms based on sex, sexual orientation, and gender identity. With an emphasis on sharpening strategic thinking, litigation skills, and lawyerly judgment, students work in a range of substantive areas, including harassment in schools, employment and housing discrimination, and family law. Under the supervision of a faculty member, clinic students may work on litigation, administrative proceedings, legislative analysis, and/or development of educational materials. As part of this clinic, students may also provide information and assistance to survivors of domestic violence through the Rutgers Domestic Violence Advocacy Project. A weekly seminar and regular project supervision meetings address theoretical problems in the developing law related to the rights of women, lesbians and gay men, and transgendered individuals, as well as practical skills needed to seek social change through legal action in these areas.

STUDENT JOURNALS

RUTGERS LAW REVIEW (1 OR 2 PER TERM; 6 MAXIMUM)

Rutgers Law Review publishes critical legal opinion, including articles on important legal problems by authorities in their respective fields, student commentary, and book reviews. Selection is based on a competition in writing, analytical, and editorial abilities, as well as academic performance. All students are invited to submit completed manuscripts for publication and thereby gain membership on the *Rutgers Law Review* during the fall term.

RUTGERS COMPUTER AND TECHNOLOGY LAW JOURNAL (1 OR 2 PER TERM; 6 MAXIMUM)

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

WOMEN'S RIGHTS LAW REPORTER (1 OR 2 PER TERM; 6 MAXIMUM)

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

RUTGERS RACE AND THE LAW REVIEW (1 OR 2 PER TERM; 6 MAXIMUM)

Rutgers Race and the Law Review provides a forum for scholarship and dialogue on race, ethnicity, and the law. Established in 1996, it is the second journal in the country to focus on the broad spectrum of multicultural issues. It addresses the concerns of people of color and covers various types of political ideologies, philosophies, and religions. Of special interests are treaties, agreements, and laws promulgated among different nations and the impact they have on people of color. Most staff members are selected through a writing competition; evaluation is based on writing and analytical skills. Interested applicants also may join by submitting an article suitable for publication.

RUTGERS LAW RECORD (1 OR 2 PER TERM; 6 MAXIMUM)

Rutgers Law Record is the first general-subject paperless law journal in the United States. It can be accessed at <http://pegasus.rutgers.edu/~record>.

MOOT COURT COMPETITIONS

INTERNATIONAL MOOT COURT COMPETITION (2)

This is an international moot court competition which is also known as the Jessup Competition. A team composed of five members is chosen by the International Law Society and the Moot Court Board.

INTERSCHOLASTIC MOOT COURT COMPETITION (2)

Prerequisite: Intramural Moot Court Competition.

Registration in this enterprise covers participation by students in a variety of appellate moot court competitions that are sponsored by law schools or other organizations. Most of these competitions take place in the spring term and are limited to specific subject matter areas.

INTRAMURAL MOCK TRIAL COMPETITION (1)

The Nathan Baker Mock Trial Competition is run by the Moot Court Board. Students enter the competition as a team. In order to obtain the credit for this competition, each team is required to conduct two trials, one representing each side in the case, and to submit a written analysis of the issues in the case.

INTRAMURAL MOOT COURT COMPETITION (1)

This competition, known as the David Cohn Moot Court Competition, is held during the spring term. It is open to second year full-time students and third year part-time students. The purpose of the David Cohn Moot Court Competition is to select the team that will represent the School of Law–Newark in the National Moot Court Competition sponsored by the Young Lawyers Committee of the Association of the Bar of the City of New York. The regional round of that competition is held during the fall term of the following academic year and the national round is held in the spring. The David Cohn Moot Court Competition is run by the Moot Court Board. The competition problem is written by the Moot Court Board Packet Committee. In order to obtain the credit for this competition, each student must write a brief and argue both sides of the case in the first round of argument.

MOOT COURT BOARD (1 OR 2 PER TERM; 6 MAXIMUM)

The Moot Court Board is responsible for the organization and administration of the Intramural Mock Trial Competition and the Intramural Moot Court Competition. It consists of students who have been selected by the prior year's board. Students may participate in the Moot Court Board either for academic credit or as a student activity without credit.

NATIONAL MOCK TRIAL TEAM (2)

Prerequisite: Intramural Mock Trial Competition.

These credits are available only to the members of the Mock Trial Team who are selected in the Intramural Mock Trial Competition to represent the School of Law–Newark in the National Mock Trial Competition. The team members earn 2 credits for participation in the Regional Round of the Competition and, if the National Round requires the trial of a matter different from that of the Regional Round, one additional credit for participation in the National Round of the Competition.

NATIONAL MOOT COURT TEAM (2)

Prerequisite: Intramural Moot Court Competition.

This enterprise is limited to students who have been selected to represent the School of Law–Newark in a national moot court competition.

EXTERNSHIP AND FIELD PLACEMENTS

ATTORNEY GENERAL EXTERNSHIP (3)

The externship emphasizes research and writing in one of five areas: civil rights, consumer protection, health law/professional regulation, securities, and transportation. Students have the opportunity to the maximum extent possible to assist deputy attorneys general with trial preparation and to observe trials and appellate arguments in cases on which they have worked. Each extern also participates in a series of in-house training seminars. Offered for 3 credits on a 15-hour per week, 14-week basis, the externship will be graded on a *Pass, D, F* basis with a written evaluation at the end of the term by the coordinator in the Division of Law.

FIELD PLACEMENT (2 OR 3)

Placement in a governmental or nonprofit legal services organization sponsored and inspected by a full-time member of the faculty.

IMMIGRATION LAW EXTERNSHIP (2)

The objectives of the immigration law externship program are to improve legal analysis and practice skills in the field of immigration law, through placement in either the Office of District Counsel of the Bureau of Citizenship and Immigration Services (formerly the INS) or the Immigrants Rights Program of the American Friends Service Committee, located in Newark. The externship is supplemented by seminars conducted by the law school's director of externships that address subjects such as asylum, cancellation of removal, adjustment of status, 212(c) relief, the different types of visas, and immigration court procedure.

INTELLECTUAL PROPERTY EXTERNSHIP (2 OR 3)

Students work in the university's Office of Corporate Liaison and Technology Transfer which negotiates contracts between members of the Rutgers faculty and industrial research sponsors and oversees all aspects of the protection and licensing of intellectual property. This externship is particularly intended for students interested in patent law and will expose them to the process of evaluating invention disclosures; marketing and licensing faculty inventions; and managing Rutgers patents, copyrights, and other intellectual property.

JUDICIAL EXTERNSHIP (2 OR 3)

Placement in the chambers of a state or federal judge as a legal intern.

NATIONAL LABOR RELATIONS BOARD EXTERNSHIP (3)

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

INDEPENDENT RESEARCH AND ASSISTANTSHIPS

RESEARCH (1 TO 3)

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

RESEARCH ASSISTANT (1 TO 3)

Student assists in the scholarly research agenda of a member of the faculty.

TEACHING ASSISTANT (1 TO 3)

Students provide teaching assistance to members of the faculty.

Academic Policies and Procedures

STUDENT RESPONSIBILITY TO KEEP INFORMED

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

REGISTRATION AND COURSE INFORMATION

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

Change of Courses

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

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

After 10 class days, the transcripts of students who withdraw from a course reflect the grade of *W*. Add/drop forms are available in the academic services office, Room 174. There is a \$5 charge for each course added or dropped after the first 10 days of classes.

Credit Load

The minimum credit load for a full-time student is 12 credits. A student declaring full-time status must sign an affirmation each term stating that he or she will not engage in outside employment of more than 20 hours during any week classes or examinations are conducted. A part-time student must register for a minimum of 8 credits. Residency credit is not earned from a course load of 7 or fewer credits in one term.

The maximum credit load for a full-time student is 16 credits per term. For a part-time student, the maximum is 11 credits per term. Permission to enroll for more than the maximum credit load must be given by the associate dean for academic affairs.

Interdisciplinary Courses

All law school students may take up to 6 credits of graduate-level courses at other Rutgers divisions for credit toward the J.D. degree. Moreover, 12 credits of interdisciplinary work may be approved for students enrolled in joint-degree programs at the doctoral level, and 9 credits may be approved for students in dual-degree programs at the master's level. Interdisciplinary courses intended to meet the J.D. academic and residence requirements must be approved in advance of registration by the associate dean for academic affairs. Permission is based on the following criteria: (1) the course must be reasonably related to the law; and (2) the course may not duplicate a course offered in the law school curriculum, or be one that the student has taken prior to entering law school.

Students working simultaneously for two degrees must ensure that they are carrying sufficient credits for J.D. residence purposes.

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

Enrollment in Courses at Other Law Schools

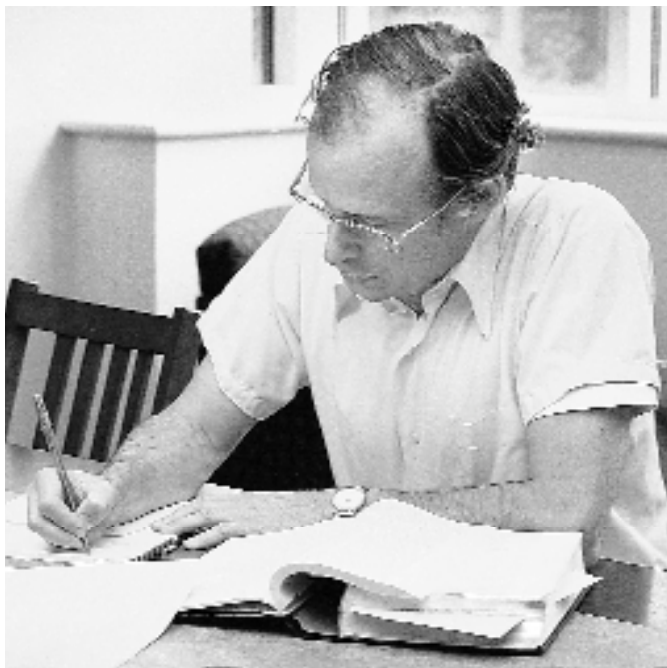
Students may enroll in courses at other ABA-accredited law schools for credit toward their Rutgers–Newark J.D. degree with the prior approval of the associate dean for academic affairs. Permission is granted if the proposed course presents an educational opportunity not available at Rutgers.

GRADES AND RECORDS

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

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

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



Other Grade Symbols

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

N—Not Taken for Credit.

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

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

Pass, D, F Grading Option

A letter grade for every student will be entered by the faculty member. Subject to the limitations described below, a student may choose to be graded on a *Pass, D, F* system whereby a grade of *A, B, or C* (including pluses and minuses) is entered on the student's transcript as a *Pass*. A grade of *D* or *F* is in all cases recorded as such. The *Pass, D, F* option is available each term and must be exercised separately for each course for which the student does not wish to have a letter grade entered. The limitations on the *Pass, D, F* system are as follows: (1) required courses and clinics may not be taken on a *Pass, D, F* system; (2) a student may opt for *Pass, D, F* only once each term; and (3) no more than 12 credits in which the student opted for a *Pass, D, F* designation (not including credits for which grading on that basis is mandatory, such as journal participation credits) can be applied to the degree. To be eligible to graduate with honors, a student must have 68 law school credits of letter grades. Therefore, graduating students who have 16 or more credits of *Pass* may not be eligible to graduate with honors.

The following enterprises are graded only on a *Pass/F* basis: Intensive Trial Advocacy; Intensive Deposition Advocacy; International and Interscholastic Moot Court; Intramural Mock Trial and Moot Court Boards and

Competitions; Judicial Externship; Negotiations and Client Counseling Competitions; New Jersey Attorney General Externship; *Rutgers Computer and Technology Law Journal*; *Rutgers Race and the Law Review*; *Rutgers Law Record*; *Rutgers Law Review*; *Women's Rights Law Reporter*; and Teaching Assistant.

Transcripts

Requests for official transcripts of a student's academic record should be made in writing to the campus registrar's office at Blumenthal Hall. There is no longer a fee for such transcripts.

Holds

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

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

SCHOLASTIC STANDING

The rules of the School of Law–Newark governing scholastic standing—including statements on academic probation and dismissal—may be found in the *Student Handbook*, which is provided to each student at the beginning of the academic year. Generally, a student whose cumulative GPA is less than 2.0 is on probation and may be subject to dismissal.

GRADUATION

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

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

Graduate Diploma Application

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

For diploma dated
October
January
May

Submit form by
September 15
December 1
March 1

A separate diploma application is required for each degree being earned. Thus, a law student working for an M.B.A. or an M.C.R.P. also must file a diploma application with Rutgers Business School: Graduate Programs–Newark and New Brunswick or the Edward J. Bloustein School of Planning and Public Policy, respectively.

ATTENDANCE

Prompt and regular class attendance, with preparation adequate for full class participation, is expected of all students. A faculty member is permitted to count classroom performance, both good and bad, in grading, provided the students are informed of that information at the beginning of the term. Furthermore, an instructor may require a student to drop the class for poor attendance. A student who is not present for 80 percent of class meetings will not be permitted to sit for the final examination.

Absence Due to Religious Observance

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

Cancellation of Classes

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

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

Arrangements for makeup work are announced by individual instructors.

In addition, class cancellation and office closing information is available on the recorded message system at 732/932-7799 for the New Brunswick/Piscataway campuses, 973/353-1766 for the Newark campus, or at <http://ur.rutgers.edu/news/weather/weather.html>.

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 terms, with a notation of "academic disciplinary suspension" placed on a student's transcript for the period of suspension, and a failing grade in the course.

Level Four Violations

Level four violations are the most serious breaches of academic integrity, 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 campus. 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 university-wide 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 outlining public safety statistics, services, and programs on the Rutgers–Newark campus is available online at <http://nwkpolice.rutgers.edu/smatters.html>. A paper copy of this information is also available from the Office of Admissions, the School of Law–Newark.

For information regarding public safety on the Camden and New Brunswick/Piscataway campuses, please call the appropriate Rutgers University Police Department office or view the online version:

Camden:
<http://www.camden.rutgers.edu/~rupdcamd/index.htm>
856/225-6009

New Brunswick/Piscataway Campus:
<http://publicsafety.rutgers.edu>
732/932-8407

Rutgers University Police Department—Newark

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, dispatchers, and technical and administrative employees.

The University Police Department is located at 200 University Avenue on the Newark campus. The campus is patrolled on foot, in vehicles, and on bicycles. To contact the RUPD to report emergencies (police, fire, and emergency medical) from university telephones, dial 80. For nonemergency telephone calls to the police, dial 973/353-5581. You also can contact the police by using any of the blue-light emergency telephone boxes on the campus.

Community Policing Officers are assigned to groups of buildings on the campus. These front-line 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 campus, serving as "eyes and ears" for the police while securing facilities and providing escort services. For more information on these programs, call 973/353-5478.

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.

Sexual Assault Services and Crime Victim Assistance

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, short-term counseling, and referrals are available. Programs and services for students, faculty, and staff 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 on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment are available to the university community.

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

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, associate vice president for student affairs, 83 Somerset Street, College Avenue campus (732/932-8576);

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, vice provost for student and community affairs, Center for Law and Justice, Newark campus (973/353-5541).

Some complaints can and should be resolved by informal methods, while others will require the implementation of formal procedures. All complaints are treated confiden-



tially; 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, Associate Vice President for Student 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/RUHSInsurancebook.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, 83 Somerset 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, 83 Somerset 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 term unless a change is authorized as provided hereinafter.

After the Initial Determination

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

Request for a Change of Status

Requests for a change in residency status are accepted no later than the last day of the term for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be filed by the petitioner in accordance with the time limit specified in the preceding sentence. In no case may supporting affidavits be filed later than four weeks from the conclusion of the term for which the residency assessment is requested. Failure to comply with this provision, unless judged otherwise by the adjudicating official, voids

the petition for the term in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change relates only to the current and subsequent terms. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior term.

Appeals

Appeals from the initial determination and any determination made after a request by a student for a change in residency status are accepted no later than three months after the date of notification of any such determination. Unresolved appeals are forwarded to either the 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.

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Richard J. Codey, *Acting Governor of the State*

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Camden

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Rory P. Mardonna, *Associate Provost for Development*

Mark Rozewski, *M.C.R.P.*, *Associate Provost for Administration and Finance*

Newark

Steven J. Diner, *Ph.D.*, *Provost and Dean, Graduate School–Newark*

Marcia W. Brown, *J.D.*, *Vice Provost for Student Affairs and*

Community Outreach

Harvey H. Feder, *Ph.D.*, *Associate Provost for Academic Affairs*

Carol Martancik, *M.P.A.*, *Associate Provost for Human Resources*

Gary Roth, *Ph.D.*, *Associate Provost for Graduate Studies and*

Enrollment Management

Martin Ryan, *M.B.A.*, *Associate Vice Provost for Facilities*

Gene A. Vincenti, *M.B.A.*, *Executive Vice Provost for Administration*

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.

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

Academic Foundations Center. Conklin Hall, Newark Campus

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

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

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

Alcohol Studies, Center of. Smithers Hall, Busch Campus

American Women and Politics, Center for. Wood Lawn, Douglass Campus

Art Museum, Jane Voorhees Zimmerli. College Avenue Campus

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

Biostatistics, Institute of. Hill Center, Busch Campus

Biotechnology Center for Agriculture and the Environment. Cook Campus

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

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

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

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

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

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

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

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

Eagleton Institute of Politics. Wood Lawn, Douglass Campus

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

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

Education Law and Policy, Institute for. Center for Law and Justice, Newark Campus

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

- Governmental Accounting Education and Research, Center for.** Janice H. Levin Building, Livingston Campus
- Government Services, Center for.** Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, College Avenue Campus
- Health, Health Care Policy, and Aging Research, Institute for.** 30 College Avenue, College Avenue Campus
- Historical Analysis, Rutgers Center for.** 88 College Avenue, College Avenue Campus
- Human Evolutionary Studies, Center for.** 131 George Street, College Avenue Campus
- Human Resource Strategy, Center for.** School of Management and Labor Relations, 94 Rockefeller Road, Livingston Campus
- Information Management, Integration, and Connectivity, Center for.** Ackerson Hall, Newark Campus
- International Business Education, Center for.** Janice H. Levin Building, Livingston Campus
- International Conflict Resolution and Peace Studies, Center for.** Hickman Hall, Douglass Campus
- International Faculty and Student Services, Center for.** 180 College Avenue, College Avenue Campus
- Jazz Studies, Institute of.** Dana Library, Newark Campus
- Jewish Life, Center for the Study of.** 12 College Avenue, College Avenue Campus
- Journalism Resources Institute.** 185 College Avenue, College Avenue Campus
- Marine and Coastal Sciences, Institute of.** 71 Dudley Road, Cook Campus
- Materials Synthesis, Center for.** Engineering Building, Busch Campus
- Mathematical Sciences Research, Center for.** Hill Center, Busch Campus
- Mathematics, Science, and Computer Education, Center for.** Science and Engineering Resource Center, Busch Campus
- Metropolitan Studies, Joseph C. Cornwall Center for.** Smith Hall, Newark Campus
- 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>
Scholarly Communication Center (SCC). Alexander Library, College Avenue Campus
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
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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