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Important Notice:

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

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.

RUTGERS

Academic Calendars

Dates are subject to change.

2003–2004

September

2 Tuesday Fall term begins.

November

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

December

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

January

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

March

14 Sunday Spring recess begins.
21 Sunday Spring recess ends.

May

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

2004–2005

September

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

November

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

December

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

January

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

March

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

May

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

SCHOOL OF COMMUNICATION, INFORMATION AND LIBRARY STUDIES

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

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



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

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

Please read the catalog, visit us both in person and at our web

site (www.scils.rutgers.edu), and ask current students and alumni about our programs. I believe that you will find us a community of scholars who enjoy and excel at educating individuals who make lasting contributions to the interdisciplinary study of communication, media, and library and information science.

Cordially,

A handwritten signature in black ink that reads "Gustav W. Friedrich". The signature is written in a cursive style.

Gustav W. Friedrich
Dean

About the University

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

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

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

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

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

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

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

Institutional and Specialized Accreditation

Rutgers, The State University of New Jersey, is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (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 oirap.rutgers.edu/reports/MSA/index.html. They may be reviewed during regular office hours by contacting the Office of Institutional Research and Academic Planning, Rutgers, The State University of New Jersey, 85 Somerset Street, New Brunswick, NJ 08901-1281 (732/932-7956).

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

Licensure

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

About the School

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

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

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

impact of the new technology on people and their social, political, and economic institutions.

To provide leadership in theory and research, the school has greatly expanded the scope of the Ph.D. program, which offers concentrations in library and information science, communication, and journalism and media studies. It has upgraded the rigor and focus of its master's programs in library and information science, and in communication and information studies, and its undergraduate programs in communication, journalism and media studies, and information technology and informatics.

Facilities

The School of Communication, Information and Library Studies has an advanced technology infrastructure and three primary computing facilities. The infrastructure consists of a gigabit switched ethernet environment and 12 Sun Microsystem Sparc servers, two SANnet storage servers, systemwide backup hardware, and over ten windows based servers fulfilling all of the curricular and research needs. These servers run on the latest Solaris, Linux, and Windows 2000 systems and many of the tools used are developed at SCILS. The voice, video, and data infrastructure are constantly upgraded and assessed for the needs of the SCILS community.

The computing facilities comprise three large dual purpose classrooms and laboratories. All three facilities are equipped with Dell Optiplex GX machines with substantial memory, large hard drives, and wireless data access. Each room has 22 systems to provide for classroom and laboratory use, as well as general computing needs. Two of the classrooms are separated by a partitionable wall, which can accommodate larger classes when opened.

The SCILS network and information staff is comprised of an assistant dean, who acts as the director of technology and network services; the manager of information systems, who acts as the technology expert, web developer, and programmer; and eight graduate and undergraduate assistants, who act as technical support specialists and assist the students and faculty with their basic support and troubleshooting services.

Degree Programs Available

The School of Communication, Information and Library Studies offers programs at both the graduate and undergraduate levels. Bachelor of arts degrees in communication, journalism and media studies, and information technology and informatics are conferred by the faculties of several of the undergraduate colleges in New Brunswick. The master of library and information science and the master of communication and information studies degrees are conferred by the faculty of SCILS, and the doctor of philosophy degree in communication, information, and library studies is awarded by the Graduate School–New Brunswick.

UNDERGRADUATE PROGRAMS

Communication

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

Journalism and Media Studies

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

Information Technology and Informatics

The major in information technology and informatics focuses on the social, cultural, and human aspects of the science of information, and its applications in a variety of disciplines and organizations.

GRADUATE PROGRAMS

Communication and Information Studies

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

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

Library and Information Science

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

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

Professional Development

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

Tuition and Fees

Restoral Fee

Fee, per term	338.00
Maximum fees (through five terms) (applies to certain students who allow their registration to lapse and wish to be restored to active status as degree candidates)	1,690.00

FEE SCHEDULE

2002–2003 Academic Year

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

Application Fee, nonrefundable \$ 50.00

Annual Tuition Costs*

Full-time New Jersey resident	8,212.00
Full-time non-New Jersey resident	12,040.00
Part-time New Jersey resident, per credit	338.00
Part-time non-New Jersey resident, per credit	499.50

Student Fee

Full-time (12 or more credits)	391.00
Part-time (11 or fewer credits)	103.00
Full-time off-campus college fee	448.00
Part-time off-campus college fee	112.00
Matriculation continued or 1 credit of research	7.00

Computer Fee

, per term

Full-time	100.00
Part-time (based on credit hours)	20.00–47.00

Student Housing Rates

, per term[†]

Dormitory (9 months)	2,395.00
Dormitory (12 months)	2,821.00
University apartment (9 months)	2,640.00
University apartment (12 months)	3,099.00

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

Meal Plans

, per term

Any 105 meals to any 285 meals	1,092.00–1,529.00
Any 50 meals to any 75 meals (commuter)	453.00–650.00

Miscellaneous Fees

Basic health insurance program [‡] (optional), per term (part-time students only)	96.66
Major medical insurance plan, per term (optional)	178.50
Spouse, per term	178.50
Each child, per term	178.50
Late registration fee	50.00
Late payment fee	125.00
Returned check fee	50.00
Returned check processing fee	10.00
Partial payment fee	25.00
Late payment fee for partial payments	25.00
Microfilming of doctoral dissertation	55.00
Student ID fee	15.00

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

[†] Housing rates may be slightly higher or lower depending on location or whether single or double occupancy.

[‡] Required for international students.

STUDENT FEE AND OTHER CHARGES

The student fee covers use of student centers and health centers, membership in the Graduate Student Association, and certain administrative services. The relatively low fee charged to graduate students does not include the fee for intercollegiate athletics, which entitles undergraduates to discounted prices for tickets.

Special fees charged for some undergraduate courses also apply to graduate students enrolling in those courses. Fees of varying amounts, covering the cost of materials and breakage, are required in certain laboratory courses in the sciences.

TERM BILLS

Instructions for registration and payment of term bills are sent by mail to all students' home addresses for the first and second terms with due dates indicated. Students who do not receive a term bill by July 15 for the fall term and by December 5 for the spring term should notify their local student accounting office promptly.

It is the student's responsibility to obtain, complete, and return the term bill on time. Students who fail to do so are charged a late payment fee of \$125. The student is responsible to pay all costs incurred by the university to collect any unpaid balance. This may include, but is not limited to, collection costs, litigation/attorneys fees, and court costs.

Payment of the term bill may be made in person, by mail, or via the web at www.studentabc.rutgers.edu. Checks or money orders are preferred and should be made payable to Rutgers, The State University of New Jersey. Cash should not be sent through the mail. Payment can also be made by Visa, MasterCard, or Discover credit cards. Transactions which are declined by the bank are considered unpaid and are returned to the student. Refunds of credit card payments will be processed with a check issued by Rutgers to the student.

Returned Checks

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

TUITION PAYMENT PLANS

The university offers various monthly payment plan options in addition to the partial payment plan listed below. Visit the web site www.studentabc.rutgers.edu for further information and enrollment forms.

PARTIAL PAYMENT PLAN

Students who are enrolled for at least 6 credits and have a net balance due of \$200 or more may pay their bill in installments under the partial payment plan, as follows:

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

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

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

Any subsequent installment not paid on time incurs a late fee of \$25. The university reserves the right to increase the partial payment plan fee if deemed necessary.

REGISTRATION

Activation of Registration

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

Termination of Registration

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

Cancellation of Registration

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

GENERAL REFUND POLICY

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

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

No reduction is granted after the sixth week of the term.

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 reductions are granted after the tenth day of classes to students who withdraw from one or more courses, but who remain registered in others. If withdrawal from one or more courses amounts to complete withdrawal from a program, the provision for full withdrawal applies. A student cannot completely withdraw from classes using the student telephone or web registration systems.

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.

SENIOR CITIZEN AUDIT PROGRAM

By action of the University Board of Governors, New Jersey senior citizens (age 62 and retired) may audit on a space available basis, without credit, any regular course taught at the university. For further information, contact the Office of Community Affairs at 732/932-7823.

Financial Aid

The staff in the Office of Financial Aid at Rutgers, The State University of New Jersey, is concerned with students' educational expenses. The impact of educational expenses upon the student and his or her family is sizable, in spite of the fact that tuition at Rutgers covers only a small portion of the actual cost of instruction for each student. In order to allow students with limited financial resources to attend the university, every effort is made to assist these students in finding the funds to finance their educations.

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

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

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

HOW TO APPLY

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

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

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

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

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

International Students

Students who are permanent United States residents and have an Alien Registration Receipt Card (I-151, I-551, or I-551C), or an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service (INS) showing one of the following designations, are classified as eligible noncitizens for the purpose of receiving federal and state financial assistance: (1) Refugee, (2) Asylum Granted, (3) Indefinite Parole and/or Humanitarian Parole, (4) Cuban-Haitian Entrant, Status Pending, and (5) Conditional Entrant (valid only if issued before April 1, 1980).

Students who possess only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464) are not eligible for federal student aid. International students with an F1 or F2 student visa only, or a J1 or J2 exchange visitor visa only, cannot get federal student aid. Also, persons with G series visas (pertaining to international organizations) are not eligible for federal student aid.

Part-Time Students

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

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

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

SOURCES OF FINANCIAL AID

Fellowships, Scholarships, and Grants

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

Elizabeth Meier Scholarship. This award is provided by the interest on a bequest by the late Ms. Meier, a friend of the school. Under the terms of the bequest, the available funds are used to support needy students. To be considered for this award, application to the M.L.I.S. program must be made by March 15.

Graduate and Professional Scholar Awards. Outstanding students in the graduate and professional schools are eligible for merit scholarships of \$2,200 per year for full-time study for up to two academic years. To apply, check the appropriate box on the graduate and professional school application form. Any additional statements that provide evidence of academic or artistic achievement and significant life, work, and/or extracurricular activities should be submitted in duplicate with the application. Only those applicants receiving awards are notified. The award is contingent upon acceptance to a graduate or professional school program. The application deadline for fall term awards is March 1, unless the program to which the student is applying has an earlier deadline. In that case, the student must submit an application form to the appropriate admissions office by the program deadline date.

Helen G. Michaels Scholarship. This scholarship derives from the interest on funds donated in memory of Helen G. Michaels by her family. Ms. Michaels, a graduate of one of the first classes at the school, was an educational media specialist. The scholarship is awarded to an academically talented person who shows professional excellence in the field of library and information studies; preference is given to students seeking degrees in educational media services. To be considered for this award, application to the M.L.I.S. program must be made by March 15.

H. Gilbert Kelley Scholarship. Established by H. Gilbert Kelley following his distinguished career at Rutgers University Library, Kelley Scholarships are awarded by the H. Gilbert Kelley Foundation and provide for tuition remission for M.L.I.S. students in the Department of Library and Information Science. Recipients are selected based on academic excellence and accomplishments. For more information contact the Department of Library and Information Science. To be considered for this scholarship award, application to the M.L.I.S. program must be made by March 15.

Jane Torrence Minckler Memorial Fellowship. Established in memory of Jane Torrence Minckler, this endowed fellowship provides tuition and fees for a student in the Department of Library and Information Science. The recipient is chosen on the basis of need and/or academic excellence by appropriate administrators in the department. To be considered for this award, application to the M.L.I.S. program must be made by March 15.

M.C.I.S. Fellowship Program. The M.C.I.S. program offers multiple fellowship opportunities each year through the M.C.I.S. Fellowship Program, initiated in 1992 in collaboration with the Johnson & Johnson Corporate Headquarters in New Brunswick. Since 1992 more than 40 students have been awarded M.C.I.S. fellowships, with most of these students placed in corporate communications, corporate contributions, and corporate human relations at Johnson & Johnson. AT&T has also participated in this program in recent years.

Fellowships are open to students who present clear evidence of significant management and leadership potential, and are motivated to better understand the critical role of communication in contemporary professional practice.

Evidence of highly developed analytic, interpersonal, and writing skills is mandatory for fellowship consideration. Recent undergraduates seeking admission must present clear evidence of significant promise for excellence in organizational management and leadership. This includes a record of significant accomplishment in community-based service and/or organizational practice.

Fellowships typically fund full tuition remission and stipend equivalent to Rutgers TA/GA awards. However, these fellowships do not include any fringe benefits. Fellows typically spend 21 hours each week at the sponsoring site during each term. Learning through practice occurs within project-defined activities with the expectation that the fellow will participate through the life cycle of specifically defined projects. Therefore, fellowship sponsors typically specify that consideration is contingent on continuing participation during term breaks including winter, spring, and Summer Session. The fellow is considered an employee of the corporate sponsors during these periods with additional remuneration for these periods negotiated by the sponsoring corporation and the individual student.

M.C.I.S. fellowships are awarded on a term to term basis, for up to three terms of full-time study in the M.C.I.S. program. Renewal of awards is contingent on review and recommendation by the M.C.I.S. program and corporate fellowship sponsor at the end of each term.

Review of M.C.I.S. fellowship applications is concurrent with review of applications for graduate study at Rutgers. Fellowship candidates are identified by the M.C.I.S. program, and then reviewed by corporate fellowship sponsors. This process typically includes multiple interviews with the M.C.I.S. program director and fellowship sponsors. Award decisions are based on the joint recommendations of the M.C.I.S. program and corporate fellowship sponsor.

M.L.I.S. Scholarship Fund. This fund is supported by contributions from alumni and friends of the school. Scholarship grants and emergency loans are available from this fund. To be considered for this award, application to the M.L.I.S. program must be made by March 15.

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

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

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

The New Jersey Library Association administers several scholarship funds, with values up to \$1,000 per year. These scholarships are awarded only to New Jersey residents. Application is made to the scholarship committee of the association. Awards are made on a competitive basis.

Contact the chairperson of the Department of Library and Information Science before December 1 of each year for further information. Other sources of financial aid are listed in the following publications:

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

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

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

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

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

Ralph Johnson Bunche Distinguished Graduate Award. Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the African-American statesman, Nobel Peace laureate, and recipient of an honorary Doctor of Law from Rutgers in 1949.

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

Rutgers Excellence Fellowship Awards. Issued by departments of the university on the basis of merit, as evidenced by scholarly promise, these awards are for \$10,000 to \$14,000 plus tuition remission and are renewable for three additional years. Outstanding students in the Graduate School–New Brunswick are eligible for the Marion Johnson Fellowship and Graduate School–New Brunswick fellowships, many of which carry comparable stipends.

Spectrum Scholarships from the American Library Association. Rutgers, an ALA Spectrum Partner, aims to bring greater diversity into the profession of librarianship through the recruitment of minority students. Application for this scholarship is made to the American Library Association.

Loans

Federal Perkins Loan (formerly National Direct Student Loan). Federal Perkins Loans are available to students who are enrolled in a minimum of 6 credits per term, who are citizens or permanent residents of the United States, and who demonstrate need through the FAFSA. The maximum amount a graduate student can borrow under this program

at Rutgers is \$3,000 per academic year, with maximum aggregate loan amount not to exceed \$30,000 (including undergraduate NDSL and Perkins loan total).

Interest at the rate of 5 percent simple begins nine months after the borrower ceases to enroll in a minimum of 6 credits per term and extends over a maximum repayment period of ten years. Monthly payments depend on the size of the debt and the length of the repayment period. Deferral of repayment is permitted for certain kinds of federal service, and cancellation of loans is permitted for certain public services.

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

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

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

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

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

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

Federal Direct Unsubsidized Loan. This loan *is not* based on financial need, but all interest charges must be paid by the student. The interest rate is the same as the Federal

Direct Subsidized Loan. Students may borrow up to \$10,000 per year.

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

Students should contact their local financial aid office for additional information. If loans in excess of this amount are required, an appointment with a counselor is recommended. Students do not need to be recipients of financial aid or have filed a financial aid application to be considered for these loans.

NJCLASS Loans

The NJCLASS, initiated by the State of New Jersey and administered by the New Jersey Higher Education Assistance Authority (NJHEAA), is a loan program that makes loans available to students regardless of income level. Students must be permanent New Jersey residents classified as citizens or eligible noncitizens of the United States for at least six months prior to filing the NJCLASS Loan application. Students also must file all financial aid information required by the school to determine the student's eligibility for Federal Direct Loans, and must accept loan funds from these programs, if eligible, before applying for NJCLASS Loan funds. There is no annual aggregate loan limit and the interest rate may be fixed or variable. For more information about NJCLASS, call the NJHEAA Financial Aid Hotline at 800/792-8670.

Employment

Assistantships Awarded by the University. The beginning salary for teaching and graduate assistantships is \$14,300–\$14,510 (2002-2003) plus tuition remission for an academic year and 6 credits in the summer.

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

Formalized Programs in Libraries. Some libraries provide formalized programs of supervised work in which the student trainees are usually given progressively more responsible jobs as courses are completed. Most libraries require 20 or more hours each week so that more than one year may be necessary to meet the M.L.I.S. degree requirements. Salary ranges vary depending upon local scales and number of hours worked each week. If the student is receiving financial aid, the aid counselor should be contacted before accepting employment.

Federal Work-Study Program (FWSP). Federal work-study employment may be offered as a self-help portion of the financial aid award. Application for this program is made by filing the FAFSA. On-campus jobs are available in many areas. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work between five and 15 hours

weekly throughout the fall and spring academic terms; in the case of summer assignments, the expectation is that the student will work between 20 and 35 hours per week. Off-campus employment, including paid community service positions and reading tutorial jobs in elementary schools, also are available. No job assignments are made until all paperwork required to accept the aid is complete.

Other Sources of Aid

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

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

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

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

RESTRICTIONS ON FINANCIAL AID AND EMPLOYMENT

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

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

Student Life and Services

LIBRARIES

With holdings of over three million volumes, the Rutgers University Libraries rank among the nation's top research libraries. Comprised of 26 libraries, centers, and reading rooms located on Rutgers' campuses in Camden, Newark, and New Brunswick, and RU-Online, a digital library, the libraries provide the resources and services necessary to support the university's mission of teaching, research, and service.

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

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

The libraries provide numerous electronic resources to the Rutgers community. Library users can search IRIS, the online catalog, through the libraries' web site at www.libraries.rutgers.edu. IRIS identifies materials owned by Rutgers libraries in Camden, Newark, and New Brunswick, and contains records for most items acquired since 1972. Students, faculty, and staff also can access online a variety of electronic indexes and abstracts, full-text electronic journals, research guides, and library services. The libraries provide hundreds of CD-ROM titles in addition to online resources.

Rutgers University students, faculty, staff, and alumni are entitled to borrow materials from any of the Rutgers University Libraries. The Rutgers Delivery Service and Interlibrary Loan Service allow library users to request books and journal articles located at distant Rutgers libraries or outside the university. The loan period for faculty, staff, and graduate students is one full term. All other borrowers, including undergraduate students, may keep materials for 28 days. All materials, regardless of loan period or borrower's privileges, are subject to recall.

Librarians, many with advanced subject expertise, are available at all of the major libraries to assist with research

projects, classroom instruction, and research strategies. In addition to individual instruction at the reference desk, librarians also provide in-class teaching at instructors' requests. Librarians are available to help with both computerized and noncomputerized reference and subject searches.

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

COMPUTER FACILITIES

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

Support for students centers on a set of approximately 12 public computer labs, plus additional locations in many libraries. These labs have a mix of Windows, Macintosh, and Unix workstations or X terminals, as well as printers. Several of the areas are equipped for class use. There is a Digital Media Lab for preparation of audio and video presentations. Several labs in New Brunswick are open 24 hours a day. Software includes word processing and spreadsheets packages, as well as tools for specialized academic uses, such as statistics, mathematics, and mapping. Much of this software is also available for students to use on their own computers in residence halls.

RUCS is nearing completion of a major networking project. In the last four years, approximately 260 buildings have been wired and 500 connected to the Rutgers data network. Virtually every student residing in university housing has a robust Ethernet connection. Residents who use these connections have full access to computer resources at Rutgers and the Internet.

RUCS provides central services for students, including email, net news, web page hosting, and Unix shell access. Student services available via the web include a schedule of classes, online registration, financial aid award status, grades, transcripts and class schedules, statements of accounts, a calendar of events, and an online directory. Many courses make use of computers and web technology. Email is used widely on campus to communicate with faculty and other students, as well as to distribute announcements.

STUDENT INFORMATION AND ASSISTANCE CENTER

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

HOUSING

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

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

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

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

For additional information, call the Graduate Housing Office at 732/445-2215; email uhousing@rci.rutgers.edu; or access the housing web site at www.housing.rutgers.edu. Students may also visit the Graduate Housing Office at 581 Taylor Road on the Busch campus.

OFF-CAMPUS HOUSING SERVICE

As part of Campus Information Services, the Off-Campus Housing Service is the information and referral center for off-campus renting and housing needs at the New Brunswick campus and can be reached by calling 732/932-7766, or via email at ochs@cis.rutgers.edu. The service is located at 542 George Street, at the corner of George Street and Seminary Place on the College Avenue campus, where trained staff can offer help with just about any topic regarding off-campus housing and living. All office information and listings are available 24 hours a day online. Maps, informational items, and staff assistance also are available. The Off-Campus Housing Service can assist students, faculty, and staff in finding information about available rentals and "for sale" properties in the area. For a modest charge, the office is able to mail or fax listing printouts to any location in the United States. The service is available year-round with hours of 8:30 A.M. to 4:30 P.M., Monday through Friday; and Thursday, from 8:30 A.M. to 7:30 P.M. During off-hours, callers have the option of recording their questions and having them answered when the staff returns.

The Off-Campus Housing Service web site can be accessed via the Internet at ruoffcampus.rutgers.edu. It contains a large database of available rentals, apartment complex information, landlord-tenant rights information, tips to finding housing and preventing problems, and forms for a variety of renting purposes. The Off-Campus Housing Service also conducts a free legal clinic throughout the year. Students and staff may make appointments in person or by phone to speak to a volunteer lawyer. These attorneys specialize in landlord-tenant matters and provide free advice on any housing-related problem or question.

DINING SERVICES

The Division of Dining Services operates and maintains five student dining facilities and eleven cash facilities: Brower Commons on the College Avenue campus, Busch Dining Hall on the Busch campus, Cooper and Neilson Dining Halls on the Cook/Douglass campus, and Tillett Dining Hall on the Livingston campus.

Dining Services offers several different "block plans," which provide convenience and flexibility to fit personal lifestyle and dining habits, and feature "all you can eat dining." There is no limit on the number of meals participants may enjoy each week, and they even may bring ten guests per term.

For more information, call 732/932-8041 or visit www.rci.rutgers.edu/~rudining.

RUTGERS UNIVERSITY HEALTH SERVICES

Rutgers University Health Services provides comprehensive ambulatory health care and education for all full-time students and those part-time students who have paid the student health services and insurance fee.

During the fall and spring terms, three health centers provide services for students in the New Brunswick/Piscataway area. The Busch-Livingston Health Center, located at Hospital Road and Avenue E on the Livingston campus, is open Monday through Friday from 8:30 A.M. to 5:00 P.M. The Hurtado Health Center, located at 11 Bishop Place on the College Avenue campus is open seven days a week when classes are in session during the academic year (Monday through Friday, from 8:30 A.M. to 8:00 P.M., Saturday and Sunday, from 10:00 A.M. to 4:00 P.M.). The Willets Health Center, located on Suydam Street on the Douglass campus, is open Monday through Friday, from 8:30 A.M. to 5:00 P.M. The Hurtado Health Center operates year-round. In the summer and during breaks, it is open Monday through Friday only, from 8:30 A.M. to 4:30 P.M.

Health Centers are staffed by physicians, nurse practitioners, registered nurses, counselors, and educators. A wide range of services is provided, including general primary care, gynecology, mental health services, alcohol and substance abuse outpatient treatment programs, health education, immunizations, allergy desensitization injections, laboratory tests, physical examinations and referrals. Surgical and critical medical conditions are referred to the student's personal physician, the proper specialist, or an outside hospital for treatment.

Pharmacy services are located at each Health Center and are open during the following hours in the fall and spring terms: Busch-Livingston Pharmacy, Monday through Friday 9:30 A.M. to 5:00 P.M.; Rutgers Pharmacy (Hurtado), Monday through Friday, 9:30 A.M. to 5:30 P.M., and Saturday, 10:00 A.M. to 3:00 P.M. Willets pharmacy services are available, Monday through Friday, 8:30 A.M. to 5:00 P.M. The Rutgers Pharmacy (Hurtado) operates year-round. In the summer and during breaks it is open Monday through Friday only, 9:00 A.M. to 1:00 P.M. and 2:00 P.M. to 4:30 P.M.

Rutgers University Health Services/Department of Health Education provides health education, leadership, and training experiences to help students build skills, learn about themselves and others, and take action to enhance community health.

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

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 children at additional cost. Any student not covered by individual or family policies should consider this coverage. Information and applications are available from the Office of Student Health Insurance, Hurtado Health Center, Rutgers, The State University of New Jersey, 11 Bishop Place, New Brunswick, NJ 08901-1180; 732/932-7402.

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, Rutgers, The State University of New Jersey, 180 College Avenue, New Brunswick, NJ 08901-8537; 732/932-7402.

SEXUAL ASSAULT SERVICES AND CRIME VICTIM ASSISTANCE

Sexual Assault Services and Crime Victim Assistance staff provide support and assistance to crime victims, survivors, and other members of the university community. Advocacy, crisis intervention, counseling, and referrals are available. Programs and services for students, faculty, and staff promote ways of reducing the risk of being a crime victim and the availability of resources and options should a crime occur. With a special emphasis on crimes of interpersonal violence, educational programs are available to the university community on issues concerning sexual assault, domestic/dating violence, stalking, and peer harassment.

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

COUNSELING SERVICES

University Career Services

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

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

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

For further information concerning career services at Rutgers, students should visit one of the career offices located at 61 Nichol Avenue on the Douglass campus (732/932-9742), 46 College Avenue and 56 College Avenue (732/932-7287), both on the College Avenue campus; or the Busch Campus Center (732/445-6127).

Counseling Centers

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

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

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

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

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

Peer Counseling Services

There are four telephone hotlines and/or drop-in services on campus that offer supportive and anonymous listening and talk, help with crises, and a wide range of referral information. Each is staffed primarily by undergraduate students with special training. They are open mostly on Sunday and weekday evenings, and their current hours are given on answering machines at each service. The services include: 56 Peer Counseling Service, located in Bishop House (third floor), College Avenue campus, 732/247-5555; Women's Support and Resource Center (focused on women's issues), 732/828-7273; Gatehouse Peer Counseling Hotline, Cook-Douglass campus, 732/846-0957; and the Rutgers University Lesbian/Gay Alliance Hotline (focused on issues of interest to gays and lesbians), 732/932-7886.

Services for International Faculty and Students

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

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

Nonimmigrant students in F1 or J1 status must register with the center upon arrival in New Brunswick and inform the center of any change in their academic program, address, or enrollment status. All questions regarding one's status as a foreign student or exchange visitor in the United States are addressed to this office.

Services for Students with Disabilities

Students with disabilities on the New Brunswick campus of Rutgers University are entitled to the same benefits of the university's educational mission, the same quality of student life, and are subject to the same academic and procedural requirements as other students. Rutgers is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. The university's services include special assistance in academic advising, scheduling or rescheduling classes in barrier-free buildings, on-campus transportation for students with permanent or temporary mobility disabilities, assistive devices and equipment, learning assistance, and communication with faculty regarding students' general or specific needs. Each school in New Brunswick has a designated coordinator of services to students with disabilities to assist students enrolled in their school. Students with disabilities

also may contact the New Brunswick campus coordinator for students with disabilities at 115 College Avenue, Bishop House, Room 105 (732/932-1711) for more information. The New Brunswick campus coordinator is TDD-accessible through the Student Information and Assistance Center, located at 542 George Street (732/932-9090). Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 may be directed to the Director of Compliance, Student Policy, and Judicial Affairs, 3 Bartlett Street, College Avenue campus (732/932-7312).

CAMPUS INFORMATION SERVICES

Rutgers Information and Referral Center

Rutgers Information and Referral Center is the gateway to Rutgers, The State University of New Jersey, and can be reached by calling 732/932-INFO. Trained student information assistants offer help and answers about admission or any area of campus or community life. The service is available Monday through Friday, from 8:30 A.M. to 8:30 P.M., and Saturday and Sunday, from 10:00 A.M. to 4:00 p.m., during the academic year. The hours during the rest of the year are Monday through Friday, from 8:30 A.M. to 4:30 P.M. Twenty-four hour access to the information and referral service is available via email through "Ask Colonel Henry" at colhenry@ur.rutgers.edu; information about activities and events at Rutgers also is provided online at www.acs.rutgers.edu/calendar. The New Brunswick official Listserv is the source for timely academic and student information. Every Tuesday during the term, a weekly bulletin of official notices is sent directly to the email account of each student on the New Brunswick campus. Students are responsible for knowing the information and taking appropriate actions contained in the notices.

Rutgers INFO Channel/ Rutgers INFO Radio

The Rutgers INFO channel, Channel 3 on the RU-TV network, is available on the New Brunswick campus and is operated by Campus Information Services. The station provides 24-hours-a-day information about events, programs, activities, and services available to students. Members of the Rutgers community may request that information about activities, services, and events be displayed on the Rutgers INFO channel. Visit rutv.rutgers.edu/infochannel.html for more information.

Rutgers INFO radio, on the New Brunswick campus, also is operated by Campus Information Services. The station operates 24 hours a day and is found at 530 AM. The station can be heard within a six-mile radius of the campus. Rutgers INFO radio broadcasts timely transportation, parking, special events, and general information, and gives weather emergency updates. The station also is available through live webcasts at rutgersinforadio.rutgers.edu.

Historical Tours

Campus Information Services provides historical campus tours, led by seasoned guides and lasting approximately one-and-one-half hours. Reservations are strongly encouraged, as tours are given on a first-come, first-served basis. Special tours also may be scheduled. For more information, call 732/932-9342, ext. 619.

STUDENT ASSISTANCE

Since the personal welfare of students must be the concern of an academic community, redress of grievances for graduate students at the university is provided for through a number of informal arrangements. Depending upon the subject at issue, students matriculated in the Graduate School–New Brunswick may approach their graduate director, the Office of the Dean of the Graduate School, or their departmental representative to the Graduate Student Association. In addition, many graduate programs have departmental student associations. Further information may be obtained from the Graduate Student Association at the student center on College Avenue or from the Office of the Graduate School.

DAY-CARE CENTERS

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

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

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

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

RUTGERS UNIVERSITY POLICE DEPARTMENT

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

The university police department is located at 5 Huntington Street on the College Avenue campus. The campuses are patrolled on foot, in vehicles, and on bicycles. To contact

RUPD to report emergencies (police, fire, or emergency medical), dial 911; from university centrex telephones, obtain an outside line and dial 911. For nonemergency telephone calls to the police, dial 732/932-7211; from university centrex telephones, dial 2-7211. You also can contact the police by using any of the more than 60 blue-light emergency telephone boxes on the campuses or by using the housing telephones located near dormitory entrances.

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

TRANSPORTATION AND PARKING

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

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

For more information, call 732/932-7744 or see the Parking and Transportation web site: parktran.rutgers.edu.

PAUL ROBESON CULTURAL CENTER

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

The center is open Monday through Thursday, from 8:30 A.M. to 10:00 P.M.; Friday, from 8:30 A.M. to 9:00 P.M.; and Saturday and Sunday, from noon to 4:00 P.M. The center is located at 600 Bartholomew Road, Busch campus, adjacent to the Busch Campus Center. For more information, call 732/445-3545.

CENTER FOR LATINO ARTS AND CULTURE

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

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

Located at 122 College Avenue, the center is open weekdays from 9:00 A.M. to 5:00 P.M. For special events, the center also is open on weeknights and weekends. Please call 732/932-1263, 1494 for further information.

ASIAN AMERICAN CULTURAL CENTER

The Asian American Cultural Center started its operations in 2000. Through its activities and programs, the center documents and disseminates information about the artistic, scientific, social, and political contributions of Asians and Asian Americans, with a focus on expanding the multicultural and intercultural understanding of Rutgers University undergraduate students, and providing a supportive environment for Asian American students.

The center works closely with Asian American student organizations, and collaborates with Rutgers academic units and administrative offices as well as Asian American community-based organizations in the development of cultural programs, curriculum enrichment, and other activities for the entire Rutgers community.

The center, located at 103 A & B Tillett Hall on Livingston campus, is open weekdays 8:30 A.M. to 4:30 P.M. For more information, call 732/445-8043 or visit www.rci.rutgers.edu/~aacc.

OFFICE OF DIVERSE COMMUNITY AFFAIRS AND LESBIAN-GAY CONCERNS

The Office of Diverse Community Affairs and Lesbian-Gay Concerns, established in the spring of 1992 as a resource for students who are lesbian, gay, bisexual, transgender, queer, and questioning (LGBT/QT). The office also provides student, staff, and faculty development activities on LGBT/QT awareness and sensitivity. The director advises individual LGBT/QT students and student groups, sponsors

programs, and chairs the taskforce for LGBT concerns, a university-wide advocacy body for LGBT/QT communities.

The office promotes intercultural relations among students through the provision of educational activities on issues of diversity, bias prevention, and multicultural leadership. The director chairs the bias prevention steering committee whose members monitor the climate for bias on the New Brunswick campus, compile data on bias incidents, and advise staff on intervention strategies.

Undergraduate and graduate students, staff, and faculty interested in issues of intercultural relations, bias prevention, and LGBT/QT issues may contact the director of the office, Cheryl Clarke, at 3 Bartlett Street, College Avenue campus (732/932-1711, cclarke@rci.rutgers.edu) for assistance, advisement, counseling, and referral. Student who wish to report bias incidents may also contact the director.

ACTIVITIES

Athletic Facilities

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

Athletic Ticket Policies

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

Concerts, Dramatic Productions, and Lectures

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

The Department of Theater Arts of the Mason Gross School of the Arts presents approximately 15 to 18 productions a year at the Mason Gross Performing Arts Center on the Douglass campus. The Cabaret Theater, along with other similar production companies, is a student organization that provides students who are not in the professional Mason Gross School of the Arts program with the opportunity to express their theatrical talents and to broaden their theater experience. The Shoestring Players visit numerous area schools to provide K-6 school children with an introduction to interactive theater.

Numerous lectures are presented regularly by academic departments, lecture series groups, and other organizations.

STUDENT ORGANIZATIONS

Library and Information Studies Student Association

Students in the M.L.I.S. program are members of the Library and Information Studies Student Association (LISSA) and are urged to participate in the activities of the

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

Graduate Student Association

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

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

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

Professional Associations

Students are urged to join and participate in the activities of professional associations related to their goals and interests as soon as possible. Contact with active professionals and the issues of concern to them is an excellent complement to the academic programs of the school. Most associations have reduced membership fees for students, and many sponsor meetings and workshops close to the school. Professional associations active locally include the New Jersey Library Association, which is affiliated with the American Library Association; American Society for Information Science; Special Libraries Association; Educational Media Association of New Jersey; Documents Association of New Jersey, Inc.; Health Sciences Library Association of New Jersey; Art Libraries Association; American Society of Indexers; New York Technical Services Librarians; and Public Relations Society of America (PRSA). The LIS placement adviser has membership forms for these organizations.

Beta Phi Mu

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

ALUMNI

Alumni Relations

The university seeks the support of its alumni and, in return, offers them a number of services and programs. The responsibility for working with the university's entire alumni body, now numbering over 320,000, is vested in the Department of Alumni Relations. The department has two main objectives. First, it maintains contact with Rutgers alumni, informing them of the university's programs with the hope that they will assist Rutgers in fulfilling its educational goals. Second, the department encourages alumni to continue their college friendships after graduation through social, educational, and reunion activities.

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

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

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

Rutgers University Foundation

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

The professional staff of the Rutgers Foundation has helped the university's faculty, administration, and staff raise well over a half-billion dollars since its incorporation 29 years ago. Private fund-raising in the 2000–2001 fiscal year totaled \$123,302,686, an all-time yearly high.

Academic Policies and Procedures

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

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

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.

STUDENT RESPONSIBILITY TO KEEP INFORMED

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

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

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

REGISTRATION AND COURSE INFORMATION

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

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

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

Change of Courses

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

Withdrawal

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

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

Full- and Part-Time Students

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

Transfer of Credit

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

Interdepartmental Registration

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

Multiple School Registration

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

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

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

Graduate Enrollment in Undergraduate Courses

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

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

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

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

Courses Taken Not-for-Credit

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

GRADES AND RECORDS

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

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

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

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

Provisional Grades

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

Credit Prefixes

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

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

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

Warning Notices

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

Student Complaints about Grades

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

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

Transcripts

Requests for official transcripts of a student's academic record should be made in writing to the Department of Records and Transcripts, Rutgers, The State University of New Jersey, Office of the Registrar, 65 Davidson Road, Room 200, Piscataway, NJ 08854-8096. Requests should include the school of enrollment and the dates of attendance. A fee of \$3 per copy, payable to Rutgers, The State University of New Jersey, must accompany the request. At least 10 days should be allowed for processing the request.

Holds

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

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

Student Identification Cards

The RUconnection card is the official Rutgers University photo ID card. It enables students to check out library books, use recreation centers on the campuses, and access meal plan or Knight Express debit services. It also functions as a general campus ID.

Cards are available at the RUconnection Card Office (Busch Campus Center, 604 Bartholomew Road, Piscataway, NJ 08854-8002; 732/445-6949) or the Knight Express Office (Records Hall, Room 102, College Avenue Campus; 732/932-8041). No appointment is necessary.

In order to receive an ID card, a student already must be registered for classes and present a valid form of identification (e.g., driver's license, passport). *There is no charge to new students for the RUconnection card.* (There is a \$15 replacement fee for lost cards.)

The RUconnection Card Office on Busch is open Monday through Friday from 8:30 A.M. to 4:30 P.M.; the Knight Express Office is open Monday through Friday, from 8:00 A.M. to 6:00 P.M., with extended hours during the fall term. For the most up-to-date information, visit the web site: www.rci.rutgers.edu/~ruconxn.

CANCELLATION OF CLASSES

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

If weather conditions make it necessary to cancel classes, a message will be available from the Rutgers Information and Referral Center, 732/932-INFO; by dialing "0" from campus locations; RU-TV's Rutgers Information Channel, Channel 3; and the operating status page available on the Rutgers main page at www.rutgers.edu. Announcements will also be made over the following radio stations: WRNJ (1510 AM), WCTC (1450 AM)/ WMGQ (98.3 FM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM)/ WBUD (1260 AM), WRSU (88.7 FM), and NEWS12 (cable).

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

SCHOLASTIC STANDING

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

Poor Academic Performance

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

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

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

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

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

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

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

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

GRADUATION

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

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

Graduate Diploma Application

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

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

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

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

POLICY ON ACADEMIC INTEGRITY SUMMARY

“Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions to this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the

university community, and breaches of academic integrity constitute serious offenses” (Academic Integrity Policy, p. 1).

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

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

Students are responsible for knowing what the standards are and for adhering to them. Students 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

UNIVERSITY SAFETY AND SECURITY

Division of Public Safety

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

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

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

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

Rutgers University Police Department

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

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

Community policing offices are located in each of the campus student centers. These 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 campuses, serving as "eyes and ears" for the police while securing facilities and providing escort

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).

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.

services. Student safety officers and community services officers provide a host of other safety and security services that include controlling access to selected residence hall during evening hours. For more information on these programs call 732/932-5400.

Emergency Services

Fire safety is a major component of our total safety and security program. State certified fire inspectors provide fire safety awareness training sessions in the residence halls and conduct emergency evacuation drills to familiarize occupants with emergency procedures. Emergency Services personnel regularly inspect all university building and facilities, conduct alarm tests and fire drills, and enforce the New Jersey Uniform Fire Code. As a state-licensed ambulance service, Emergency Services provides emergency medical care to the university community. The staff of New Jersey certified emergency medical technicians respond to emergency medical calls and provide standby services at major university events.

Sexual Assault Services and Crime Victim Assistance

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

ADMINISTRATIVE PROCEDURES FOR RESPONDING TO DISRUPTIONS

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

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

1. The president of the university and the university vice president for academic affairs will have the authority throughout the university to declare a particular activity to be disruptive. In the two geographic areas of Camden and Newark, the respective provost will have the same authority. In New Brunswick, 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 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 discrimination that violates state and federal civil rights laws. It is defined for purposes of those laws and the university's policy as any behavior that:

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

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

If you think you have been harassed on the basis of any of the protected categories listed above, have observed harassing behavior, or need more information, you are encouraged to contact 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 uhr.rutgers.edu/uhce.

POLICY AGAINST VERBAL ASSAULT, DEFAMATION, AND HARASSMENT

Statement of Principles

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

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

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

Prohibited Conduct

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

1. Use of force against the person or property of any member of the university community or against the person or property of anyone on university premises, or the threat of such physical abuse. (Verbal assault may be prosecuted as a "threat of . . . physical abuse.")
2. Theft of, or intentional damage to, university property, or property in the possession of, or owned by, a member of the university. (Acts of graffiti or other vandalism may be prosecuted as "intentional damage to . . . property.")

3. Harassment, which is statutorily defined by New Jersey law to mean, and here means, purposefully making or causing to be made a communication or communications anonymously or at extremely inconvenient hours, or in offensively coarse language, or in any other manner likely to cause annoyance or alarm, or subjecting or threatening to subject another to striking, kicking, shoving, or other offensive touching, or engaging in any other course of conduct or of repeatedly committed acts with purpose to alarm or seriously annoy any other person. Harassment is considered a separation offense under the University Code of Student Conduct.
4. Defamation, which is judicially defined to mean, and here means, the unprivileged oral or written publication of a false statement of fact that exposes the person about whom it is made to hatred, contempt, or ridicule, or subjects that person to loss of the goodwill and confidence of others, or so harms that person's reputation as to deter others from associating with her or him. Defamation is considered a separation offense under the University Code of Student Conduct.

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

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

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

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

Associate provost for student life, Armitage Hall, Room 248, Camden campus, 856/225-6050;

Marcia W. Brown, associate provost for student affairs and community outreach, Center for Law and Justice, Newark campus, 973/353-5234.

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

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students, and to provide equal employment opportunity to all employees and applicants for employment, regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status. (Douglass College, as a traditionally and continuously single-sex institution, may,

under federal law, continue to restrict college admission to women.) Questions concerning student rights violations should be addressed to Brian T. Rose, Director of Compliance, Student Policy, and Judicial Affairs (732/932-7312). Questions concerning harassment or employment discrimination should be directed to Jayne M. Grandes, Director, University Harassment Compliance and Equity (732/445-3020, ext. 626).

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 (*athletics.rutgers.edu*) including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically related student aid, and revenues. The first report was issued in October 1996 with annual updates thereafter. The reports are available at the reference desks of the main branches of the university library system (Alexander Library, Library of Science and Medicine, Robeson Library, and Dana Library) and at the intercollegiate athletics offices.

STUDENT RECORDS AND PRIVACY RIGHTS

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

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

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

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

Students may request that directory information be kept confidential by obtaining a form for this purpose from their dean's office or from the registrar's office. Students should be aware that requesting confidentiality of directory information makes this information unavailable to all,

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

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

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

STUDENT RESIDENCY FOR TUITION PURPOSES

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

Procedure

The Initial Determination

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

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

After the Initial Determination

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

Request for a Change of Status

Requests for a change in residency status are accepted no later than the last week of the term for which changed status is sought. All supporting affidavits, deemed appropriate by the adjudicating official pursuant to New Jersey Administrative Code, Volume 9, Section 5 et seq., must be

filed by the petitioner in accordance with the time limit specified in the preceding sentence, but in no case later than four weeks from the conclusion of the term for which the residency assessment is requested. Failure to comply with this provision, unless judged otherwise by the adjudicating official, voids the petition for the term in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change relates only to the current and subsequent terms. No adjustments in tuition assessments are made and no refund vouchers are processed for any prior term.

Appeals

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

Students' Responsibilities

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

Penalties

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

RESEARCH POLICY AND RESEARCH CENTERS

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

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

PATENT POLICY

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

Journalism Resources Institute

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

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

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

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

More than 15,000 media professionals have participated in institute programs since its founding in 1980, as well as thousands of additional persons outside the news media. Major areas of funding have supported work in mass media coverage of health, science, and technology; media and law; press freedom and responsibility; international affairs; business/financial journalism; and assistance to independent news media in Central and Eastern Europe.

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

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

Since 1998, the JRI has codirected a Colleges and University Affiliates Program with the University of Sarajevo in Bosnia and Herzegovina with support from the U.S. State Department, and is developing related programs with universities in Tuzla and Banja Luka. The JRI is expanding its programs in Central and Latin America and among universities in Spain. The JRI plans an Internet network to bring together its overseas initiatives with SCILS and other universities.

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

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

The institute published a monograph, "Preparing Health, Medical and Science Journalists for the Future," summarizing the first three years of the Merck Science Journalism Student Awards program, which was distributed nationally to journalism schools and major media organizations. The

Library and Information Science

Nicholas Belkin, *Chairperson; Director, Master of Library and Information Science Degree Program*
www.scils.rutgers.edu/lis/index.html

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

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

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

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

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

institute has created multimedia educational materials to train journalists in health and medical coverage, and cooperated in a program to create educational materials for journalists in Latin America through a U.S. Agency for International Development and Voice of America–U.S. Information Agency project. It has launched a series of health, medical, and science workshops in Poland and elsewhere. The JRI presented journalism education strategies at the Latin American Journalism Center in Panama. The institute also has cooperated with Complutense University in Madrid in presenting two series of lectures at major universities in Spain on new media technologies and their impact on journalism and library studies. In 1998, the JRI launched research on this topic with universities in Poland and sponsored an international videoconference to initiate the program.

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

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

For further information about any of its activities, contact the Journalism Resources Institute, Rutgers, The State University of New Jersey, 185 College Avenue, New Brunswick, NJ 08901, U.S.A.; 732/932-7369, Fax: 732/932-7059.

Visit the JRI web site at www.scils.rutgers.edu/jri.

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

Instruction

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

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

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

Research

The department's research program spans library and information science from youth services to information retrieval and from policy to school media. The faculty are widely published and heavily cited in these and other areas, supporting the high status of the M.L.I.S. program in

national rankings, informing the undergraduate program, and contributing to the education of Ph.D. students. The faculty design and study new information technologies and new uses for information and media. Research addresses the organization and dissemination of information; the design, management and evaluation of information services and systems; and diverse topics in professional education for library and information science. There are many opportunities for students at every level to become involved in faculty research projects, gaining valuable hands-on understanding of the interplay between new research and the cumulated achievements of the field. Faculty in the Department of Library and Information Science have interactions across the University with other faculty members from departments as varied as cognitive science, computer science, business, and education.

Members of the Library and Information Science faculty serve as editors of internationally recognized journals in their fields of interest, and their research is supported by organizations such as the National Science Foundation, the Council on Library and Information Resources, the Defense Advanced Research Projects Agency, the U.S. Department of Education, and the Special Libraries Association, as well as individual libraries. Much of this work is conducted in the School's Alexandria Project Laboratory, located on the second floor of the SCILS building. Members of the department also play a leading role in the University's Distributed Laboratory for Digital Libraries, which supports research and graduate students.

The diverse research interests of the faculty are united by the shared conviction that the revolutionary technologies of computers and networking will serve humanity best when they are developed and understood in terms of their service to the needs of individuals and organizations. The Department of Library and Information Science recognizes that for effective teaching in our rapidly changing field, it is essential that every member of our faculty be active in the creation of new knowledge in that field, through innovative research.

Service

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

CAREERS IN THE LIBRARY AND INFORMATION PROFESSIONS

Students preparing for careers in the library and information professions have many possibilities before them; these vary widely across settings, communities, and forms of professional service. Some professionals address information at its most fundamental levels, acting to design, organize, produce,

and retrieve information in systems. The exponential growth of knowledge at the edge of the twenty-first century means that this role has become increasingly critical to our society and economy, and vital to the personal lives of citizens. The basic organizing function principally occurs in the information industry, including the production of indexes and abstracts, the design and construction of databases, the publication of print and electronic resources, and in the development of libraries as organized information systems.

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

School and academic libraries offer situations where information services support and enhance diverse curricula and scholarly research. Educational media specialists in elementary and secondary schools create collections, provide information on literacy education, and collaborate with teachers to provide a wide range of learning opportunities for students. Librarians and information specialists in academic and research libraries focus on the curricular and research information needs of students and faculty at the college and university level. Instruction in the use of bibliographic and electronic tools has become a critical part of academic librarianship at all levels.

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

Students engaged in the study of technical and automated services are prepared to provide essential support for information users in the forms of catalogs and indexes; to master an array of electronic data retrieval systems; to maintain automated acquisitions and ordering processes; to capture

information in multiple formats; and to explore the expanding presence of information through the Internet and its worldwide extensions. In the contemporary world, these aspects of library and information science are expanding both technically and conceptually, with significant implications for information users in libraries, homes, and workplaces.

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

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

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

Master of Library and Information Science Program

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

The courses in the M.L.I.S. program are organized around six themes in the field of library and information science: human information interaction; information access; information and society; information systems; management; and organization of information. Six lead courses based on these themes form the foundation of the curriculum. The curriculum consists of the six lead courses, related central courses, and specialization courses.

The M.L.I.S. program offers basic general knowledge of the field of library and information science with opportunities to specialize in particular areas of the field in preparation for a variety of career outcomes. Following are some examples of career outcomes for the M.L.I.S. degree:

- information broker
- information retrieval specialist/reference librarian
- information subject specialist and archivist
- knowledge manager
- manager of library and information organizations
- medical informatics specialist
- school library media specialist
- technical services librarian
- web librarian
- youth and children's librarian

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

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

To educate students for professional positions of leadership and responsibility as librarians and information specialists in diverse types of libraries, information agencies, and similar environments where information is a vital resource.

DEGREE REQUIREMENTS

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

Study may be pursued on a part-time schedule by completing the program within a three-year period. On a part-time basis, students must register for a minimum of 6 credits per term unless special permission is obtained from the chairperson of the department. Courses are scheduled in four time periods: morning, midday, late day, and evening. Students should be aware that the completion of the program requires attendance in more than one time period in order to obtain benefit of the full range of course offerings. The program may not be completed by attendance at summer sessions only. A maximum of 12 credits may be earned by attendance at summer sessions. No more than 9 credits may be taken in any one summer without permission of the chairperson.

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

Course Waiver Policy

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

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

ADMISSION

Requirements

In evaluating credentials, the admissions committee looks for both potential for graduate study and potential for service to the profession. A bachelor's degree or its equivalent from a recognized institution of higher education is required of applicants to the M.L.I.S. program. Evidence of potential for graduate study is demonstrated by letters of recommendation, a personal essay, an average of B or better in previous academic work, and combined verbal and quantitative or verbal and analytical Graduate Record Examination (GRE)

scores of 1000 or more. Extremely good grades and/or other positive factors may outweigh poor GRE scores except for those who score below the twentieth percentile on any GRE exam. Aware that individual motivations change, the committee recognizes that high GRE scores may compensate for low grade-point averages achieved when there was less motivation to do well. *Applicants reporting GRE scores below the twentieth percentile on any of the GRE exams are not eligible for full admittance to the M.L.I.S. program.* Applicants should refer to the current application form and instructions for procedures. Admission is competitive and is affected by the quality and academic promise of the pool of candidates.

Technological Competency

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

To this end, a self-diagnostic tool has been developed. It is available at: scils.rutgers.edu/techsos. In order to help fill any gaps found in technological knowledge, computer workshops have been established and are offered, at no charge, by current or recently graduated M.L.I.S. students. Complete information is distributed each term to newly admitted students.

Applications

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

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

Deadlines

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

Tests

Applicants to the M.L.I.S. program must submit official scores from the Graduate Record Examination (GRE) general test. Applicants who hold another graduate degree may request to be excused from the GRE requirement by writing to the director of the M.L.I.S. program. All applicants who are seeking financial aid are urged to take the GRE exam, because scores are useful in evaluating applicants for financial awards. GRE information and application forms may be obtained by writing the Graduate Record Examination Program, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000, or www.gre.org.

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

International Applicants

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

Notification of Decisions

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

Transfer of Credit

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

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

Nonmatriculated Students

At the discretion of the faculty, M.L.I.S. applicants may be required to complete, on a nonmatriculated basis, 12 credits with satisfactory grades and obtain the written recommendation of a professor before being admitted to the degree program.

PLANS OF STUDY

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

The Department of Library and Information Science offers a revised M.L.I.S. curriculum beginning in the fall term, 2000. This curriculum is organized around lead courses, central courses, and specialization courses. Six lead courses offer general knowledge of the major principles and issues of the field. The lead courses are: human information behavior; organizing information; principles of searching; information technology for libraries and information agencies; management of libraries and information centers; and knowledge structures and the information professions. Central courses offer basic understanding and competencies in important components of the field. Specialization courses allow students to develop expertise in preparation for specific career objectives.

A plan of study is developed by each student in consultation with a faculty adviser in the first term of study. All students are required to take a minimum of 9 credits in lead courses and a minimum of 15 credits in a combination of lead and central courses. Plans of study must follow course pre- and corequisites as stated in the course catalog. Beginning full-time students may need advising in selection of courses prior to enrolling.

All full-time students pursuing educational media certification must consult with an adviser prior to registering in order to be assured of meeting all requirements for the M.L.I.S. degree and qualifying for certification within the 36-credit minimum. The course of study for the educational media specialization is as follows:

Educational Media Certification

Course of Study

When combined with a valid teaching certificate and one year's teaching experience, this course of study meets New Jersey certification requirements for educational media specialists.

Lead Courses

- 17:610:510 Human Information Behavior (3)
- 17:610:530 Principles of Searching (3)
- 17:610:550 Information Technology for Libraries and Information Agencies (3)

Central Courses

- 17:610:522 Cataloging and Classification (3)
- 17:610:540 Reference Sources and Services (3)

Specialization Courses

- 17:610:514 Information, Media, and the Curriculum (3)
- 17:610:547 Materials for Children (3)
- 17:610:548 Materials for Young Adults (3)
- 17:610:555 Multimedia Production (3)
- 17:610:575 Educational Media Center Management (3)
- 17:610:592 Field Experience (3)

One elective chosen after consultation with adviser

OTHER ACADEMIC OPPORTUNITIES

Field Experience

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

Colloquium Series

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

Individual Study

Students who wish to engage in special projects or special individual study in areas not covered by regular courses may apply for up to 6 credits of individual study (17:610:591). The student must submit a brief statement in writing of his or her proposed investigation, with a preliminary outline of the methodology to be used. The study must be approved by the faculty member who agrees to supervise it. Individual study is normally pursued toward the end of the M.L.I.S. program.

Extern Program

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

COURSES

Courses marked with a dagger (†) are lead courses. Courses marked with an asterisk (*) are central courses.

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

Required of all entering students. Presented in the form of a packet of readings and a brief orientation at the beginning of a student's first term. No credit given. Orientation to the M.L.I.S. program, the information professions, basic concepts and vocabulary, and the literature of the field.

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

Required of all students during a fall or spring term late in their program of study. Students must attend at least three offerings. No credit given. A series of lectures with discussions, featuring guest speakers, that highlight current and recurring issues and introduce students to leaders in the field.

Human Information Interaction

† 17:610:510. HUMAN INFORMATION BEHAVIOR (3)

Behavior vis-à-vis information as it bears on problems in library and information services and forms a theoretical and professional base for such services. Diverse contexts of information behavior; processes of information seeking, searching, using, and valuing. Assessment of studies of human information behavior in terms of relevance to library and information services.

* 17:610:511. RESEARCH METHODS (3)

Methods of assessing individual and organizational information needs, with emphasis on quantitative social science research techniques. Includes evaluative methods as an essential component of planning; critiques of published research; computer laboratory sessions for statistical data analysis.

17:610:512. INTERFACE DESIGN (3)

Prerequisite: 17:610:550; pre- or corequisite: 17:610:510.

Basic principles for designing the user interface in information systems, with special reference to computerized systems. Major topics include: relationships between users' models of information systems and the conceptual models presented to them; human cognitive capabilities; evaluation.

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

Prerequisite: 17:610:510.

Focuses on the structure and design of school library media programs by examining learning theories, information literacy, standards, and current trends. Integration of information literacy across the curriculum and inquiry learning emphasized.

17:610:515. TRADITIONS IN ORAL NARRATION (3)

Prerequisite: 17:610:547.

The tradition of oral narration as a medium of cultural communication; appraisal of literatures suitable for oral presentation; techniques for introducing literature through story hours, creative dramatics, and multimedia; the use of new media and electronic technologies for presentation to audiences at a distance.

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

Prerequisites: 17:610:547 or 548 or permission of instructor.

Design, planning, implementation, and management of programs and services based on cognitive and developmental abilities. Emphasis on research and evaluation. Study of information services for, and advocacy on behalf of, young people.

17:610:517. PLANNING OUTREACH SERVICES (3)

Language, ethnicity, culture, disability, and other conditions that can hamper access to appropriate library/information services; methods for studying communities in these categories and developing relevant programs and resources. Students write grant proposals to implement needs-based information services for target groups in specific settings.

* 17:610:518. DESIGNING USER-CENTERED INFORMATION SERVICES AND SYSTEMS (3)

Pre- or corequisite: 17:610:510.

The global information society requires new approaches to work, citizenship, education, and the problems of daily living. The rapidly changing information environment calls for restructuring information services and professions in major ways. This course examines theoretical and practical frameworks for a user-centered approach to information service that respond to a community of practice. Emphasis on designing services and systems that support the active process of learning from information for adding value to an enterprise.

17:610:519. USER INSTRUCTION

Pre- or corequisites: 17:610:530 and 17:610:540.

Development of effective instruction in the use of information resources and technologies in all types of library settings. Special attention paid to adult learning theory and to the integration of information-seeking behavior with instructional design. Students develop and practice instruction in cooperation with librarians and library users in various settings.

Organization of Information

† 17:610:520. ORGANIZING INFORMATION (3)

Introduction to the options and methods for describing and organizing messages, texts and documents of all types (audio, visual, linguistic, graphic, multimedia) for retrieval. Classification; indexing languages, vocabulary management, and thesauri systems; human and machine techniques; and rationales for decisions about the organization of materials in various contexts. Students apply theory by designing and evaluating an information retrieval (IR) database.

* 17:610:521. KNOWLEDGE REPRESENTATION FOR INFORMATION RETRIEVAL (3)

Prerequisite: 17:610:520.

Detailed examination of options for knowledge representation in the design of message, text, and document databases and information retrieval (IR) systems; principles of indexing, abstracting, and domain analysis; human and machine methods; syntax and vocabulary management; display and interface options.

* 17:610:522. CATALOGING AND CLASSIFICATION (3)

Focus on methods used in libraries for describing and organizing information resources of all types. Anglo-American Cataloging Rules, Library of Congress Subject Headings, Dewey Decimal and Library of Congress Classifications are studied and their application practiced. The impact of these nineteenth century systems on today's online public access catalogs is explored.

* 17:610:523. CLASSIFICATION FOR INFORMATION DISPLAY AND DISCOVERY (3)

Prerequisite: 17:610:520.

In-depth exploration of methods of displaying information retrieval (IR) options through classification: naming concepts; selection of optimum facets and their arrangement; vocabulary management and ontologies; navigation issues; use of notation; application to Internet-based information. Some historic classifications such as the Universal Decimal Classification (UDC) and the Colon Classification may be studied.

Information Access

† 17:610:530. PRINCIPLES OF SEARCHING (3)

Principles and practices associated with searching of a variety of information resources, based on services for information users. Structure of resources relevant to searching. Information retrieval (IR) models, including Boolean (exact match), ranking (best match), and interactive models. Web search engines. Web reference sources. Interactive processes in information seeking and searching; mediation and interviewing process to model users. Search strategies and tactics for effective searching. Presentation and evaluation of search results. Laboratory exercises and assignments include database vendors, such as DIALOG and LEXIS/NEXIS, the Web, and reference sources.

* **17:610:531. SEARCH STRATEGY (3)**

Prerequisite: 17:610:530.

Advanced study of search strategies and tactics for searching computer and network-based information resources, including the Internet. Interactive processes in human information seeking and searching. Development of skills in need analysis, mediation, and interviewing processes in reference and information retrieval, and in related search implementation. Evaluation of search process and results. Laboratory exercises using a range of online systems and search engines.

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

Prerequisite: 17:610:530.

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

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

Prerequisite: 17:610:520.

Introduction to theory and practice of manuscript and archival administration. Focus on accepted methodology and current issues relating to the collection, organization, preservation, and use of historical materials.

17:610:534. RECORDS MANAGEMENT (3)

Prerequisites: 17:610:520 and 550.

Examination of the document life-cycle of organizations' records: generation and control; filing, storage, and retrieval systems using various technologies, including electronic and micrographic; protection and disposition; retention regulation compliance. Discussion of how records management concepts and contexts differ from archives and library organization and retrieval systems.

17:610:535. COMPETITIVE INTELLIGENCE (3)

Pre- or corequisite: 17:610:530.

Competitive and strategic intelligence can support various corporate and organizational objectives and functions. Systematic programs for gathering, analyzing, and disseminating information for decision making. Special attention to the information audit; to tailored selection and analysis of information for given user groups; and assessment of quality and value of information services.

* **17:610:540. REFERENCE SOURCES AND SERVICES (3)**

Pre- or corequisite: 17:610:530.

Focuses on the full range of information resources studied and used in applied contexts, placing emphasis on access to information through reference tools and the uses of information by learners. Important considerations are an analysis of strategies for searching and evaluating these works and comparisons between printed and electronic media. Emphasis placed on research tools, communication, information services, policy development, and evaluation.

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

Prerequisite: 17:610:540 or permission of instructor.

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

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

Prerequisite: 17:610:540 or permission of instructor.

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

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

Prerequisite: 17:610:540 or permission of instructor.

Generation and dissemination of business and economic information, with emphasis on the societal implications of communication and use of this information by private and public agencies. Students gain familiarity with both print and electronic resources.

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

Prerequisite: 17:610:540 or permission of instructor.

Study of print and electronic reference sources and research centers and organizations that produce information in the humanities and social sciences. Special attention to interdisciplinary areas and problems in searching across fields.

17:610:545. INFORMATION RESOURCES IN THE HEALTH SCIENCES (3)

Prerequisite: 17:610:540 or permission of instructor.

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

17:610:546. INFORMATION RESOURCES IN LAW (3)

Prerequisite: 17:610:540 or permission of instructor.

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

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

Examination and evaluation of both print and nonprint materials for children, birth to age twelve. Emphasis on literary and artistic interpretations of picture books and other visual media, including the World Wide Web.

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

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

17:610:549. READING INTERESTS OF ADULTS (3)

Examination and evaluation of materials for adult library users, with special attention to fiction genres. Use of materials in programming. Emphasis on popular culture and adult literacy.

Information Systems

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

Prerequisite: Successful completion of the pre-entrance technology assessment.

With 17:610:530, an introduction to concepts and techniques essential to information handling in the networked electronic environment. Topics include: operating systems; client server and server-browser systems; the Internet and basics of http, ftp, and telnet; web search engines and basic HTML for web page construction; data structures (files, records, fields); UNIX.

* **17:610:551. INFORMATION RETRIEVAL (3)**

Prerequisites: 17:610:510 and 550.

Theory, design, use, and evaluation of information retrieval (IR) systems. Design principles for IR systems and their implementation, characteristics of operational and experimental retrieval systems, and evaluation of information retrieval systems.

* **17:610:552. AUTOMATED AND NETWORKED SYSTEMS (3)**

Prerequisite: 17:610:550.

Computerization of library and information center circulation, catalogs, acquisitions, and other internal and external databases and intranet management. System specification, procurement, administration, and security. Database license negotiation; consortia and shared system governance.

* **17:610:553. DIGITAL LIBRARIES (3)**

Prerequisite: 17:610:550.

Fundamental issues, problems, and approaches to digital libraries, reflecting differing efforts and thinking in a number of fields and enterprises. Variety of digital library collections; organization, access, and use of digital libraries. Technical infrastructure; socioeconomic issues; integration of information resources; relation to traditional libraries. Current projects and initiatives.

17:610:554. INFORMATION VISUALIZATION AND PRESENTATION (3)

Pre- or corequisite: 17:610:550.

Design of presentations using texts, graphics, images, and sounds. User interpretation, navigation, and interaction with visualizations. Visualization in information retrieval, and interfaces in library and information processes. Effective display and presentation of information using various formats, both print and electronic.

17:610:555. MULTIMEDIA PRODUCTION (3)

Prerequisite: 17:610:550.

A laboratory course in the design and production of multimedia resources for libraries, media centers, and information systems and other informational applications. Examines and critiques current uses of new media and provides skills in user-centered multimedia design.

17:610:556. PRESERVATION OF LIBRARY AND ARCHIVAL MATERIALS (3)

Pre- or corequisite: 17:610:520 or 580.

The physical nature of materials and the causes of deterioration. Techniques for promoting longevity; environmental control; storage and handling practices; and reformatting. Disaster planning and recovery. Visits to conservation studios and archives.

17:610:557. DATABASE DESIGN AND MANAGEMENT (3)

Pre- or corequisite: 17:610:550.

Relational, object-oriented, and other database systems as tools for management decision making, for inclusion on the web, and other purpose. Custom designing versus off-the-shelf applications.

17:610:558. DIGITAL LIBRARY TECHNOLOGY (3)

Pre- or corequisite: 17:610:550, and 17:610:553.

Organizational, technical, and logistical issues concerning the design and implementation of electronic collections, documents, and services. Students learn in the context of building their own prototype digital library.

17:610:559. MANAGEMENT INFORMATION SYSTEMS (3)

Prerequisite: 17:610:570.

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

Management

† **17:610:570. MANAGEMENT OF LIBRARIES AND INFORMATION CENTERS (3)**

An introduction to the current state of management theory, ethics, and practice focusing on leadership and the management of organizational change. Organizational culture explored as an underpinning for the principal roles and functions of managers, including developing information policy; and managing new information technologies, information and decision support systems, finances, and human resources conducive to the creation of a multicultural workforce for a multicultural society.

* **17:610:571. LEADERSHIP IN THEORY AND PRACTICE (3)**

Prerequisite: 17:610:570.

Leadership theory, principles, and practice, particularly emphasizing: feminist theory as it relates to a feminized profession; communication and diversity in organizations and in a global society; and recurring professional and leadership issues within the local, national, and international structure of the library and information professions.

17:610:572. EVALUATION OF LIBRARY AND INFORMATION SERVICES AND SYSTEMS (3)

Methods of assessing performance and value, with emphasis on evaluating each system or service in its context. Specification of criteria, measures, measuring instruments, and methods of evaluation related to a variety of library services, and to information retrieval (IR) systems.

17:610:573. FINANCIAL MANAGEMENT FOR LIBRARY AND INFORMATION ORGANIZATIONS (3)

Prerequisite: 17:610:570.

Introduction to fiscal management as a strategic planning process resulting in the selection of accounting systems and the development and control of budgets. Emphasis on the creation of a financial plan based on an assessment of fiscal status, an environmental scan, market survey, and the selection and implementation of a budget format. Special attention given to capturing alternative sources of funding, preparation of grant proposals, and determination of appropriate investment strategies.

* **17:610:574. KNOWLEDGE MANAGEMENT IN ORGANIZATIONS (3)**

Prerequisite: 17:610:520 or 570.

Critical approach to theories and applications of knowledge management in corporations and organizations, with special attention to multinationals. Knowledge as a resource and asset. Role of special librarians/information specialists as knowledge brokers. Knowledge repositories and transfer of technology. Applications of information technologies to knowledge management.

17:610:575. EDUCATIONAL MEDIA CENTER MANAGEMENT (3)

Prerequisite: 17:610:514; corequisite: 17:610:592.

Students conduct a case study of a school library media center, with emphasis on how it responds to the nature of the community and the mission of the district and the school. The facility, the collection, staffing, and funding are analyzed. A long-range improvement plan is produced.

17:610:576. SUPERVISION IN THE MEDIA CENTER (3)

Prerequisite: 17:610:575.

Application of general principles and theories of supervision to current problems in school library media center administration. Techniques and competencies needed to function as a supervisor in schools and in school districts.

17:610:577. ECONOMICS OF INFORMATION (3)

Pre- or corequisite: 17:610:550.

Issues in the cost and impact of information systems, both print and electronic. The supply chain from authors through publishers, jobbers, and libraries to readers. Methods for estimating costs, describing impacts, and conducting benefit analysis. Use for management decisions. Economics of scale and of scope. Internet commerce in information and competing paper and electronic formats.

Information and Society

† **17:610:580. KNOWLEDGE STRUCTURES AND THE INFORMATION PROFESSIONS (3)**

Introduction to the production, dissemination, and consumption of knowledge in society, related to roles of information professionals and the functions of libraries and other information institutions. Differences among disciplines in how knowledge is recorded and transmitted. Global issues and trends in society that have affected scholarly communication and the public's access to information.

* **17:610:581. SOCIAL INFORMATICS (3)**

Prerequisite: 17:610:550.

Technological innovation, computerization, and electronic information are associated with dilemmas, value conflicts, and choices surrounding the scholarly, personal, and professional use of information. Addresses social relationships, technological utopianism, societal control, vulnerability of information systems, and ethical responsibilities.

* **17:610:582. INFORMATION POLICY (3)**

The economic, social, and political forces affecting the introduction and implementation of current information legislation and policy, set within the theoretical context of frame refraction. Emphasis on national and global policy in the design of evolving electronic infrastructures. Particular attention given to issues of access, including universal service, intellectual freedom, intellectual property rights, privacy, security, advocacy, equity, and the role of library and information professionals and organizations in policy formulation.

17:610:583. SOCIAL HISTORY OF CHILDREN'S LITERATURE (3)

Prerequisite: 17:610:547 or permission of instructor.

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

17:610:584. GENDER AND CULTURE IN CHILDREN'S PICTURE BOOKS (3)

Prerequisite: 17:610:547 or permission of instructor.

An examination of children's picture books from a feminist standpoint and various cultural perspectives. Emphasis on identification of books that use powerful verbal and visual images to promote self-esteem and cultural awareness.

17:610:591. INDIVIDUAL STUDY (3)

May be pursued by a student interested in a specialized topic or type of library/information practice not covered in the curriculum.

Prior to registering, students write a proposal for the study, specifying rationale and outcome, and seek the approval of a faculty member who will supervise the investigation. Usually pursued near the end of the student's program of study.

17:610:592. FIELD EXPERIENCE (3)

Prerequisite: Successful completion of at least 15 credits of course work.

Arrangements must be made with the faculty adviser early in the preceding term.

Requires a minimum of 150 hours of supervised professional work in a library or other information organization; attendance at meetings with the faculty adviser and other students; keeping a journal; and a brief summary paper. Placement is based on the student's background and career objectives.

17:610:596-599. SPECIAL TOPICS (BA)

New courses developed in response to emerging areas of interest, and courses in traditional areas given occasionally as student demand dictates.

Professional Development Studies

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

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

CERTIFICATE PROGRAMS

Professional Development Studies currently offers four certificate programs.

Youth Literature Online Certificate Program

For librarians, teachers, and other youth service professionals, the Youth Literature and Technology Certificate Program offers a post-master's course of study that emphasizes passing on the rich literacy heritage to children and young people in a technological age.

The courses for this program are offered entirely online. Students must have a basic knowledge of Internet use and regular access to their own Internet account.

The program requires students to complete 15 credits (five courses) over a three-year period. About five courses are offered in this program each year from which to choose, such as: Myth and Legend in Children's Literature, Gender and Culture in Children's Picture Books, From Seuss to Sendak to Sis, Fantasy and Speculative Fiction, The Voice of the Author, Poetry for Children and Young Adults, and Biographies and Personal Narratives. For details, check www.scils.rutgers.edu/programs/pds/litandtech.jsp.

Preservation Management Certificate

The Preservation Management Institute is designed for collections managers and others with an interest in preservation to gain a grounding in the range of preservation issues and technologies. The institute includes a full week of classes in the fall, another week in the spring, and a final week during the following fall. Between class sessions participants conduct structured preservation activities in their home institutions. PMI is a biannual program which is supported by the National Endowment for the Humanities and the New Jersey Historical Commission. For details, check the web site at www.scils.rutgers.edu/program/pds/pmi.jsp.

Professional Development Studies Certificate

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

Sixth-Year Specialist in Library and Information Studies

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

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

Criteria for admission are:

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

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

WORKSHOPS AND SHORT COURSES

Professional Development Studies plans seminars and short courses throughout the year. These sessions are designed to meet the changing learning needs of practitioners in the fields related to SCILS programs. Topics offered recently include technology trends, library cataloging, public speaking, public relations writing, and selecting and using children's books.

IN-HOUSE TRAINING

If there are a number of people in one organization who need staff development, Professional Development Studies can sponsor in-house training at the work place. For more information, check the web site www.scils.rutgers.edu/pds, or contact the director of Professional Development Studies at 732/932-7169, or at pds@scils.rutgers.edu.

OFF-CAMPUS AND ONLINE CREDIT COURSES

Professional Development Studies offers graduate credit courses in topics related to library and information studies, which are held at locations around the state of New Jersey or offered online. These courses generally are designed to be of interest to and convenient for working professionals. Offerings change from term to term. Check the PDS web site for current information.

FOR CURRENT PROGRAM INFORMATION

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

Phone: 732/932-7169

Fax: 732/932-9314

Web site: www.scils.rutgers.edu/pds

Email: pds@scils.rutgers.edu

Master of Communication and Information Studies Program

Hartmut B. Mokros, *Director*

PROGRAM

Founded in 1987, the master of communication and information studies (M.C.I.S.) degree program prepares students for the interrelated demands and responsibilities of the new and dramatic transformations of the information age, providing the knowledge and skills necessary to balance and understand the complex relationships among communication and information processes, technology, and human behavior. The program particularly stresses development of the ability to critically evaluate results and anticipate unforeseen by-products of communication and information processes and technologies.

The M.C.I.S. degree requires 36 credits of coursework, and includes an 18-credit core, a 3-credit capstone seminar that requires the completion of an organizational case study and 15 elective credits. The first M.C.I.S. degree was granted May 1989. As of January 2003, 316 students have graduated from the program since the first degree was granted. The program admits roughly 30 full- and part-time students each year. Nonmatriculated study is only offered during Summer Session, and is not available during the academic year.

The M.C.I.S. program is offered by the Department of Communication, one of three departments within the School of Communication, Information and Library Studies (SCILS) in collaboration with the Department of Journalism and Media Studies, and the Department of Library and Information Science.

The program's defining focus is concern with communication theory and practice in organizations. Coursework prepares students for a wide range of professional career paths across multiple industries and economic sectors. Applicants who wish to pursue doctoral study following completion of the M.C.I.S. program also are encouraged to apply.

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

ADMISSION

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

The M.C.I.S. program welcomes applications from recent undergraduates and accomplished professionals who demonstrate excellent:

- Analytical skills
- Community service
- Critical thinking
- Intellectual curiosity
- Interpersonal skills
- Record of academic achievement
- Self-motivation
- Software and technology skills
- Work experience
- Writing and presentational skills

Students are expected to have an undergraduate and/or graduate academic record at least at the 3.0 cumulative grade-point-average level. Applicants with significant education or experience in communication, information science, librarianship, computer science, management, psychology, or other social sciences are given preference. Applicants ideally have a combined score of 1100 or higher on the GRE quantitative and verbal tests (preferably 500 or higher on the verbal test and 600 on the quantitative test). Some students may be required to take certain preparatory courses.

Applications are considered for fall term admission only. Admission is highly competitive and limited to roughly 30 applicants each year. Review of applications will begin March 1. Applicants should submit all materials by this time if at all possible.

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

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

For further information, contact the program at 732/932-7500, Monday through Friday from 8:30 A.M. to 4:30 P.M., or send an email inquiry to mcis@scils.rutgers.edu.

Nonmatriculated Study

Due to the large number of highly qualified students who seek admission and limits on available faculty resources, the M.C.I.S. program is not able to offer nonmatriculated study opportunities during the academic year. Nonmatriculated study in the M.C.I.S. program is available only during Summer Session. Excellent undergraduate seniors at SCILS may take up to 6 credits of coursework in the M.C.I.S. program with permission of the director and course instructor.

FACILITIES

Research and Computer Facilities

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

Libraries

The Rutgers library system, with its holdings of more than three million volumes, ranks among the top 25 public research libraries nationally. The Archibald Stevens Alexander Library, located on the College Avenue campus directly adjacent to the school, has extensive holdings in the areas of emphasis within the program.

CAREER OPPORTUNITIES

Potential career opportunities for M.C.I.S. students exist across a broad range of sites of professional practice, including:

- Communication campaigns
- Communication, information, and knowledge management
- Consumer relations
- Corporate communication
- Education and research
- Employee relations/human resources
- Organizational consulting
- Organizational development
- Organizational research
- Public relations
- Survey/opinion research
- Technology and media management
- Training and development

Demand for such skills exist across a wide range of for-profit, nonprofit, and government sectors.

The strategic location of the M.C.I.S. program within the research corridors of northern and central New Jersey and the nearby greater metropolitan areas of New York City and Philadelphia provides unparalleled opportunities within multiple industries, including:

- Advertising and marketing
- Banking and finance
- Environmental quality assurance
- Healthcare and pharmaceutical industries
- Higher education
- Information management and new technologies
- International commerce and trade
- Media and telecommunications

FACULTY

The M.C.I.S. degree is offered and administered by the Department of Communication with the M.C.I.S. director chosen from among its faculty. The M.C.I.S. Advisory Committee includes representatives from journalism and media studies and library and information science and they work with the director on all issues related to the program's administration. Teaching faculty includes the full-time, tenure-track members of each of the three departments in the School of Communication, Information and Library Studies: communication, journalism and media studies, and library and information science.

DEGREE REQUIREMENTS

The M.C.I.S. program requires the successful completion of a minimum of 36 credits. This includes completion of a six course core (18 credits), at least five elective courses (15 credits) of context/processes area options, and one capstone seminar (3 credits).

The degree typically requires three terms of full-time study; 12 credits per term is the maximum course load. Study is frequently pursued on a part-time basis. Although nearly all courses are scheduled during the evening hours, the completion of the program may require attendance during the day in order to obtain the full range of program offerings. Up to 6 credits may be applied from another program. Students may transfer up to 6 credits of graduate coursework toward the degree, if credits were earned within the past 3 years, if the coursework translates directly to the student's development and preparation in the M.C.I.S. program, and only if the student achieves a grade of A in this coursework. In all cases, however, each degree student must earn 30 credits within the program. There are no language or mathematics requirements for this degree.

CURRICULUM

Core Courses (18 credits)

The following six core content courses are required of all degree candidates:

- 17:194:510 Communication and Information Processes and Organizations (3)
- 17:194:511 Foundations of Organizational Communication (3)
- 17:194:512 Mediated Communication in Organizations (3)
- 17:194:514 Communication Research in Organizations (3)
- 17:194:515 Knowledge Management in Organizations (3)
- 17:194:517 Media Studies: Theory and Practice (3)

Electives (15 credits)

Elective requirements include multiple options: *context and processes area courses, internship, independent study, practicum, Summer and Winter Session elective courses, and coursework in other graduate programs at Rutgers.*

Context and Processes Areas

Students are required to complete 15 credits of elective coursework. Substantive courses that extend coverage within core courses are offered through three context and processes areas of study:

- communication studies (17:194:540 through 17:194:579)
- knowledge management (17:194:580 through 17:194:589)
- media studies (17:194:590 through 17:194:599)

Courses in the communication studies area are offered by faculty in the communication department; courses in the knowledge management area are offered by the library and information science department; and courses in the media studies area are offered by the journalism and media studies department. Courses across these three areas reflect current scholarly interests of faculty within each area of study, with most courses designated as special topics.

The communication studies area includes course offerings organized into four sub-areas:

- advanced organizational communication (17:194:540 through 17:194:549)
- mediated communication (17:194:550 through 17:194:559)
- communication and health (17:194:560 through 17:194:569)
- social interaction (17:194:570 through 17:194:579)

Internship

The program offers four internship opportunities. These include:

- M.C.I.S. Fellow Internship I, II, III (17:194:520,521,522) Required of students awarded M.C.I.S. Fellowships each term of their fellowship for up to three terms or 9 credits.
- M.C.I.S. Teaching Internship I, II (17:194:523,524) M.C.I.S. students interested in careers in college teaching should consider applying for the M.C.I.S. Teaching Internship. Two teaching internships are available each term and include an award of \$750 and may be renewed once, for a total of 6 credits.
- Elective Internship I, II (17:194:525,526) and Intensive Internship (17:194:527) Admitted students who lack relevant work experience are strongly encouraged to take at least one 3-credit Elective Internship or M.C.I.S. Teaching Internship or the 6-credit Intensive Internship.

Students are restricted to 6 credits of internship in fulfilling their elective course requirements, with the exception of M.C.I.S. Fellows who may apply 9 credits of internship in fulfilling their elective course requirements.

Independent Study

Independent Study (17:194:530,531,532,533,534)

Practicum

Practicum (17:194:535,536,537,538,539)

Summer and Winter Session Electives

The M.C.I.S. program offers Summer and Winter Session elective courses. These include topics courses that focus on relevant current issues or problems confronting organizations and individuals such as identity, globalization, and risk, and also occasional skills-based courses.

Coursework in Other Graduate Programs

Elective course requirements also may be satisfied through graduate level coursework in other programs at Rutgers. Courses must be relevant to a student's career goals and have the approval of the M.C.I.S. director.

Capstone Seminar (3 credits)

The capstone seminar is the final course students complete in the program. The seminar requires students to integrate what they have learned in the M.C.I.S. program through the completion of a clearly focused case study of a real world organization or organizational issue. Case study methods and approaches are introduced in the core course, Communication Research in Organizations. Through the preparation of a case study, the capstone seminar offers students the opportunity to develop a focused statement and demonstration of their professional preparation.

COURSES

Courses marked with an asterisk (*) are required of all M.C.I.S. students.

* **17:194:500. M.C.I.S. COLLOQUIUM (0)**

Required of all students each term.

Attendance at M.C.I.S. sponsored or approved colloquia or workshops, with one attendance required for each course registration each term.

17:194:501,502,503,504,505,506,507,508,509. TOPICS (3,3,3,3,3,3,3,3)

Offered only during Rutgers Summer and Winter Sessions.

Elective topics that focus on relevant current issues or problems confronting organizations and individuals such as identity, globalization, and risk. Also includes occasional skills-based topics courses.

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

Offered once each year during the fall term.

Examines the role of communication and information processes and technologies in organizations within a general discussion of work and its relation to personal and social responsibility, and goals in personal, academic, and career development.

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

Offered once each year during the fall term.

Offers frameworks for thinking about how and why communication occurs at different levels of analysis in organizations, and how to recognize, analyze, and improve different communication problems.

* **17:194:512. MEDIATED COMMUNICATION IN ORGANIZATIONS (3)**

Offered once each year during the fall term.

Examines issues of design, adoption, and performance of new and established communication technologies in organizational contexts focusing especially on how technologies are utilized within organizations and the impact they have on organizational practices generally.

* **17:194:514. COMMUNICATION RESEARCH IN ORGANIZATIONS (3)**

Offered once each year during the spring term.

Examines approaches to organizational research, including issues of design, analysis, and interpretation of quantitative and qualitative study with emphasis on a practical approach for conducting research, understanding the research process, and reading and interpreting research reports.

* **17:194:515. KNOWLEDGE MANAGEMENT IN ORGANIZATIONS (3)**

Offered once each year during the spring term.

A critical approach to theories and applications of knowledge management in organizations, with special attention to knowledge creation and knowledge sharing including case studies from industry, education, government, and other organizations.

* **17:194:517. MEDIA STUDIES: THEORY AND PRACTICE (3)**

Offered once each year during the spring term.

Examines the economic, political, and social impacts on and by media, socialization of media workers, cultural tensions relating to content, meaning and representation, along with the emergence of audiences, the construction of public opinion, and the impact of technology.

* **17:194:519. M.C.I.S. CAPSTONE SEMINAR (3)**

Required of all degree candidates.

Students integrate theory and practice through the preparation and presentation of a case study of one organization or organizational problem.

17:194:520,521,522. M.C.I.S. FELLOW INTERNSHIP I, II, III (3,3,3)

Open only to students appointed as M.C.I.S. Fellows.

Required of M.C.I.S. fellows each term of their fellowship placement, includes formal assessment of student by fellowship supervisor.

17:194:523,524. M.C.I.S. TEACHING INTERNSHIP I, II (3,3)

Open only to students appointed as M.C.I.S. Teaching Interns.

Selected students assist faculty member with delivery and student evaluation of an undergraduate course.

17:194:525,526. ELECTIVE INTERNSHIP I, II (3,3)

Recommended for students without significant experience in complex organizations; 150 hours of supervised professional practice in an approved organizational setting, with supervisor assessment and student report required.

17:194:527. INTENSIVE INTERNSHIP (6)

Recommended for students without significant experience in complex organizations; 300 hours of supervised professional practice in an approved organizational setting, with supervisor assessment and student report required.

17:194:528. GRADUATE ASSISTANTSHIP (6)

17:194:529. TEACHING ASSISTANTSHIP (6)

17:194:530,531,532,533,534. INDEPENDENT STUDY (3,3,3,3,3)

Focused readings or research conducted independently by student arranged with and approved by faculty sponsor and program director.

17:194:535,536,537,538,539. PRACTICUM (3,3,3,3,3)

Assistance with an ongoing research project(s) with a faculty member or outside sponsor approved by program director; student summary describing and evaluating the research experience required.

17:194:540. ORGANIZATIONAL LEADERSHIP (3)

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

Leadership theory and current practices in public and private sector organizations. Topics include leadership concepts, development and competencies, and the leadership role in defining, fostering, and sustaining organizational excellence.

17:194:541. ORGANIZATIONAL DECISION MAKING (3)

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

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

17:194:542. ORGANIZATIONAL PUBLICS AND STAKEHOLDER (3)

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

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

17:194:543. ORGANIZATIONAL COMMUNICATION RESEARCH (3)

Prerequisite: 17:194:511 and 17:194:514 or permission of instructor.

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

17:194:544. ORGANIZATIONAL CULTURES AND DIVERSITY (3)

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

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

17:194:545. PUBLIC RELATIONS MANAGEMENT (3)

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

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

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

Prerequisite: 17:194:511 and 17:194:512 or permission of instructor.

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

17:194:547. ORGANIZATIONAL TRAINING AND DEVELOPMENT (3)

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

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

17:194:548. ADMINISTRATIVE COMMUNICATION (3)

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

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

17:194:549. ORGANIZATIONAL ASSESSMENT (3)

Prerequisite: 17:194:511 and 17:194:514 or permission of instructor.

Principles and practices in organizational communication and quality assessment in industry, healthcare, government, and education. Topics include: surveys (communication audits and inventories), Baldrige-based assessment (criteria and application), interpretive approaches (historical analysis, participant observation, and in-depth and focus group interviewing), and message analysis (content and interaction).

17:194:550. TELECOMMUNICATION PROCESSES AND POLICY (3)

Prerequisite: 17:194:512 or permission of instructor.

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

17:194:551,552,553,554,555,556,557,558,559. TOPICS IN MEDIATED COMMUNICATION (3,3,3,3,3,3,3,3,3)

Prerequisite: 17:194:512 or permission of instructor.

Advanced topics in mediated communication reflecting current research focus of faculty instructor.

17:194:560. HEALTH COMMUNICATION (3)

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

17:194:561,562,563,564,565,566,567,568,569. TOPICS IN COMMUNICATION AND HEALTH (3,3,3,3,3,3,3,3)

Advanced topics in communication and health reflecting current research focus of faculty instructor.

17:194:570. INTERPERSONAL COMMUNICATION (3)

Prerequisite: 17:194:510 or permission of instructor.

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

17:194:571,572,573,574,575,576,577,578,579. TOPICS IN SOCIAL INTERACTION (3,3,3,3,3,3,3,3)

Prerequisite: 17:194:510 and 17:194:570 or permission of instructor.

Advanced topics in social interaction reflecting current research focus of faculty instructor.

17:194:580. INFORMATION SYSTEMS (3)

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

17:194:581,582,583,584,585,586,587,588,589. TOPICS IN KNOWLEDGE MANAGEMENT (3,3,3,3,3,3,3,3)

Co- or prerequisite: 17:194:515 and 17:194:580 or permission of instructor.

Advanced topics in knowledge management reflecting current research focus of faculty instructor.

17:194:590,591,592,593,594,595,596,597,598,599. TOPICS IN MEDIA STUDIES (3,3,3,3,3,3,3,3,3)

Prerequisite: 17:194:517 or permission of instructor.

Advanced topics in media studies reflecting current research focus of faculty instructor.

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

Paul B. Kantor, *Director*

PROGRAM

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

ADMISSION

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

Admission to the program is based on previous academic record, experience, letters of recommendation, and GRE scores. Combined verbal and quantitative GRE scores of at least 1100 normally are required. Candidates whose native language is not English must take the Test of English as a Foreign Language (TOEFL). TOEFL scores at or above 600 normally are required for successful admission into the program.

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

Program requirements include:

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

5. Completion of a minimum of 24 research credits for work on a dissertation.

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

FACILITIES

Research and Computer Facilities

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

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

Libraries

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

CAREER OPPORTUNITIES

Communication, library and information science, and media studies are rapidly growing areas. Individuals with expertise in communication and information research, theory, and policy are in demand in universities, business and industry, government, and academic, public, and special libraries.

FACULTY

Members of the Graduate Faculty

- James D. Anderson, *Professor of Library and Information Science, SCILS; D.L.S., Columbia*
Textual database design and evaluation
- Jerome Aumente, *Professor Emeritus of Journalism and Media Studies, SCILS; M.S., Columbia*
Communication and information technology
- Nicholas J. Belkin, *Professor of Library and Information Science, SCILS; Ph.D., London*
Information science and technology
- Ralph Blasingame, *Professor Emeritus of Library and Information Science, SCILS; D.L.S., Columbia*
Management
- Lisa Covi, *Assistant Professor of Library and Information Science, SCILS, Ph.D., California*
Social informatics, computer-supported cooperative work, digital libraries
- Gustav W. Friedrich, *Professor of Communication and Dean, SCILS; Ph.D., Kansas*
Communication theory; instructional communication; applied communication
- Mark G. Frank, *Associate Professor of Communication, SCILS; Ph.D., Cornell*
Expression of emotion and interpersonal deception
- Kathryn Greene, *Associate Professor of Communication, SCILS; Ph.D., Georgia*
Health message design targeting adolescent risk-taking and disclosure of health issues
- Paul B. Kantor, *Professor of Library and Information Science, SCILS; Ph.D., Princeton*
Information and decision systems: information economics; evaluation; interfaces
- James E. Katz, *Professor of Communication, SCILS; Ph.D., Rutgers*
Societal and policy implications of telecommunications and new communication technologies

- Montague Kern, Associate Professor of Journalism and Media Studies, SCILS; Ph.D., Johns Hopkins
Mass media and public policy; political communication
- Robert W. Kubej, Associate Professor of Journalism and Media Studies, SCILS; Ph.D., Chicago
Mass communication theory and effects
- Carol C. Kuhlthau, Associate Professor of Library and Information Science, SCILS; Ed.D., Rutgers
Educational media; information processes
- Linda C. Lederman, Professor of Communication, SCILS; Ph.D., Rutgers
Communication processes; communication education
- Jennifer S. Mandelbaum, Associate Professor of Communication, SCILS; Ph.D., Texas (Austin)
Interpersonal communication; conversation analysis
- Hartmut B. Mokros, Associate Professor of Communication, SCILS; Ph.D., Chicago
Interpersonal communication; cognition and communication; research methods
- Susan E. Morgan, Assistant Professor of Communication, SCILS, Ph.D., Arizona
Health communication campaigns, interpersonal and intercultural communication
- Daniel O'Connor, Associate Professor of Library and Information Science, SCILS; Ph.D., Syracuse
Research methods; library science
- John V. Pavlik, Professor of Journalism and Media Studies, SCILS, Ph.D., Minnesota
Journalism technology and new media technologies; Spanish-language media; journalism and media ethics
- Ronald E. Rice, Professor of Communication, SCILS; Ph.D., Stanford
Social impacts of computer-mediated communication systems; network analysis; public communication campaigns
- Brent D. Ruben, Professor of Communication, SCILS; Ph.D., Iowa
Communication theory; communication and information systems; health and medical communication
- Tefko Saracevic, Professor of Library and Information Science, SCILS; Ph.D., Case Western Reserve
Information science; information education, management, information seeking and retrieving
- William S. Solomon, Associate Professor of Journalism and Media Studies, SCILS; Ph.D., California (Berkeley)
Sociology of mass media; historical sociology; labor studies
- Linda C. Steiner, Associate Professor of Journalism and Media Studies, SCILS; Ph.D., Illinois (Urbana)
Feminist theorizing; communication ethics; feminist and alternative media
- Lea P. Stewart, Professor of Communication, SCILS; Ph.D., Purdue
Organizational communication; communication and gender; communication ethics
- Maureen Taylor, Assistant Professor of Communication, SCILS; Ph.D., Purdue
Public relations; international communication and development communication
- Ross J. Todd, Associate Professor of Library and Information Science, SCILS
Human information behavior, school librarianship, knowledge management
- Betty J. Turock, Professor of Library and Information Science, SCILS; Ph.D., Rutgers
Management, information services
- Kay E. Vandergrift, Professor of Library and Information Science, SCILS; Ed.D., Columbia
Library services for children and young adults; educational media services
- Jana Varlejs, Associate Professor of Library and Information Science, SCILS; Ph.D., Wisconsin
Continuing professional education; library education
- Christopher Vaughan, Assistant Professor of Journalism and Media Studies, SCILS; Ph.D., California (Berkeley)
International communication and history; popular culture; alternative media
- Silvio Waisbord, Assistant Professor of Journalism and Media Studies, SCILS; Ph.D., California (San Diego)
International communication, broadcasting and journalism, Latin American media and culture
- Mark Winston, Assistant Professor of Library and Information Science, SCILS; Ph.D., Pittsburgh
Management, information services
- Xiangmin Zhang, Assistant Professor of Library and Information Science, SCILS; Ph.D., Toronto
Interactive information retrieval; human-computer interaction
- Associate Members of the Graduate Faculty**
- Mark A. Aakhus, Assistant Professor of Communication, SCILS; Ph.D., Arizona
Organizational communication; decision-making and disputing processes; new communication technology
- Jack Z. Bratich, Assistant Professor of Journalism and Media Studies, SCILS; University of Illinois (Urbana)
Popular culture; social and political theory; media and democracy; technology and society
- Ulla Bunz, Assistant Professor of Communication, SCILS; Ph.D., Kansas
Uses and effects of communication technologies; online interaction; organizational communication
- Stacy L. Connaughton, Assistant Professor of Communication, SCILS; Ph.D., Texas (Austin)
Organizational communication, leadership, organizational identity, and virtual teams
- Nelson L. Chou, Librarian II, Head, East Asian Library; Ph.D., Chicago
Library and information science
- Marija Dalbello, Assistant Professor of Library and Information Science, SCILS; Ph.D., Toronto
Print and digital literacy, orality, print culture, textual communities, social memory
- Marya L. Doerfel, Assistant Professor of Communication, SCILS; Ph.D., SUNY (Buffalo)
Organizational communication; organizational culture; network analysis; semantic network analysis
- Jane Hannigan, Professor Emerita, D.L.S., Columbia
Librarianship, youth literature and youth services, technology distance education
- Claire McInerney, Assistant Professor of Library and Information Science, SCILS; Ph.D., SUNY (Albany)
Knowledge management, information ethics, virtual organizations
- Gheorge Muresan, Assistant Professor of Library and Information Science, SCILS; Ph.D., Robert Gordon (UK)
Information retrieval
- Jon Oliver, Assistant Dean for Network and Information Technology, SCILS; M.S., Rutgers
Information retrieval and dissemination in distance education
- Barbara S. Reed, Associate Professor of Journalism and Media Studies, SCILS; Ph.D., Ohio
History and contemporary studies of ethnic press and magazines
- Doug Riecken, IBM TJ Watson Laboratories; Ph.D., Rutgers
Human-computer interaction, information personalization, intelligent user interfaces and agents
- L.J. Shrum, Associate Professor of Marketing, Rutgers Business School–New Brunswick; Ph.D., Illinois (Urbana)
Cognitive processes underlying media effects
- Jeffrey K. Smith, Professor of Educational Statistics and Measurement, GSE; Ph.D., Chicago
Statistics and measurement
- Anselm Spoerri, Assistant Professor of Library and Information Science, SCILS; Ph.D., MIT
Information visualization; information appliances
- Nina Wacholder, Assistant Professor of Library and Information Science, SCILS; Ph.D., CUNY
Computational linguistics, automatic indexing, information retrieval
- Itzhak Yanovitzky, Assistant Professor of Communication, SCILS; Ph.D., Pennsylvania (Philadelphia)
Theoretical and research design foundations, health communication, social influence, research methods

Teaching and Research Assistantships

For information concerning the deadline dates for the program's teaching and research assistantships, contact: Paul B. Kantor, Director, Ph.D. Program, School of Communication, Information and Library Studies, Rutgers, The State University of New Jersey, 4 Huntington Street, New Brunswick, NJ 08901-1071 (732/932-7500, ext. 8270; Fax: 732/932-6916; Email: chabrak@scils.rutgers.edu or phd@scils.rutgers.edu).

COURSES

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

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

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

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

16:194:602. RESEARCH FOUNDATIONS (3)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Measures, models, and methods for evaluation of impact of information systems within their environment and for micro-evaluation of performance of system components and emphasis on methodology and strategies for implementation.

16:194:620. INTERPERSONAL COMMUNICATION (3)

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

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

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

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

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

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

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

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

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

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

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

16:194:643. INFORMATION INDICATORS (3)

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

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

Prerequisite: 17:610:508 or equivalent.

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

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

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

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

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

16:194:660. AUDIENCE STUDIES (3)

Investigates the nature of audiences, how audiences emerge, and how audiences can be studied. Theories to be critiqued include weak/strong effects, uses and gratifications, reader response theory, cultural studies.

16:194:662. MEDIA LITERACY (3)

Provides an overview of theories, principles, and research that inform the practice of media education worldwide. Theories of media education, various approaches to media pedagogy, and contemporary research problems addressed.

16:194:663. MEDIA HISTORY AND INSTITUTIONS (3)

Addresses basic issues in the history of print and electronic media, emphasizing the media's political economy, the interrelationship of media and society, and the ideological component in writing history.

16:194:664. MEDIA AND CULTURE (3)

Cultural approaches to media studies, with a focus on major theories and critical analysis of media and popular culture. Topics include: cultural theory; aesthetics and taste; representation and ideology; consumer culture; media, culture, and identity; gender, race, class, and sexuality in media; fandom and subcultures.

16:194:665. MEDIA AND POLITICS (3)

Theories and research relating old and new media to political decision making. Topics include public attitudes and opinion, media policy, interest articulation, political culture, ideology, rhetoric and content analysis, framing, agenda-setting.

16:194:666. SOCIAL CONSTRUCTION OF NEWS (3)

Surveys and critiques social science research on news and the news media. Examines diverse scholarly perspectives, comparing them with the views of journalists, journalism critics, and the public.

16:194:695. TEACHING APPRENTICESHIP (0)

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

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

(01) Communication Processes; (02) Library and Information Science; (03) Media Studies; (04) Advanced Topics in Quantitative Research; (05) Advanced Topics in Qualitative Research.

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

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

16:194:800. MATRICULATION CONTINUED (0)

16:194:811. GRADUATE FELLOWSHIP

16:194:866. GRADUATE ASSISTANTSHIP (6)

16:194:877. TEACHING ASSISTANTSHIP (6)

Faculty and Administration

Administration

Gustav W. Friedrich, *Dean*
Tefko Saracevic, *Associate Dean of Instruction*
Sydell Spinner, *Associate Dean for Administration and Student Services*
Jon Oliver, *Assistant Dean for Network and Information Technology*
Alex Daley, *Manager, Information Technology Services*
Steven Miller, *Manager of Media Services*
Karen Novick, *Director of Professional Development Studies*
Peter Sobel, *Director of Development*

Department of Communication

Chairperson: Jennifer S. Mandelbaum

Professors:

Gustav W. Friedrich, *B.A., Minnesota; M.A., Ph.D., Kansas*
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Divisions of the University

ACADEMIC DIVISIONS

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

Camden

Camden offers programs at three undergraduate colleges and at 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., Acting 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., Acting 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., Acting Dean*

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

Rutgers Business School–Newark and New Brunswick

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

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

The New Brunswick 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

Adesoji Adelaja, *Ph.D.*, *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*

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

Graduate School of Applied and Professional Psychology

Stanley B. Messer, *Ph.D.*, *Dean*

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

Graduate School of Education

Louise C. Wilkinson, *Ed.D.*, *Dean*

Courses in education were first offered by Rutgers College in the late 19th century. A separate school offering its own curricula was organized in 1924. The GSE offers programs leading to the degrees of master of education, specialist in education, and doctor of education.

School of Social Work

Mary E. Davidson, *Ph.D.*, *Dean*

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

Summer Session–New Brunswick

Thomas A. Kujawski, *Ed.M.*

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

ACADEMIC CENTERS, BUREAUS, AND INSTITUTES

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

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

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

Global Strategic Human Resource Management, Center for. School of Management and Labor Relations, 94 Rockafeller Road, 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

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

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

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

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

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

Operations Research, Center for. Hill Center, Busch Campus

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

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

Rutgers Cooperative Extension. Martin Hall, Cook Campus

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

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

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

Waksman Institute of Microbiology. 190 Frelinghuysen Road, Busch Campus

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

Wireless Information Network Laboratory. Electrical Engineering Building, Busch Campus

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

Women 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

Annex. Annex Building, Busch Campus

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

Art Library. Hamilton Street, College Avenue Campus

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

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

Chemistry Library. Wright Chemistry Laboratory Building, Busch Campus

Chrysler Herbarium Library. Nelson Biology Laboratories, Busch Campus

Criminal Justice Library. Center for Law and Justice, 123 Washington Street, Newark Campus

East Asian Library. Alexander Library, College Avenue Campus

Institute of Jazz Studies Library. John Cotton Dana Library, Newark Campus

John Cotton Dana Library. 185 University Avenue, Newark Campus

Kilmer Area Library. Avenue E, Livingston Campus

Library of Science and Medicine. Bevier Road, Busch Campus

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

Mathematical Sciences Library. Hill Center, Busch Campus

Media Services. Kilmer Area Library, Livingston Campus

Paul Robeson Library. 300 North Fourth Street, Camden Campus

Physics Library. Serin Physics Laboratories, Busch Campus

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

School of Law–Newark Library. Center for Law and Justice, 123 Washington Street, Newark Campus

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

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

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

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

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