

RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

Rutgers University

2025-2026 Newark Undergraduate Catalog

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Rutgers University-Newark and the City (NUG)

Rutgers University-Newark and the City

Rutgers University-Newark is an urban, public research university that is an anchor institution in New Jersey's largest city and cultural capital. More than 13,000 students are currently enrolled at its 38-acre campus in a wide range of undergraduate and graduate degree programs across the Newark College of Arts and Sciences; University College-Newark; the Graduate School-Newark; Rutgers Business School-Newark and New Brunswick; Rutgers Law School, Newark; the School of Criminal Justice; and the School of Public Affairs and Administration.

The Rutgers-Newark community has long recognized that our location in Newark is both a defining influence in our story and a distinctive strength. Rutgers-Newark attracts and cultivates talent on many levels, ranging from generations of students hungry for the opportunities afforded by a first-rate higher education in a major American urban center, to faculty who vigorously embrace the opportunity to produce high-impact scholarship and engage the community while preparing these students for professional success and informed citizenship. The university's location is also a magnet for professional staff committed to advancing our research, pedagogy, and social impact within an inclusive campus culture focused on excellence.

The university is internationally known as a hub of publicly engaged scholarship rooted in collaborative work with community partners in and around Newark. Toward this end, the university organizes its work as an anchor institution under five broad areas that capture much of the scholarly expertise and civic-oriented interests shared with community partners:

- Urban Economic Development and Equitable Growth
- Education
- Arts and Culture
- Strong, Safe, Healthy Neighborhoods
- Science in the Public Interest

Academic Policies and Procedures (NUG)

ACADEMIC POLICIES AND PROCEDURES

Note: See the **University Policies and Procedures** section in the [Rutgers Main](#) catalog for university-wide academic policies and procedures.

[Exceptions to Academic Regulations](#)

[Registration and Course Information](#)

[Grades and Records](#)

[Class Schedules and Hours](#)

[Rutgers Business School Academic Policies and Procedures](#)

School of Arts and Sciences-Newark Academic Policies and Procedures

School of Criminal Justice Academic Policies and Procedures

School of Public Affairs and Administration Academic Policies and Procedures

Exceptions to Academic Regulations (NUG)

Exceptions to Academic Regulations

Students may request exceptions and waivers for extenuating circumstances to any academic regulation of either the college/school or the university through a petition to the appropriate dean. The petition should cite the regulation in question and state the basis for the waiver or exception upon which the request rests. Complete documentation should be included. Petitions for exceptions or waivers of college/school or university regulations are reviewed by the appropriate committee or officer of the college/school. Petitions for exceptions or waivers of university regulations are forwarded to the appropriate university officer. Petitions should be sent via the student's Rutgers email address, which serves as the official channel for communication between the university and the student.

Registration and Course Information (NUG)

Registration and Course Information

Office of the Registrar

Blumenthal Hall
249 University Avenue, Third Floor
Newark, NJ 07102

Office: 973-353-5324 **Fax:** 973-353-1357

Contact Us: [Here](#)

Website: [Visit the Office of the Registrar website here.](#)

Registration Website: [Here](#)

Scheduling Website: [Here](#)

Prior to registering, official admission to one of the following Newark schools/colleges (school number) is required:

(21) Newark College of Arts and Sciences

(25) School of Nursing-Newark

(29) Rutgers Business School-Newark and New Brunswick

(40) School of Public Affairs and Administration

(47) School of Criminal Justice

(62) University College-Newark

Registration consists of four essential steps:

1. Course selection with the aid of faculty advisement or the schools' advising office staff.
2. Entry of the selected courses via [Rutgers web registration system](#) by students with system access, or the assistance of the registrar's office.
3. Completion of [RUHere confirmation of attendance](#) process when attempting to access any online system that requires login with their Rutgers NetID. Failing to participate will result in classes and financial aid being cancelled.
4. Payment of the term bill (tuition and fees) for the approved program [here](#).

All students, by virtue of registering, agree to comply with the regulations of the university and of the undergraduate school/colleges.

Students seeking to return, having voluntarily separated themselves from the college, should refer to the reenrollment process on the [admissions website](#). Applications must be submitted before August 1 for September reenrollment and before December 1 for January reenrollment.

Registration and Course Information (NUG)

Late Registration

Late Registration

Students who do not complete registration during the period specified in the registration instructions may do so during the late registration period. Students registering late may be subject to a late payment fee. The university reserves the right to refuse registration to a student who does not adhere to published registration schedules.

Registration and Course Information (NUG)

Registration at Other Units of Rutgers

Registration at Other Units of Rutgers

A student may register for a course at other divisions of Rutgers University. Written permission must be obtained from the appropriate dean at the college/school of matriculation. If the course is in the student's major, written permission must be obtained from the chair of the major department as well as the dean. Students must complete a host enrollment form at least 30 days prior to the beginning of the semester.

Students wishing to register for a course at Rutgers Biomedical and Health Sciences (RBHS) should check this [website](#) for the most up-to-date information.

Students must complete an RBHS Exchange Registration form and then return the completed form with appropriate signatures to the Rutgers University-Newark Office of the Registrar.

Registration and Course Information (NUG)

Registration at Colleges Outside of Rutgers

Registration at Colleges Outside of Rutgers

A student who wishes to enroll in courses at another institution and enroll simultaneously at Rutgers University-Newark must obtain permission from the appropriate dean. If a course is required for the student's major, permission must be obtained from the student's department chair also. All such requests must be made in writing well in advance of the deadline for registration at the other institution. Credit is not granted for work carried concurrently without prior permission.

New Jersey Institute of Technology

Students who wish to enroll in a course offered at the New Jersey Institute of Technology (NJIT) must consult procedures posted on the Rutgers-Newark [Office of the Registrar's website](#).

Grades received from NJIT for exchange registration courses appear on the Rutgers transcript and are calculated in both the semester and cumulative grade-point averages.

Essex County College

Students who wish to enroll in a course offered at Essex County College must first seek approval to do so from their academic dean. Essex County College courses that have not been approved by the student's academic dean in advance of registration may not satisfy degree requirements at Rutgers University-Newark.

Students must then follow these procedures:

1. Obtain signatures on the exchange registration form, indicating approval by the appropriate dean and/or the student's department chair.
2. Register at Essex County College Office of the Registrar. Include Essex County College course on the Rutgers Exchange Form.
3. Bring proof of registration at Essex County College to the Rutgers-Newark Office of the Registrar to complete the cross-registration process. Students must adhere to add/drop deadlines posted on the Rutgers [academic calendar](#).

Satisfactory completion of exchange registration courses approved by the student's academic dean for completion at Essex County College appears as an exchange course with only credit applied toward the degree.

Registration and Course Information (NUG)

Summer and Winter Sessions

Summer and Winter Sessions

The Office of Summer and Winter Sessions offer several additional semesters of study during the summer and winter. For information detailing course offerings, registration procedures, and policies, please visit [here for the Summer Session website](#) or [here for the Winter Session website](#). The Office of Summer and Winter Sessions is located in Blumenthal Hall, Room 208, 973-353-5112.

Registration and Course Information (NUG)

Change of Courses

Change of Courses

Newark College of Arts and Sciences, Rutgers Business School: Undergraduate-Newark, University College-Newark, School of Public Affairs and Administration, and School of Criminal Justice students may add courses through the ninth calendar day of the semester on [WebReg](#). Dates for add/drop are listed on the Rutgers University-Newark [Office of the Registrar's website](#). Any changes to this policy will be reflected on this webpage as well.

Students may drop courses without penalty only through the eighth calendar day of the semester.

From the ninth calendar day until the end of the ninth week of instruction of the semester, a student may withdraw from a course on [WebReg](#) or in person at the Office of the Registrar and receive a W (withdrawal) grade. For each course dropped after the eighth calendar day of the semester, the university charges tuition for the course, and the course appears on the student's academic record.

Students seeking to withdraw entirely from the university for a semester must see their academic dean. See [Academic Policies and Procedures](#).

No course may be dropped after the ninth week of the semester. A student who stops attending a course and fails to give written notice to the registrar receives a failing grade in that course. No refund is granted for a course dropped after the eighth calendar day of the semester.

Registration and Course Information (NUG)

Withdrawal and Reenrollment

Withdrawal and Reenrollment

Withdrawal

A student who wishes to withdraw from all courses before the end of the ninth week of instruction must obtain a Notification of Withdrawal form from the student's academic dean's office. The form must be signed by the student's academic dean, the business office, the financial aid office (if the student receives financial aid), and housing office (if the student lives in university housing). The completed form then must be submitted to the Office of the Registrar. A withdrawal form may be submitted by mail if illness prevents a student from presenting it in person. The date on which the student's academic dean signs the withdrawal form is considered the official withdrawal date.

A student who leaves the university without officially withdrawing in this manner receives a failing grade in each course.

A student is not eligible for any refund of tuition unless the withdrawal is formally reported to the registrar according to the proper procedure. Students may access information about refunds at this [the Student Accounting, Billing, and Cashier Services website](#).

A student who officially withdraws from the college or school prior to the end of the ninth week of instruction receives grades of W for all courses. A student who leaves the college or school during the final four weeks of instruction receives grades of F in all courses.

Reenrollment

A student who withdraws from the college or school during a semester or who fails to register for the next regularly scheduled semester (not including Summer and Winter Sessions) must submit an online reenrollment application found [here](#). A student may not register again without receiving permission to reenter the college or school from the appropriate dean by completing the reenrollment application. Application deadlines and notification dates also may be found at the website with the application.

Upon receiving acceptance from the academic unit, students must adhere to the requirements of the readmitting unit.

A student who has been dismissed from the college or school for academic reasons must apply for reinstatement to the appropriate dean or the Scholastic Standing Committee of the academic unit from which he or she was dismissed, following the steps outlined in the Academic Policies and Procedures section of the relevant college's or school's catalog.

Registration and Course Information (NUG)

Transfers from One School to Another (School-to-School Transfer)

Transfers from One School to Another (School-to-School Transfer)

Currently enrolled undergraduate students, working toward a degree, who wish to apply for admission to another school within the university may do so by submitting the online [school-to-school transfer application](#). This single online application and common set of procedures will be applied by the colleges or schools in reviewing applications for transfer admission. Students can submit only one school-to-school transfer application each semester.

Grades and Records (NUG)

Grades and Records

GRADE		DEFINITION	NUMERICAL EQUIVALENT	
A		Outstanding	4.0	
B+			3.5	
B			3.0	
C+			2.5	
C		Satisfactory	2.0	
F		Failing	0.0	

Grades and Records (NUG)

Grading and Academic Records

Grading and Academic Records

Newark-Undergrad employs the grading system that is currently in force within the university:

A = 89.5-100

B+ = 84.5-89.49

B = 79.5-84.49

C+ = 74.5-79.49

C = 69.5-74.49

D = 59.5-69.49

F = 0-59.49

W = Withdrawal

W is assigned in the following cases:

- When a student officially drops a course between the end of the change-of-registration period and the end of approximately the 10th week of instruction; or
- When a student withdraws from the school prior to the end of the 10th week, if he or she submits a properly completed withdrawal form, obtained from the assistant dean for undergraduate programs.

Grades and Records (NUG)

Other Grade Symbols

Other Grade Symbols

XF (*Disciplinary Failure*). An XF grade may be imposed by an Academic Integrity Facilitator, University Hearing Board, or Student Conduct Officer as part of the sanction for a separable violation of academic integrity. Requests for removal of the X from an XF grade must be submitted in writing to the appropriate Campus Appeals Committee and will be considered by a panel of two student members and one faculty member of the appeals committee. Such requests will not be considered until at least 18 months from the time of the violation that resulted in the XF. Additional explanatory material on the procedures for the removal of the X from an XF grade may be found on the [Student Conduct website](#).

IN (*Incomplete*). The student has completed 75 percent of the coursework and has earned a passing grade up to the point of absence. Due to an extenuating circumstance discussed with the faculty prior to the end of the semester, the student is given two semesters to complete missed work. An Incomplete converts to an F at the end of two semesters as a permanent grade. A student must repeat a course once a permanent grade of F is issued.

NG (*No Grade*). The NG grade is assigned by the Office of the Registrar and is used when either the faculty member leaves the grade blank or a computer entry error has credited a blank grade. If the student to whom the grade of NG has been assigned fails to clear up the registration problem within the following semester, the NG grade will convert to an F and the cumulative grade-point average will be recalculated accordingly.

P/NC (*Pass/No Credit*). A nonnumerical grade of Pass (equivalent to grades of A, B+, B, C+, and C) or No Credit (equivalent to grades of D and F) is assigned to a student who has registered for a course on that basis. This option is open only to juniors and seniors in good academic standing. No more than one course may be taken on a Pass/No Credit basis during a single semester or during the Summer Session, and credit is not allowed for more than four courses. This option may be used for electives only; it may not be used for courses required in the major or for courses used to satisfy the general curriculum requirements. A student must request the Pass/No Credit option at

the Office of the Dean of Student Affairs. This request must be made at the time of registration. This option may not be changed once the course officially begins. Degree credit is given for a grade of Pass. Neither Pass nor No Credit grades are included in the grade-point average.

RD, RF (Reexamination permitted). May be used only when the instructor considers the examination grade to be so inconsistent with the student's previous work that the instructor cannot assign a grade better than D. The R grade symbol entitles the student to a reexamination in the course to try to improve the grade. The student must arrange to take the reexamination within two weeks of the end of the semester. If reexamination is not taken within the time specified, the symbol R is dropped from the student's record and the numerical grade remains unchanged.

S/U (Satisfactory/Unsatisfactory). These grades are used in courses where the N credit prefix is used: S (equivalent to grades of A, B+, B, C+, and C) or U (equivalent to grades of D and F).

T (Temporary). Grades of TB+, TB, TC+, TC, TD, and TF are used for all incomplete and temporary grades. Temporary grades are given at the discretion of the instructor when coursework requirements have not been properly completed (e.g., major assignments or examinations). The letter following the T represents the grade the instructor would assign if the outstanding work were to remain uncompleted. This temporary grade becomes permanent if the work is not completed as required and notice is not received from the instructor to convert the temporary grade to a permanent one. The permanent grade may not be poorer than the assigned letter grade. Fall semester T grades must be completed by the end of the sixth week of the spring semester. Spring semester and Summer Session T grades must be completed by October 15. The deadline for October graduates is September 15. It remains, however, the prerogative of an individual faculty member and/or the Office of the Dean of Student Affairs to set earlier deadlines and internal procedures for completing the work required. It is the responsibility of the student to contact the instructor for an interpretation of the T grade and to establish a timetable for the completion of the work.

TT. A TT grade is used in the honors program in lieu of first-semester course grades. The grade may be raised or lowered when the research thesis or honors project is presented at the end of the second semester.

TZ. If a faculty member must submit a final course grade before an allegation of a violation of academic integrity is resolved, the student respondent shall be given a temporary grade of TZ, which does not affect the student's GPA, until the adjudication process is completed. A TZ grade also may be assigned when a student cannot complete coursework due to a certifiable emergency. The TZ will convert to an F if the work is not completed by the end of the following semester.

W (Withdrawal). A W is assigned when a course has been dropped after the eighth day of classes and before completion of the ninth week of the semester. A failing grade is assigned if a course is dropped without the proper permission or after the ninth week of the semester.

X (Examination Not Taken). Assigned only when the instructor believes a student might have passed the course had the final examination been taken. The student must arrange with the instructor to take the deferred examination. Deferred examinations from the fall semester must be taken within two weeks after the beginning of the spring semester. Deferred examinations from the spring semester must be taken within two weeks after the close of the spring semester.

Credit Prefixes

Credit Prefixes

E. The symbol E preceding course credits indicates that no credit is earned toward the degree and that no grade is computed in the cumulative grade-point average.

J. The symbol J preceding course credits indicates that those credits are earned toward the degree, but the grade is not computed in the cumulative grade-point average.

K. The symbol K preceding course credits indicates that those credits are not earned toward the degree, but the grade is computed in the cumulative grade-point average.

N. The symbol N indicates no credit earned toward the degree, no grade computed in the cumulative grade-point average, no final exam taken, and the receipt of a grade of S or U.

P/NC. This symbol preceding course credits indicates a course taken on a Pass/No Credit basis.

R. The symbol R indicates that the course has been repeated and that the original grade was D or F. See section on [Repeating Courses](#).

Grades and Records (NUG)

Semester Grades

Semester Grades

At the end of each semester, access to grade information is available to all students via the [Rutgers Student Unofficial Transcript and Grades System](#). Students requiring written documentation of the semester academic record may also obtain an unofficial copy of the semester academic record at this site. The current semester's grades are usually available three or four days after the final exam, following submission by the instructor and computer entry by the university. Semester and cumulative grade-point averages are calculated after a semester's faculty grade-reporting deadline has passed.

Official Transcripts

Students may request an official transcript via the [Office of the Registrar's website](#).

Grades and Records (NUG)

Progress Reports

Progress Reports

At Rutgers University-Newark, early alerts can be sent by professors to students using the Progress Reports feature of the [RU-N4Success software platform](#).

Progress reports offer faculty an opportunity to provide students with feedback on their performance early and midway through the semester, giving students time to take action to improve their academic outcomes. Professors may issue progress reports for students using pre-set concern reasons, or they can indicate "For Advisor Attention" and add comments in an open-text response box. When progress reports are submitted for students, emails are sent to their ScarletMail. Depending on the concern reason, notification also will go to the appropriate campus office.

A progress report is not a final determination of the course grade. With proper advice and sufficient effort, students who receive these reports may be able to bring their performance to an acceptable level. Failure to receive a progress report does not imply that a passing grade will be earned at the end of the semester or term.

Grades and Records (NUG)

Student Complaints About Grades

Student Complaints about Grades

Students who wish to file a complaint about a final course grade, or a grade received for particular work completed in a course, should first attempt to resolve the matter through discussion with the instructor. If the issue is not satisfactorily resolved, the student must submit in writing the basis for the complaint and request a review by the relevant department chair.

If the chair cannot resolve the issues, the student can appeal, again in writing, to the Senior Associate Dean of Rutgers Business School: Undergraduate-Newark.

A written complaint about a grade for work completed while the course is in progress must be submitted to the relevant department chair no later than two weeks after notification of the grade. A student must submit a written complaint about a final grade no later than four weeks after the postmarked date of the official notification of grades.

Written notification of the action taken by either the chair or the Senior Associate Dean is sent to the student within four weeks of the filing of the appeal, excluding those weeks in which classes are not in regular session.

Grades and Records (NUG)

Cumulative Grade Point Average

Cumulative Grade Point Average

The cumulative grade-point average is computed by multiplying the grade received in each course taken for credit (and to be included in the average) by the number of credits earned in the course. The grade points earned in all such courses are added together, and the sum is divided by the total credits earned in those courses.

Grade (Numerical Equivalent) x Credits = Grade Points

Total Grade Points

Total Credits = Cumulative Grade-Point Average

Grades earned at institutions other than Rutgers and the New Jersey Institute of Technology are not calculated into the cumulative grade-point average.

Grades and Records (NUG)

Repeating Courses

Repeating Courses

A student who earns a grade of D or F in up to four courses taken at Rutgers University-Newark or New Jersey Institute of Technology may repeat the course at either school, and have the lower of the two grades eliminated from the cumulative grade-point average. The option is subject to the following limitations:

1. The original D or F remains on the transcript.
2. The repeated course must carry the same subject number and course title, or the equivalent, as approved by the student's general academic adviser, or, if the course is in the student's major program of study, the major adviser.
3. If the course is repeated more than once, the repeat option cancels only one grade (the lowest); all other grades are included in the computation of the cumulative grade-point average.
4. Degree credit is awarded only once, no matter how many times the course is repeated.
5. This grade replacement policy may be applied to a maximum of four courses. Students may repeat additional courses, but the original D or F for every course exceeding the four-course limit remains in the computation of the cumulative grade-point average.

Grades and Records (NUG)

Transcripts

Transcripts

Requests for official transcripts of a student's academic work are accepted only from the student concerned. Requests can be made electronically [here](#).

Transcripts of academic work include all courses taken and grades received at the university. Students may request a transcript that includes all courses taken while enrolled as an undergraduate student (matriculating, nonmatriculating, and Summer/Winter Session), all courses taken while enrolled as a graduate student (matriculating, nonmatriculating, and Summer/Winter Session) or all courses taken while enrolled in all schools.

Requests for official transcripts for all current and former students will be processed in the order received. Allow ten (10) days for release. We also cannot accept EMAIL requests.

Currently enrolled students may download unofficial transcripts from the [Student Unofficial Transcript and Grades System here](#).

Grades and Records (NUG)

Holds

Holds

The privilege of registration and advance registration are barred to students who have 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 for any students with an outstanding obligation.

Grades and Records (NUG)

Grade Forgiveness Policy

Grade Forgiveness Policy

Any student who has not been registered at Rutgers University-Newark for at least eight consecutive semesters (fall and spring semesters) may elect to have grades of D and F for courses taken at Rutgers University during the previous period of enrollment expunged from the calculation of their grade-point average at the time of completion of the first semester following their reentry into Rutgers University-Newark, upon successful completion of an academic contract. The terms of the contract will be determined by an adviser from the advising office in the school of enrollment. These D and F grades will continue to appear on the student's transcript. This grade forgiveness policy will not apply to grades XF, which signifies a failing grade given as a result of the student's having been found guilty of an academic integrity violation.

Note: Please be aware that this policy applies to students in the Newark College of Arts and Sciences, University College-Newark, School of Public Affairs and Administration, and School of Criminal Justice. Students enrolled in the Rutgers Business School need to refer to their specific grade forgiveness policy, which can be found in the [RBS chapter](#) of this catalog.

Class Schedules and Hours (NUG)

Class Schedules and Hours

Starting and closing dates for each semester, scheduled holidays, and other important scheduling information may be found in the [academic calendar](#).

Class Schedules and Hours (NUG)

Attendance

Attendance

Attendance at all regularly scheduled meetings of a course is expected. A student is permitted to make up any regular part of a course, including required exercises and final examinations, when the reasons for absences are authenticated by the associate dean of student affairs. The recognized grounds for absences are illness requiring

medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. The president of the university or an official appointed by the president is authorized to cancel classes at the university, or any part thereof, in the event that weather conditions so dictate.

Class Schedules and Hours (NUG)

Absence Due To Religious Observance

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

Class Schedules and Hours (NUG)

Examinations

Examinations

Regularly scheduled examinations generally are announced at the beginning of the semester. Unannounced examinations may be given at irregular intervals at the discretion of the instructor. Final examinations are held at the close of each semester. A student who misses a final examination for a valid reason may ask the instructor for a deferred examination. If the student is denied permission to take a deferred examination, this decision may be appealed to the course leader, and finally, to the associate dean of student affairs. Deferred examinations from the fall semester must be taken within two weeks before the beginning of the spring semester. Deferred examinations from the spring semester must be taken within two weeks after the close of the spring semester. In case of extreme hardship, the time may be extended for a strictly limited period with written permission of the associate dean of student affairs.

Class Schedules and Hours (NUG)

Cancellation of Classes

Cancellation of Classes

It is the general policy of the university not to cancel classes because of inclement weather. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can check the [Rutgers University Operating Status website here](#) for closings. Arrangements for makeup work are announced by individual instructors.

Rutgers Business School Academic Policies and Procedures (RBS-N)

RUTGERS BUSINESS SCHOOL ACADEMIC POLICIES AND PROCEDURES

Policies and procedures applicable to all Newark undergraduate colleges may be found in the [Academic Policies and Procedures](#) chapter of this catalog. The descriptions below are specific for the Rutgers Business School: Undergraduate-Newark and take precedence.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Academic Advising

Academic Advising

All Rutgers Business School: Undergraduate-Newark (RBS) students are assigned an RBS academic advisor. Students are expected to meet with their assigned advisor at least once per academic year to ensure that they are completing all academic requirements and making satisfactory progress toward degree completion.

Academic advisement is a collaborative educational process; students and their advisors are partners in meeting the essential learning goals that support student success. Academic advisement is not an event, but a process, with the student taking the lead and responsibility for his or her academic career; the advisors provide the students with the tools, direction, and appropriate referrals to assist students in meeting their academic goals.

RBS Deans, Advisors, and Program Coordinators:

Amy Castillo, Assistant Dean, Supervisor - Director of Upperclass Students

Ben Lohmann, Assistant Dean, Supervisor - Director of Underclass Students

Lucille Foster, Assistant Dean, Admissions and Enrollment

Shannon Brantley, Assistant Dean, Advisor

Armanda Cerqueira, Assistant Dean, Advisor

Vanessa Galindo, Assistant Dean, Advisor

Patricia Guillaume, Assistant Dean, Advisor

Shirnel Jean Baptiste, Assistant Dean, Advisor

Stephan Kolodiy, Assistant Dean, Advisor

Kevin Collazo, Senior Program Coordinator

Cristina Veras, Program Coordinator

Oksana Kowal, Program Coordinator/Transfer Evaluator

Kathleen Wagner, Program Coordinator/Assistant to the Dean

[Additional RBS advisor information can be found here.](#)

Rutgers Business School Academic Policies and Procedures (RBS-N)

Adding/Dropping Courses

Adding/Dropping Courses

Rutgers Business School: Undergraduate-Newark students may register for courses using the [Rutgers Web Registration System](#).

Dates for the Add/Drop period are listed on the [Rutgers-Newark Registrar's website](#). Students can add and drop classes until the end of the Add/Drop period without penalty.

After the Add/Drop period has ended, a student may drop a course on the [Rutgers Web Registration System](#) or [by contacting their advisor](#) for assistance in dropping the course. For each class dropped after the Add/Drop period, the student receives a W for the course on their academic record, and no refund in tuition is given.

Students cannot withdraw from a class after the deadline posted on the Registrar's website. A student who stops attending a course(s) and fails to properly withdraw from a course(s), or from the institution, will receive a failing grade in that course.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Auditing Classes

Auditing Classes

A student may enroll in a course without receiving academic credit if:

1. Space is available.
2. The Rutgers Business School: Undergraduate-Newark Dean's Office has given advance approval.
3. The instructor is notified by the Dean's Office.

At registration, an N is placed in the credit-hour prefix column by the Registrar's Office. Students must pay the posted tuition for the course and fulfill the same requirements during the semester as all other students, including the completion of any written assignments. Students must perform all the assigned work, however, they may not take the final examination. The student is graded S or U (satisfactory or unsatisfactory), and the course and grade are entered on the student's permanent record, but no credit is awarded toward a degree.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Auditing Courses without Registration

Auditing Courses without Registration

Rutgers Business School: Undergraduate-Newark **does not permit** students (full-time, part-time, or nonmatriculated students) to audit courses without registration.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Awards and Scholarships

Awards and Scholarships

Students in Rutgers Business School: Undergraduate-Newark may compete for the following awards:

Accounting and Information Systems Department Award

Awarded each year to a graduating student who has demonstrated outstanding achievement in the study of accounting and has made major contributions to the department.

Distinguished Leadership Award

The award recognizes student leaders who demonstrated outstanding academic achievement, service to RBS, and leadership potential. The name of each recipient is engraved onto the Rutgers Business School Bell.

Finance Department Award

Awarded each year to the graduating student who has demonstrated outstanding achievement in the study of finance and made major contributions to the department.

James Bicksler Leadership Award

This award is given by former professor James Bicksler to a student who has demonstrated outstanding achievement, as well as proving leadership in advancing other students.

John R.H. Gilmour Public Accounting Award

This award, named for a long-time faculty member and first director of the undergraduate accounting program, is given to the most promising graduating student who has chosen a career in professional accounting.

Louis Gluck Memorial Award in Management

This award, named in memory of and endowed by the late Louis Gluck, is given each year to a graduating undergraduate student who demonstrates outstanding scholarship and service to the school.

Management and Global Business Department Award

Awarded each year to the graduating student who has demonstrated outstanding achievement in the study of management and made major contributions to the department.

Marketing Department Award

Awarded each year to the graduating student who has demonstrated outstanding achievement in the study of marketing and made major contributions to the department.

Dr. Rosa Oppenheim Leadership Award

This award honors executive vice dean Dr. Rosa Oppenheim's extraordinary commitment to Rutgers Business School and the leadership she has exhibited throughout her career, including two stints as interim dean. This award recognizes a student who has demonstrated an extraordinary commitment to positive leadership.

Lee Papayanopoulos Memorial Award

This award is given in memory of the late professor Lee Papayanopoulos, chair of the Department of Management Science and Information Systems, whose service to Rutgers and the academic community was distinguished by an unwavering commitment to excellence. The Lee Papayanopoulos Memorial Award recognizes an undergraduate student with a major or concentration in management information systems who exemplifies excellence in academic and extracurricular activities.

Ronald Armstrong Memorial Award

This award is given in memory of the late professor Ronald Armstrong, chair of the Department of Management Science and Information Systems, whose service to Rutgers and the academic community was distinguished by an unwavering commitment to excellence. The Ronald Armstrong Memorial Award recognizes an undergraduate student with a major or concentration in management information systems who exemplifies excellence in academic and extracurricular activities.

Rutgers Business School Alumni Association Prize, Newark Undergraduate

This prize is given each year to a member of the Rutgers Business School Undergraduate-Newark program who has shown the greatest achievement in both scholastic and extracurricular services.

Rutgers Business School: Undergraduate-Newark Dean's Award

This award is given by the dean of Rutgers Business School to the Undergraduate-Newark student who is judged to demonstrate the most outstanding overall excellence.

Supply Chain Management Department Award

Awarded each year to the graduating student who has demonstrated outstanding achievement in the study of supply chain and made major contributions to the department.

Thomas York Memorial Award

This award is in memory of professor Thomas York, a devoted professor of supply chain management and friend and mentor to his students. It is given to a graduating supply chain management major who exemplifies a commitment to sharing his or her expertise in supply chain management through academic achievement and leadership in student organizations and activities designed to promote excellence in the field.

Zachary Stoumbos Memorial Award

This award is given in memory of the late professor Zachary Stoumbos, chair of the Department of Management Science and Information Systems, whose service to Rutgers and the academic community was distinguished by an unwavering commitment to excellence. The Zachary Stoumbos Memorial Award recognizes an undergraduate student with a major or concentration in management information systems who exemplifies excellence in academic and extracurricular activities.

Rutgers Business School offers several scholarships to students enrolled in Rutgers Business School: Undergraduate-Newark program.

To be eligible for any of the scholarships below:

- you must have filed a [FAFSA application](#);
- you must have a Rutgers GPA of at least 3.2 or better;
- you must be a full-time student (12 credits or more); and
- you must fill out a scholarship application.

For information, please contact Kathleen Wagner - wagnerka@business.rutgers.edu

Available Scholarships

Royal G. Beck Endowed Scholarship

Beverly Beill Endowed Scholarship

Gary M. Cohen Endowed Scholarship

Vito A. Cardace Endowed Scholarship

Sidney Handler Endowed Scholarship

Robert and Frances Kaplan Endowed Scholarship

Judith Fay Ross Memorial Endowed Scholarship Fund

John F. Ruffle Endowed Scholarship

Rutgers Business School 75th Anniversary Endowed Scholarship Fund

School of Business/Management Alumni Association Scholarship

Louis Tuckman Memorial Scholarship

Supply Chain Management Scholarships

For additional details and to apply for these scholarships, please contact the Center for Supply Chain Management at cscm@business.rutgers.edu.

Council of Supply Chain Management (CSCMP)

This professional organization offers annual scholarships to SCM students. In the last two years, Council of Supply Chain Management Professionals (CSCMP) in New Jersey has awarded over 14 scholarships worth over \$10,000 to Rutgers Business School supply chain management students and four of those students have attended the National CSCMP meetings, all travel expenses paid by CSCMP. Watch for announcements for the application process during the spring semester, typically in March.

Institute for Supply Management (ISM) Scholarships

This professional organization offers annual scholarships to SCM students. The number of scholarships varies from year to year, typically from two-four are offered annually. In addition to the scholarships, the Services Group provides financial assistance for students and an academic adviser to attend the annual ISM conference by subsidizing conference fees and portions of travel expenses. ISM also provides annual membership to the organization to full-time students and waives the membership fee.

[To learn more, please click here.](#)

New Jersey CSCM Student Award (NJ Industry Award)

The CSCMP-NJ Roundtable offers scholarships each year to Rutgers Business School's undergraduate, M.B.A., and Ph.D. students concentrating in supply chain management.

R. Gene Richter Scholarship

The following is an announcement from the most recent scholarship, but this typically is an annual scholarship: The Institute for Supply Management (ISM) is pleased to work with the R. Gene and Nancy D. Richter Foundation in the promotion of the R. Gene Richter Scholarship Program. The R. Gene and Nancy D. Richter Foundation in partnership with the ISM R. Gene Richter Scholarship Fund will provide scholarships of up to \$5,000 U.S. dollars to individuals seeking education in the area of supply management or supply chain management. Eligible students will be in their senior year. Students must be enrolled full time in an accredited supply management program with the intention of specializing in the supply management profession. Scholarship recipients will be chosen based on outstanding academic achievement, high ethical standards, and potential to become a future leader in the supply management field. To learn more, please see the [R. Gene Richter Program Foundation website.](#)

Supply Chain Leadership Award

The Center for Supply Chain Management honors students who have demonstrated exemplary leadership and dedication to supply chain management during their academic careers. Recipients are selected based on academic merit, contribution to the Rutgers supply chain management program, and the recommendation of faculty members.

Rutgers University Scholarship Opportunities:

[Visit the Admissions website.](#)

Non-Rutgers Scholarship Opportunities

[Fast Web](#)

[College Board](#)

Communication to Students

Communication to Students

Communication to students will be conducted using their Rutgers email address whenever possible; this will include all general information and other information specific to an individual student (i.e., academic probation notification, academic dismissal from RBS notification, graduation application information, degree planning, appointment reminders, etc.).

All RBS students are required to register a NetID and password, as well as an official email address. To obtain a Rutgers email address, [please visit the site here](#).

[Visit here to register a NetID](#).

All RBS students are expected to frequently check their email for announcements and information from the University. Students are expected to put their RUID number in all emails sent to University officials.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Course Credit Load

Course Credit Load

Students who are in good academic standing (2.5 or higher cumulative GPA) are permitted to register for a maximum of 19 credits during Fall/Spring semesters; a maximum of 14 credits in the Summer Session; and 3 credits in the Winter Session.

Students who are on academic probation (cumulative GPA is below 2.5) are permitted to register for a maximum of 14 credits during Fall/Spring semesters; a maximum of 14 credits in the Summer Session; and 3 credits in the Winter Session.

Students may request to take one additional course, requiring a course overload, in their final semester prior to graduation as long as the student has a 3.25 cumulative GPA (or higher). To request a course overload, students must contact their [RBS academic advisor through the site here](#).

Rutgers Business School Academic Policies and Procedures (RBS-N)

Declaration of Major for Prebusiness Students (006)

Declaration of Major for Prebusiness Students (006)

Rutgers Business School: Undergraduate-Newark students who are already accepted into Rutgers Business School as a Pre-Business major (006) can declare their specific business major once they have earned a Rutgers grade-point average.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Declaration of RBS Double Major

Declaration of RBS Double Major

RBS students with a minimum cumulative GPA of 3.0 may declare a double major within the Rutgers Business School: Undergraduate-Newark program.

To declare the second major, students need to [contact their academic advisor through the site here](#).

Students must submit the RBS Request to Double Major form prior to earning 90 credits. No student will be allowed to double major once they have earned 90 or more credits. If a student fails to maintain a cumulative 3.0 GPA, the second major will automatically be dropped. In addition, during graduation certification, if a student has failed to achieve a cumulative 3.0 GPA, the second major will be removed.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Deregistration

Deregistration

Rutgers Business School: Undergraduate-Newark policy prohibits students from being reinstated or added back into their courses after they have been de-registered for non-payment. If a student is de-registered from the semester, the student is NOT allowed to attend classes, complete any assignments, or take any exams, and will NOT be added back into their courses for the semester.

The RBS-Newark Undergraduate Program Office will do its due diligence in notifying students prior to de-registration.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Double-Counting Courses

Double-Counting Courses

Students double majoring in certain areas are allowed to double-count a course one time to satisfy requirements for both programs.

These are the only instances where double-counting a course is an option:

1. Double major in Marketing and Supply Chain Management, Marketing Research (29:630:385) counts as both a Marketing major requirement and a Supply Chain Management major elective.
2. Double major in Finance and Supply Chain Management, Treasury Management (29:390:440) counts as both a Finance major elective and a Supply Chain Management major elective.
3. Double major in Accounting and Supply Chain Management, Cost Accounting (29:010:304) counts as both an Accounting major requirement and a Supply Chain Management major elective.

4. Double major in Leadership & Management and Supply Chain Management, Negotiations (29:620:350) counts as both a Leadership & Management major elective and a Supply Chain Management major elective.

5. Double major in Management Information Systems and Supply Chain Management, Fundamentals of SC Solutions with SAP (29:799:450) will count as both a Management Information Systems major elective and a Supply Chain Management major elective.

6. Double major in Accounting (must have been declared prior to Fall 2020) and Finance (Financial Management and Capital Markets track), Corporate Finance counts as an Accounting major elective and a Finance core requirement.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Grade Forgiveness Policy

Grade Forgiveness Policy

Any student who has not been registered at Rutgers University-Newark for at least eight consecutive semesters (Fall and Spring semesters) may elect for grade forgiveness. This would mean grades of D and F for courses taken at Rutgers University during the previous period of enrollment would be expunged from the calculation of their grade-point average. Any requirements that are being fulfilled with a D grade would no longer be fulfilled (i.e. General Education courses only - all RBS requires C grades or higher to be marked as complete).

These D and F grades will continue to appear on the student's transcript. This grade forgiveness policy will not apply to XF grades, which signify a failing grade given as a result of the student's having been found guilty of an academic integrity violation.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Graduation

Graduation

Degrees are conferred by the university upon recommendation of the Faculty of Arts and Sciences-Newark and Rutgers Business School: Undergraduate-Newark. Degrees are conferred three times a year: January, May, and August.

Diplomas and official transcripts are withheld if a student has a hold against his or her record. It is the responsibility of each student to ensure that all the graduation requirements of the school, including certification of the major, have been fully met well before the expected date of graduation. Student records are officially closed upon graduation. A graduate cannot improve their cumulative grade-point average by completing work or taking additional courses after the degree has been conferred.

Inquiries concerning graduation may be directed to an [academic advisor at the Rutgers Business School: Undergraduate-Newark Program Office site](#).

All students must submit a Graduation Application via the [Online Diploma Application](#) in order to have their record formally reviewed and have their degree conferred:

Degree Granted	Application Deadline
August	July 30
January	October 15
May	February 15

The application must be filed by the appropriate deadline in order for the degree to be conferred.

Requests to have degrees granted in absentia should be sent to the Office of the Registrar as early as possible, and should indicate the address to which the diploma should be mailed. All diplomas are being mailed, meaning mailing address for all applications need to be accurate.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Honors Program

Honors Program

Effective Fall 2011, Rutgers Business School: Undergraduate-Newark (RBS) initiated an honors program in coordination with honors programs in the School of Arts and Sciences (SAS) in New Brunswick and the School of Arts & Sciences - Newark (SAS-N) in Newark. RBS honors students will be required to complete the following:

1. A minimum of four courses designated as honors courses. At least two of these courses will have to be RBS courses. (Students may also take liberal arts honors courses to meet this requirement.) Specific honors sections of various core classes will be designated and all honors students in the same class year will be allowed to take these courses. Honors sections will permit interaction among these students, which is an integral part of the learning process.
2. A minimum of two semesters of honors colloquia to be completed by the end of the second year in the honors program.
3. Proficiency in a foreign language through the intermediate level.
4. A capstone project of at least 6 credits to be completed in the senior year. Three options for satisfaction of this requirement will be available:
 - a. An individual capstone thesis consisting of original research under the supervision of a doctorally qualified faculty member.
 - b. Enrollment in a two-semester honors class in the student's major field of study. This two-semester sequence will have a substantial writing/research component consistent with the norms of the discipline.
 - c. A research internship. A research internship will have a dual purpose:
 - i. Allow the student to become acquainted with the operation of a given organization.
 - ii. Collect data to support a research project.

In order to participate in this version of the internship/research project, the student will have to submit a proposal regarding the issue that will be investigated along with the method of data collection. While on the internship, the student will gather quantitative or qualitative data from primary or archival sources. As with all research, there will be a problem to be investigated and conclusions drawn. Such research will require the company to support the endeavor as well as sign a release regarding the paper. Passing the research internship will require submission of a research paper to be evaluated by an advisor and defended by the student.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Off-Campus Study

Off-Campus Study

Taking Courses at Other Institutions

Only if there is an extenuating circumstance (i.e., course required for graduation and not offered at Rutgers-Newark), a student may be allowed to take a course off campus with permission from their assigned RBS advisor. All requests must be submitted by completing the [Off-Campus Study form](#) a minimum of 30 days prior to the beginning of the semester. Credit(s) will not be issued for any courses taken off campus without prior permission.

Essex County College

Students who wish to enroll in a course offered at Essex County College must follow these procedures:

Obtain signatures on the exchange registration form, indicating approval by the appropriate dean and/or the student's department chair.

Register at Essex County College Office of the Registrar. Include Essex County College course on the Rutgers Exchange Form.

Bring proof of registration at Essex County College to the Rutgers-Newark Office of the Registrar to complete the cross-registration process. Students must adhere to add/drop deadlines posted on Rutgers' [academic calendar](#). [Access the calendar here](#).

Satisfactory completion of exchange registration courses approved by the student's academic dean for completion at Essex County College appears as an exchange course with only credit applied toward the degree.

New Jersey Institute of Technology (NJIT)

Students who wish to enroll in a course offered at the New Jersey Institute of Technology (NJIT) must follow these procedures:

Students who wish to enroll in a course offered at the New Jersey Institute of Technology (NJIT) must consult procedures posted [here on the Rutgers-Newark Office of the Registrar's website](#).

Include each New Jersey Institute of Technology course on the Rutgers Exchange Form. New Jersey Institute of Technology courses are listed as School 28 in the [Schedule of Classes](#), along with the Rutgers courses. Register for NJIT courses in person at the Rutgers-Newark Office of the Registrar.

Grades received from NJIT for exchange registration courses appear on the Rutgers transcript and are calculated in both the semester and cumulative grade-point averages.

Rutgers Biomedical and Health Sciences (RBHS)

Students wishing to register for a course at Rutgers Biomedical and Health Sciences (RBHS) should [visit the Office of the Registrar website](#) for the most up-to-date information.

Students must complete an [RBHS Exchange Registration form](#) and then return the completed form with appropriate signatures to the Rutgers University-Newark Office of the Registrar.

Taking Courses at Other Divisions of Rutgers

Rutgers Business School: Undergraduate-Newark students are required to take all business, general education requirements, and elective courses at Rutgers University-Newark. If a student's circumstance warrants, permission may be granted to take a course at another division of Rutgers, with written permission from both the student's assigned RBS advisor and the Dean of the division where the student plans to take course. Students must complete the [Off-Campus Study form](#), with all approvals at least 30 days prior to the beginning of the semester. Credit(s) will not be issued for any courses taken off campus without prior permission.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Re-Enrollment

Re-Enrollment

A student who is dismissed from Rutgers Business School: Undergraduate-Newark program for any reason, who withdraws during a semester, or who fails to register for the next regularly scheduled semester (not including Summer Session) may not register again without receiving permission to reenter the college from the RBS-Newark Undergraduate program or the Scholastic Standing Committee. Students seeking re-entry to the college must initiate the process at least 30 days prior to the beginning of the semester for which registration is sought.

Continuing students in good academic standing who have been absent from the university for one or more semesters, must re-enroll via the [Re-Enrollment Application portal here](#).

Students who are not in good academic standing, who were academically dismissed, must submit a formal letter of appeal. Please refer to the [Scholastic Standing Policy](#) for additional information regarding appeals.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Reinstatement

Reinstatement

Students academically dismissed from Rutgers Business School: Undergraduate-Newark program may petition for reinstatement once eight (8) semesters have elapsed. Petitioning to return requires a letter be submitted by July 1 to the Scholastic Standing Committee. The letter should include:

1. Student's name, phone number, RUID number, and email address
2. The requested return semester
3. Why the student is interested in returning
4. Reasons for poor academic performance and how those reasons have been eliminated or are being handled. (If emotional, physical, or psychological problems contributed to the poor performance, include signed statements from physicians, counselors, etc. Submitted statements will remain confidential.)
5. Official transcript(s) from any institutions attended since dismissal
6. At the end of the petition, please include statements acknowledging that reinstatement is not guaranteed and reinstated students are placed on academic probation until the cumulative grade-point average is at least 2.5.

The letter and supporting documents can sent to Assistant Dean Ben Lohmann (blohmann@business.rutgers.edu).

Rutgers Business School Academic Policies and Procedures (RBS-N)

Residency Requirement

Residency Requirement

Students matriculated (i.e., registered in pursuit of a degree) at the School of Arts & Sciences - Newark (SAS-N), Rutgers Business School: Undergraduate-Newark (RBS), School of Criminal Justice (SCJ), School of Public Affairs and Administration (SPAA), or University College-Newark (UC-N) must complete a minimum of 30 of their last 42 credits while registered in classes offered by Rutgers University-Newark or registered in special programs approved in writing by the appropriate dean's office.

In the case of joint-degree programs with New Jersey Institute of Technology (NJIT), courses taken for the major at NJIT will meet the residency requirements.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Scholastic Standing

Scholastic Standing

Academic Probation

Students enrolled at Rutgers Business School: Undergraduate-Newark (RBS) are expected to maintain the highest level of academic performance. Students who fall below a 2.5 cumulative grade-point average (GPA) in any given semester will be placed on academic probation or may be subject to academic dismissal.

The purpose of academic probation is not to be punitive, but rather alert the student and the institution to problems associated with the student's academic performance, and to help the student assess their situation, make adjustments, and implement a plan to get back on track.

Academic Probation Criteria and Requirements

- Students with a cumulative GPA below 2.5 are automatically placed on academic probation for the following semester. There is no appeals process for academic probation, it is based solely on cumulative GPA.
- Students who are on academic probation will receive an email sent to their Rutgers email account notifying them of their academic probation status.
- Students who are on academic probation are permitted to continue to register for classes and make progress toward their degree, but they can register for a maximum of 14 credits each semester until the student either comes off academic probation or graduates.
- Students on academic probation do not have access to the online web registration system (WebReg). Students can only register for classes by consulting with their academic advisor.
- There is no time limit for how long a student can be on academic probation. It is in the student's best interest to improve their GPA and come off academic probation as quickly as possible.

Math and English Requirements

- Students are required to enroll in an English Composition course every semester until they have completed English 102 (21:355:102). Failure to enroll in an English Composition course will result in the student automatically being placed on academic probation. If a student needs an exception to this policy, they must speak with, and receive written permission from, either the Director of the Rutgers-Newark Writing Program or their academic advisor prior to the start of the academic semester.
- Students are required to enroll in a Quantitative Reasoning course every semester until they have completed their degree requirements (Applied Calculus (21:640:119) OR Calculus I (21:640:135) AND Statistics (21:220:203) OR Statistics I (21:640:211). Failure to enroll in a Quantitative Reasoning course each semester will result in the student automatically being placed on academic probation. If a student needs an exception to this policy, they must speak with, and receive written permission from, either the Chair of the Rutgers-Newark Math Department or their academic advisor prior to the start of the academic semester.

Academic Dismissal

A student will be academically dismissed from RBS-Newark and Rutgers University if the student is on academic probation and their cumulative GPA falls below 2.0. For example, if a student's GPA at the end of the Spring semester is 2.3 they would be placed on academic probation. In the next semester (Fall), if the student's cumulative GPA falls below 2.0, they would be dismissed. A student must be on academic probation for at least one semester before they can be academically dismissed.

Students dismissed from RBS-Newark may petition the Academic Standing Committee if there are extenuating circumstances that contributed to the student's poor academic performance. The dismissal appeal must be submitted in writing, and be accompanied by relevant documentation to support the letter's contents. The appeal letter should be comprehensive, elaborating on non-academic problems, such as financial, medical, and personal hardships that affected the student's academic performance during the semester. Presenting false or intentionally misleading information in the appeal will result in immediate dismissal of the appeal and/or judicial charges.

The appeal and supporting documentation must be submitted by the due date listed in the dismissal letter. Late appeals will not be considered.

If the student's appeal is granted, the student will be able to continue their studies at RBS-Newark and Rutgers University, while remaining on continued academic probation.

If a student chooses not to appeal, or if their appeal is denied, the academic dismissal will be final. Students who have been dismissed from RBS-Newark must wait at least eight academic semesters (four years) before they are eligible to apply for reinstatement to the school.

The letter of appeal must include:

- Student's name, RUID number, current address and Rutgers e-mail address
- Explanation of the circumstances that negatively affected the student's academic performance
 - What was done to address these issues, or what is being done if these circumstances are still ongoing
- Any administrative contact made with RBS-Newark, Rutgers University, or any outside entities to address these issues, along with the outcome of these efforts
- Appropriate supporting documentation
- The outline of an academic and personal action plan that will be implemented should the appeal be successful

The Academic Standing Committee reviews the criteria for dismissal in the cases of individual students; the committee is the final authority in these matters.

First-Year and Transfer Students With a GPA Below 2.0 Following Their First Semester at RBS-Newark

First-year and transfer students who earn a GPA below 2.0 after their first semester at RBS-Newark are not dismissed after their first semester, but will be placed on academic probation.

Students are allowed to continue their studies at RBS-Newark, but are required to retake all courses where they initially earned a D or F. If the student does not have a 2.0 or higher cumulative GPA by the end of their second semester, the student will be dismissed from RBS-Newark.

Scholastic Standing for Minors

Scholastic Standing for Minors

Any one of the following conditions will result in the removal of a Rutgers Business School: Undergraduate-Newark program minor:

- Cumulative grade-point average lower than 2.0
- Two grades of D (1.0) or F (0.0) received in minor courses
- Two grades of D (1.0) or F (0.0) received in the same minor course

Students whose minors have been removed can appeal to the Scholastic Standing Committee if there are extenuating circumstances that account for poor academic performance. This must be done, in writing, by the date indicated within the removal letter. The appeal must be written by the student. Presenting false or intentionally misleading information in the appeal may result in immediate dismissal of the appeal and/or judicial charges. The appeal should be no more than four pages and must be received before the deadline date outlined in the removal letter.

The letter of appeal must include:

1. Student's name, RUID number, current address, and Rutgers email address
2. Circumstances that negatively affected the student's academic performance during the semester of the dismissal
3. What was done to address these issues, or what is being done if these circumstances are still ongoing
4. Any administrative contact made with Rutgers Business School: Undergraduate-Newark; Rutgers, The State University of New Jersey; or any outside office(s) to address these issues, and the outcome of these efforts
5. Appropriate supporting documentation

If students choose not to appeal or if the appeal is rejected, the minor removal will be final. Students will not be eligible to declare any additional Rutgers Business School: Undergraduate-Newark minor.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Second Degree

Second Degree

A student wishing to earn a second undergraduate degree, but their ***first degree was not earned at Rutgers University:***

Degree-holding students who want to earn a second bachelor's degree at Rutgers Business School: Undergraduate-Newark (RBS) must apply [online through the Rutgers-Newark Admissions Office website](#).

A student wishing to return for a second undergraduate degree, and their ***first degree was earned at Rutgers University:***

Rutgers graduates must reenroll via the [Re-Enrollment Application portal here](#).

All second-degree candidates must complete all RBS pre-eligibility courses, the RBS core and major requirements, and complete a minimum of 30 credits. Those already holding a Bachelor of Science degree from RBS must complete the major courses and a minimum of 30 credits. (Presumably the core has already been completed. If however, additional courses have been added to the core, or if any core classes have expired, these must be completed for graduation).

Degree-holding students who wish to earn a major in accounting and sit for the CPA exam should consult with the accounting department to determine the combination of courses that are most appropriate for their needs. Currently, only those students with 150 credits may sit for the test.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Senior Citizen Audit Program

Senior Citizen Audit Program

Please visit the [Prospective Students website](#) for the Senior Citizen Audit Program.

Rutgers Business School Academic Policies and Procedures (RBS-N)

Expiration of Courses

Expiration of Courses

Students should be mindful that courses in their business core and RBS major expire after a certain period of time.

Business Core Courses:

The following courses expire after 7 years:

- 29:522:334 Ethics in Business
- 29:010:319 Business Law I
- 29:390:329 Finance
- 29:623:220 Management Information Systems
- 29:623:311 Product & Operations Management
- 29:623:340 Business Research Methods
- 29:620:368 International Business
- 29:620:418 Business Policy & Strategy

The following courses expire after 10 years:

- 29:011:300 Business Forum
- 29:011:301 Foundations for Your Career Journey
- 29:010:302 Building Your Brand
- 29:010:303 Conquering Your Transition
- 29:010:203 Financial Accounting
- 29:010:204 Managerial Accounting
- 29:620:301 Introduction to Management

29:620:302 Management Skills

29:630:301 Introduction to Marketing

29:799:301 Introduction to Supply Chain Management

Major Core and Major Elective courses

All Major Core and Major Elective courses expire after 7 years

Rutgers Business School Academic Policies and Procedures (RBS-N)

Accelerated Graduate Programs

Accelerated Graduate Programs

Matriculated RBS undergraduate juniors/seniors who have earned a grade-point average (GPA) of 3.0 or higher may take up to three graduate courses/9 graduate credits.

Please contact the RBS Gateway Program website here for more information.

School of Arts and Sciences-Newark Academic Policies and Procedures (SASN)

SCHOOL OF ARTS AND SCIENCES-NEWARK ACADEMIC POLICIES AND PROCEDURES

Policies and procedures applicable to all Newark undergraduate colleges may be found in the Academic Policies and Procedures chapter of this catalog. The descriptions below are specific for Newark College of Arts and Sciences and University College-Newark students and take precedence.

Note: See the **University Policies and Procedures** section in the Rutgers Main catalog for university-wide academic policies and procedures.

Academic Advising

Credit Load

Class Standing

Declaration of a Major

Scholastic Standing

Graduation

School of Criminal Justice Academic Policies and Procedures (SCJ-U)

SCHOOL OF CRIMINAL JUSTICE ACADEMIC POLICIES AND PROCEDURES

Policies and procedures applicable to all Rutgers University-Newark undergraduate colleges may be found in the [Academic Policies and Procedures](#) chapter of this catalog. The descriptions below are specific for the School of Criminal Justice and take precedence.

School of Criminal Justice Academic Policies and Procedures (SCJ-U)

Scholastic Standing

Scholastic Standing

A student's scholastic standing---the basis for continuance in college, probation, honors, and graduation---is determined by the weighted average of all the grades earned in courses taken at Rutgers and at the New Jersey Institute of Technology through the Exchange Registration program that is applicable to the student's degree program. Students must maintain a cumulative grade-point average of 2.0 or better.

Scholastic Review

The Scholastic Standing Committee reviews and takes action on the record of any student whose work is considered deficient. Such students may be dismissed from the school or placed on probation. The decisions of the committee constitute the final authority on these matters.

Probation

Students with a cumulative grade-point average of less than 2.0 are automatically placed on academic probation. Such students must make an appointment to see an adviser. Students on probation may be placed on an academic contract by the Office of Academic Programs and Student Services in order to improve and monitor their academic progress. Failure to comply with the contract may put students in jeopardy of being academically dismissed. Contracts will be voided when students are off probation.

Dismissal

Students are dismissed from the college when:

1. Their cumulative grade-point average is less than the minimum listed below:

0-55 degree credits	1.500
56-90 degree credits	1.700
over 90 degree credits	1.900
graduation	2.000; or

2. Their semester grade-point average is less than 2.000 for two consecutive semesters, and their cumulative grade-point average is less than 2.000; or

3. The college determines that it is improbable that the minimum grade-point average or other graduation requirements will be met.

No student is dismissed for academic reasons until 24 credits have been attempted at Rutgers. No student is dismissed without having been on probation in the immediately preceding semester. No student is dismissed who has obtained a grade-point average of 2.0 or better when that average is based upon a minimum of 6 credits for School of Criminal Justice students in the immediately preceding semester. Students who are dismissed may apply for readmission after a minimum of one year and proof of successful college-level work at another institution through the appeal process to the Scholastic Standing Committee.

Appeal Procedure

A student has the right to appeal academic dismissal when such action has been based solely upon the numerical criteria explained under Dismissal, and when there is strong evidence that the student will do much better work in the future. To appeal an academic dismissal, the following materials must be submitted:

1. A letter from the student stating the reasons for the appeal. The letter should be sent to the Scholastic Standing Committee, c/o Office of Academic Programs and Student Services, School of Criminal Justice, Center for Law and Justice, 123 Washington Street, Room 578, Newark NJ 07102 or emailed to rscj@newark.rutgers.edu. The student must describe any problems that may have interfered with academic performance in the past and explain why substantial improvement is expected in the future.
2. Other supportive material that may be relevant to the case, including medical claims.

Upon review of the appeal letter and supporting documents, the Scholastic Standing Committee may reinstate a dismissed student. Such students may be notified by letter to make an appointment to see an adviser, one of the deans of the college, or a member of the Scholastic Standing Committee. A course of action to improve the student's academic standing may be specified in a contract signed in consultation with the student. The terms of the contract may include a limitation on extracurricular activities or the number of credits carried, and/or changes in the student's program of study. It is the responsibility of each student to become familiar with the academic regulations of the college, particularly with regard to scholastic standing requirements. An error of omission on the part of the college is not sufficient grounds to readmit a student on appeal if satisfactory progress toward the degree has not been made.

School of Criminal Justice Academic Policies and Procedures (SCJ-U)

Graduation

Graduation

Degrees are conferred by the university upon recommendation of the Faculty of the Arts and Sciences-Newark and the School of Criminal Justice. A student who completes degree requirements in August, January, or May can request a diploma in December, April, or July respectively. Degrees may be obtained at the Office of the Registrar.

Diplomas are withheld if a student has a hold against his or her record. It is the responsibility of each student to ensure that all the graduation requirements of the college, including certification of the major, have been fully met well before the expected date of graduation. [For a personal academic degree audit evaluation, visit the Degree Navigator portal here.](#)

Student records are officially closed upon graduation. A graduate cannot improve his or her cumulative grade-point average by completing work or taking additional courses after the degree has been conferred. To participate in commencement ceremonies, a student must have successfully completed all degree requirements.

Inquiries concerning graduation may be directed to the Office of Academic Programs and Student Services, located in the Center for Law and Justice, Suite 578. All candidates for graduation must [complete a diploma application form online](#) according to the following deadlines:

Degree Granted Application Deadline

Semester Completed	Graduation Date	Application Deadline
Summer	August	July 30
Fall	January	October 15
Spring	May	February 15

Unless the application is filed by the appropriate date, the degree is not conferred and graduation is delayed. Requests for diplomas to be mailed should be sent to the registrar as early as possible and should indicate the address to which the diploma should be mailed.

School of Criminal Justice Academic Policies and Procedures (SCJ-U)

Class Standing

Class Standing

The student's class standing is generally classified in September on the basis of the ratio of the number of credits earned to the total required for graduation in a specific curriculum. Registration for the following semester will be based on credits completed and does not include credits currently being attempted.

Standing	Credits
First Year	1-30
Sophomore	31-59
Junior	60-89
Senior	90 and over

School of Public Affairs and Administration Academic Policies and Procedures (SPAA-U)

SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION ACADEMIC POLICIES AND PROCEDURES

Policies and procedures applicable to all Newark undergraduate colleges may be found in the [Academic Policies and Procedures](#) section of this catalog. The descriptions below are specific for the School of Public Affairs and Administration and take precedence.

School of Public Affairs and Administration Academic Policies and Procedures (SPAA-U)

SPAA Undergraduate Admissions

SPAA Undergraduate Admissions

The Rutgers University-Newark Office of Undergraduate Admissions is located in Engelhard Hall and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. The mailing address is 190 University Avenue, Newark, NJ 07102-1896. The telephone number is 973-353-5205.

First Year Students

All applications are completed [online through the Undergraduate Admissions site](#). Select "School of Public Affairs and Administration-Public and Nonprofit Administration Undergraduate Program-Newark" as your college of choice on the application.

Transfer Students

Students enrolled at other colleges/universities wishing to transfer to Rutgers University School of Public Affairs and Administration (SPAA) apply [online through the Undergraduate Admissions site](#). Select "Transfer Student" on the application.

Students who attend a New Jersey community college can use the web-based resource [NJ Transfer](#) to determine if a course offered at their current school will transfer to Rutgers SPAA. Students transferring from a two-year institution may receive a maximum of 65 credits. Students transferring from a four-year institution may receive a maximum of 90 credits.

School to School Transfer

Students from Rutgers (New Brunswick, Camden, and other Newark undergraduate divisions such as School of Criminal Justice, Rutgers Business School-Newark, Newark College of Arts and Sciences, University College-Newark, and School of Nursing) should use the [online School-to-School application](#).

Reenrolling Students

If you have been away from the university for a semester or more, you need to complete a reenrollment application to reactivate your status [here](#).

School of Public Affairs and Administration Academic Policies and Procedures (SPAA-U)

Academic Advising

Academic Advising

Students must contact the School of Public Affairs and Administration main number to schedule an appointment for academic advisement: 973-353-3709.

Students are also encouraged to use RUN-4-Success to schedule an advisement appointment with their [academic adviser through the site here](#). Appointment and walk-in hours are available on [RUN-4-Success](#).

Academic advisement is available at the Center for Urban and Public Service Building, 111 Washington Street, First Floor. Students are encouraged to meet with the academic adviser to review course selections before October registration for spring classes and March registration for fall classes.

School of Public Affairs and Administration Academic Policies and Procedures (SPAA-U)

Scholastic Standing

Scholastic Standing

It is the responsibility of each student to become familiar with the academic regulations of the school, particularly with regard to scholastic standing requirements.

Cumulative Grade-Point Average. The cumulative grade-point average (GPA) is computed by multiplying the grade received in each course taken for credit (and to be included in the average) by the number of credits the course is worth to obtain the grade points earned in that course. The grade points earned in all such courses are then added together and the sum divided by the total credits of those courses.

First-year students: first-semester grades may be omitted from the cumulative grade-point average. All credits earned in the first semester are applicable to the degree requirements. This average is known as the adjusted cumulative grade-point average. A student who elects to have these grades omitted should complete a form for this purpose available with the Assistant Dean for Undergraduate Programs, School of Public Affairs and Administration, 111 Washington Street, First Floor, Newark, NJ 07102

This must be done by the end of the second semester of the first year. This rule is not applicable to transfer students unless the student transferred from another division of the university offering the same option or the student transferred into the school with fewer than 12 credits.

Satisfactory Grades. Progression through the curriculum is based on satisfactory completion of required courses. Satisfactory achievement is interpreted by Rutgers as a grade of C or better. A grade of D or F in required or prerequisite courses will not be accepted as meeting the requirements for graduation from the School of Public Affairs and Administration. If a grade of D or F is received, the student may repeat the course only once to obtain a satisfactory grade.

Students on probation will be blocked from online WEBREG registration and required to meet with an academic adviser until they achieve satisfactory academic progress. They are limited to a maximum of 12 credits per semester until they have achieved a cumulative GPA of 2.000.

School of Public Affairs and Administration Academic Policies and Procedures (SPAA-U)

Graduation

Graduation

Degrees are conferred by the university upon recommendation of the Faculty of Arts and Sciences-Newark and the School of Public Affairs and Administration. Degrees are conferred and diplomas issued at the annual commencement ceremony each May. A student who completes degree requirements in October or January may request a diploma in December or April, respectively. October and January diplomas may be picked up at the Office of the Registrar or mailed to the address on the student's academic record.

Diplomas and official transcripts are withheld if a student has a hold against his or her record.

It is the responsibility of each student to ensure that all the graduation requirements of the school, including certification of the major, have been fully met well before the expected date of graduation.

Student records are officially closed upon graduation. A graduate cannot improve his or her cumulative grade-point average by completing work or taking additional courses after the degree has been conferred. Inquiries concerning graduation may be directed to the assistant dean for the undergraduate programs in SPAA, 111 Washington Street, First Floor.

Diploma application forms must be completed and submitted via the [Online Diploma Application](#) by candidates for graduation as follows:

Degree Granted	Application Deadline
October	March 1-August 1
January	August 15-October 15
May	November 1-February 15

Unless the application is filed by the appropriate deadline, the degree is not conferred and graduation is delayed.

Requests to have degrees granted in absentia should be sent to the Office of the Registrar as early as possible, and should indicate the address to which the diploma should be mailed.

School of Arts and Sciences-Newark (SASN)

SCHOOL OF ARTS AND SCIENCES-NEWARK

Newark College of Arts and Sciences and University College-Newark

The School of Arts and Sciences-Newark at Rutgers University-Newark includes two undergraduate colleges that operate as one: Newark College of Arts and Sciences (NCAS) and University College-Newark (UC-N). Together, they form the largest of the six schools on campus, enrolling more than 60 percent of undergraduates and offering majors in nearly 40 fields. NCAS serves college students who attend classes during the day, while UC-N is geared toward nontraditional students who work during the day and attend college part time, evenings, or on weekends. Anchored by a world-class faculty strongly committed to both teaching and cutting-edge research, state-of-the-art life-science and arts facilities, and students who embody unparalleled diversity, NCAS and UC-N offer an outstanding liberal arts curriculum to undergraduate students in all the schools at Rutgers University-Newark, while providing excellence in preprofessional studies within NCAS and UC-N such as medicine and health, law, and social work.

Honors College and Honors Living-Learning Community

Students have the opportunity to participate in two honors options, the Honors College and the Honors Living-Learning Community, as well as several joint and accelerated programs in medicine, law, public health, and the health professions (the latter in conjunction with the School of Health Professions). NCAS and UC-N students enjoy an intimate educational experience with small class sizes, working closely with faculty both in the classroom and through undergraduate research opportunities. The former helps students develop strong communication and critical-thinking skills, and a worldview that is comfortable with diversity and adaptive to new job requirements. The latter enables them to leverage the university's status as a top-level research institution, providing an exceptional hands-on experience that sets these students apart when applying to graduate schools and/or entering the job market.

Admission to the School of Arts and Sciences-Newark (SASN)

Admission to the School of Arts and Sciences-Newark

Rutgers University-Newark encourages the admission of students who are seeking an education of the highest possible quality. The School of Arts and Sciences-Newark, which is inclusive of the Newark College of Arts and Sciences and University College-Newark, receive applications from a wide variety of potential students. Qualified students are admitted to the college without regard to race, color, creed, national origin, sex, sexual orientation, disability or handicap, or age.

Prospective students applying from outside Rutgers as first-year or transfer students should apply online through the [Office of Graduate and Undergraduate Admissions](#), indicating a major within the Newark College of Arts and Sciences or University College-Newark. For additional information, visit:

[How to Apply](#)

When to Apply

Credentials

How We Make Decisions

Current students from Rutgers University-Newark, Rutgers University-New Brunswick, or Rutgers University-Camden may apply to the Newark College of Arts and Sciences or University College-Newark via the online School-to-School Transfer Application.

Previously enrolled Rutgers students who wish to return and enroll within the Newark College of Arts and Sciences or University College-Newark to complete an undergraduate degree and were not previously academically dismissed, are required to formally re-enroll through the online Re-Enrollment Application.

Admission to the School of Arts and Sciences-Newark (SASN)

Additional Admission Categories

Additional Admission Categories

Educational Opportunity Fund Program

The Educational Opportunity Fund (EOF) program at Rutgers University-Newark is one of the oldest campus programs established by the state to provide open access to higher education. Established in 1968, the Rutgers-Newark EOF program is designed to support the educational and financial needs of students whose potential for college may not be reflected in their academic grades and SAT scores and whose economic background would make attending college very difficult without financial aid. Accordingly, the EOF program focuses on the provision of tuition assistance and academic support services, which emphasize both intellectual and personal development.

At Rutgers-Newark, EOF students receive counseling and academic advising, tutoring, and supplemental support courses to promote strong academic performance. Students admitted to the university through EOF are required to attend a summer program--the Academic Scholars Institute (ASI)--designed to prepare them for the rigorous demands of the university experience at Rutgers-Newark. The ASI offers specialized instruction in mathematics, English composition, science, and speech communication. In addition, it offers undergraduate teaching assistants, peer mentors, and an introduction to faculty instructors committed to the program and a variety of enrichment activities.

The EOF program also assists students interested in graduate study, the Honors College, internships, career exploration, and other related programs and opportunities. The EOF program at Rutgers University-Newark reflects a wide range of student diversity in ethnicity, language, and culture, and EOF students are actively engaged in student organizations and campus life. Although the primary emphasis is on the development of intellectual skills and successful study habits, the EOF program also helps students increase their confidence, develop social skills, and broaden their potential for growth.

The EOF program at Rutgers University-Newark is administered by the Academic Foundations Center.

International Students

For additional information on applying to the School of Arts and Sciences-Newark as an international student, please visit the [Undergraduate Admissions site here](#).

Nondegree Non-matriculating Students

Individuals who do not wish to matriculate or work toward a degree may enroll in selected courses for two semesters. These applicants should complete the [online application](#) and select University College-Newark when prompted to select colleges on the application. Non-matriculating students should submit the same credentials as are required for matriculating students. Bachelor's degree holders must submit all college transcripts but are exempt from the high school transcript requirement.

If the student has already earned a bachelor's degree from any division of Rutgers University, an application with the admissions office is not required. Rather, students should submit an [online application](#) for re-enrollment by the posted deadline date. If you should have any additional questions, you may contact the Office of Academic Services at 973-353-5800.

[Access the online application portal here](#).

Note: Non-matriculating students:

1. Must have completed all required prerequisites for any course for which they choose to enroll.
2. May not take more than 12 credits in any semester.
3. May not take more than 24 credits overall at the college as a non-matriculated student.

[For more information on non-matriculated students, please click HERE.](#)

Rutgers, The State University of New Jersey, also encourages senior citizens to audit courses on a noncredit, space-available basis. New Jersey residents aged 62 and older may attend classes free of charge under this program. Those interested in attending should contact the [Senior Citizen Audit Program](#).

New Jersey Transfer

New Jersey Transfer is a computerized data information system designed to ease the transition from New Jersey's community colleges to Rutgers University-Newark. Students attending any of New Jersey's two-year colleges can access the [New Jersey Transfer website](#) to obtain detailed information about transferring to Rutgers University-Newark. Students can determine course requirements for the first two years of each major program of study offered by Rutgers' undergraduate colleges and assess the transferability of the courses completed at the community college.

Academic Credit

ACADEMIC CREDIT

Admission with Associate Degree

Students transferring from one of New Jersey's community colleges are subject to all of the policies and procedures described in the Transfer Credits section of this page. The following additional procedures will apply to students transferring from New Jersey community colleges to the Newark College of Arts and Sciences or University College-Newark:

1. Students who have completed an associate of arts (A.A.) or associate of science (A.S.) degree from a New Jersey community college in January 2005 or thereafter and who have completed the required general education curriculum specified in the [New Jersey Comprehensive State-Wide Transfer Agreement](#) as a part of their degree, will have 60-65 degree credits transferred toward a baccalaureate degree program at Newark College of Arts and Sciences or University College-Newark.
2. These transfer students will be considered to have completed all lower-division [Core Curriculum Requirements](#). Transfer students should be aware that they must complete all the requirements listed under the [Degree Requirements section of this catalog](#) for the appropriate school except the college's Core Curriculum.
3. One reason a student would be required to complete more than the standard half of the remaining credits for any of the baccalaureate degrees offered by the Newark College of Arts and Sciences or University College-Newark is if a required course for the degree has a prerequisite which the student has not completed at the community college. Another reason would be if a student changes their program of study upon transferring into the Newark College of Arts and Sciences or University College-Newark.
4. Transfer students must meet the specific graduation requirements of the Newark College of Arts and Sciences or University College-Newark, including the completion of a [major](#) and a [second concentration](#) or passage of any required exit proficiency examinations. Please note that a minimum of half of the credits for a major or minor must be completed at Rutgers University-Newark.

[See the Major Programs page of this catalog here.](#)

[See the Second Concentrations offered in this catalog here.](#)

5. Rutgers University-Newark will notify admitted New Jersey community college transfer students in a timely manner as to the acceptance and designation of transfer credits and remaining credits for graduation in a specific Newark College of Arts and Sciences or University College-Newark baccalaureate degree program, if the student fully completed the application and paid the associated fees by the Rutgers priority application date for transfer students. Pending receipt of such evaluation, students may check [NJ Transfer](#) to view how their courses will transfer.

These procedures are current as of the date of publication of this catalog. [Changes and updates may be found here.](#)

Advanced Standing Credits (AP, IB, CIE)

Degree credit is awarded for advanced placement examination scores of 4 or 5 on the College Board Advanced Placement (AP) Examinations. No credit is given for grades of 1, 2, or 3. Credit is awarded only upon receipt of an official College Report from the Educational Testing Service. Use code 2765 when reporting scores for Newark College of Arts and Sciences or University College-Newark.

Degree credit also is awarded for scores of 5, 6, or 7 on the high level (HL) International Baccalaureate (IB) examination. No credit is given for scores of 4 or below on the high-level examination or for any results on the Standard Level (SL) IB exams. Credit is awarded only upon receipt of an official transcript from the International Baccalaureate Organization. The IB transcript should be submitted to the Office of Admissions along with the student's final high school transcript.

Similarly, degree credit is awarded for scores of A, B, or C on A Level Cambridge International Examinations (CIE). No credit is given for scores of D or below on the A Level examination or for any score on the AS Level or O Level examinations. Credit is awarded only upon receipt of an official certificate from Cambridge International Examinations. The CIE certificate should be submitted to the Office of Admissions along with the student's final high school transcript.

Some students may find that high school level courses earning degree credit through examination do not provide the same foundational knowledge that is available through an introductory level university course. Students may, after consultation with an adviser, decide to waive the credits from one of the examinations listed above to enable them to register for the introductory course in a particular academic discipline. If the student accepts the credits and subsequently enrolls in the course, the examination credit equivalent is replaced with the degree credits earned.

College-Level Examination Program

The colleges participate in the [College-Level Examination Program](#) (CLEP), which is administered by the College Board. Candidates for admission who have been out of school five years or more and who have not attended college may receive degree credit based on the CLEP General Examination before their admission to the university. Candidates for admission may earn a maximum of 24.0 credits for the CLEP Subject Examinations approved by the colleges, provided they achieve a score at or above the 50th percentile.

Credit for Prior Learning

Newark College of Arts & Sciences and University College-Newark accept up to 45 credits for prior learning. To earn such credit, a student must demonstrate college-level knowledge comparable to that required in a Rutgers University-Newark course.

There are three methods whereby the student may obtain credit for prior learning.

1. [College-Level Examination Program \(CLEP\)](#)
2. [Thomas Edison State University Credit by Examination Program \(TECEP\)](#)

3. Thomas Edison State University Prior Learning Assessment (PLA) Portfolio Review

For more specific information about credit for prior learning and for information on fees, eligibility, and the level of achievement required, students should consult the Office of Academic Services, 312 Hill Hall, Rutgers University, The State University of New Jersey, Newark, NJ 07102.

Transfer Credits

Transfer credit for courses completed at another institution generally is evaluated after an applicant has been admitted to the college of his or her choice. Except in certain specific instances, credit is generally granted for courses taken at a regionally accredited institution of higher learning, provided that the coursework is completed within seven years of application to the colleges and the student earns grades of C or better. Credits will transfer but grades do not transfer into the Rutgers grade-point average. Each college transfers courses differently.

Transfer students are subject to all degree requirements for the bachelor's degree outlined in this catalog and the major requirements stipulated by the faculty of the major department. Applicable courses transferred with the minimal passing grade of C may be used to satisfy the core curriculum requirements. At least half of the credits required for the completion of a major and second concentration at Newark College of Arts and Sciences and University College-Newark must be completed at Rutgers University-Newark.

The maximum number of credits transferred may not exceed 90 credits from a four-year institution, 65 of which may be from a two-year college. The maximum number of credits accepted from a two-year college is the number of credits required to earn the associate of arts or associate of science degree, not to exceed 65 credits in any case.

It should be noted that both Newark College of Arts and Sciences and University College-Newark accept a maximum of 12 credits in professional electives. Credit generally will not be accepted for courses in military or aviation science, physical education activities, secretarial/office science, cooperative education, and developmental or remedial courses.

New Jersey Transfer

New Jersey Transfer is a computerized data information system designed to ease the transition from New Jersey's community colleges to Rutgers University-Newark. Students attending any of New Jersey's two-year colleges can access the New Jersey Transfer website to obtain detailed information about transferring to Rutgers University-Newark. Students can determine course requirements for the first two years of each program of study offered by Rutgers' undergraduate colleges and assess the transferability of the courses they completed at the community college.

Opportunities with New Jersey Institute of Technology (SASN)

OPPORTUNITIES WITH NEW JERSEY INSTITUTE OF TECHNOLOGY

Adjacent to Rutgers University-Newark is the New Jersey Institute of Technology (NJIT). Rutgers University-Newark and NJIT enjoy an exceptionally close and productive relationship within the thriving University Heights section of Newark. Rutgers University-Newark students may borrow from the Robert W. Van Houten Library of NJIT. Proof of current registration at Rutgers University-Newark and proof of address are required. Rutgers University-Newark undergraduate students may also enrich their educational experiences by enrolling in NJIT courses in areas not offered at Rutgers University-Newark with the written permission from their academic advisement office. Joint or cooperative degree programs now exist in several graduate and undergraduate fields, including the bachelor's programs in biology, computer science, environmental science, and history. As a result of this relationship, the opportunities available to students at both schools are greatly enhanced.

Please refer to the following websites for more information, including exchange registration procedures at NJIT:

[Visit the Course Scheduling site here.](#)

[Visit the Cross Registration site here.](#)

Newark College of Arts and Sciences (SASN)

NEWARK COLLEGE OF ARTS AND SCIENCES

The Newark College of Arts and Sciences was founded in 1930 as a four-year liberal arts institution affiliated with the New Jersey Law School. The college's predecessor, Dana College, began with a faculty of 15 and fewer than 300 students. Six years later and with an enrollment almost twice as large as when it first began, Dana College was renamed the Newark College of Arts and Sciences when it became part of the newly formed University of Newark. In 1946, the University of Newark and Rutgers University were merged to form Rutgers, The State University of New Jersey. Today, the college enrolls more than 4,000 undergraduate students.

Modern Urban Campus

In the late 1960s, Newark College of Arts and Sciences (NCAS) moved to its current location. Located in the downtown business district of Newark, the college is part of an active, urban community that gives students access to Newark's arts and cultural institutions, experiential learning, and exceptional internship opportunities in both Newark and the metropolitan New York region. The college shares a growing campus with several other divisions of Rutgers, including Rutgers Business School (both undergraduate and graduate programs), the Graduate School-Newark, Rutgers School of Nursing (part of Rutgers Biomedical and Health Sciences), Rutgers Law School in Newark, the School of Criminal Justice, and the School of Public Affairs and Administration. The college is also connected by shuttle service to the nearby Rutgers Biomedical and Health Sciences division at Newark, with which it shares a number of joint degree programs. It is within walking distance of the New Jersey Institute of Technology (NJIT), where students can take courses through an exchange-registration program.

The campus has continued to experience unprecedented growth with its state-of-the-art 67,740-square-foot Life Sciences I building and a 93,000-square-foot Life Sciences II building. Both facilities enhance and expand the university's life sciences education and research programs, bringing cutting-edge labs and teaching classrooms to students while attracting new faculty who will expand Rutgers University-Newark's impact on both the local community and the world. In addition, the campus has continued to expand its housing stock with the renovation of Rutgers University-Newark's 15 Washington Street building, a stately 17-story edifice that houses graduate and upper-class undergraduate students, the chancellor's residence, and a first-floor Great Hall that is used for public gatherings, events, and special programs. A 400-bed Honors Living-Learning Community residential facility has opened on the block bounded by New, Washington, Halsey, and Linden Streets. The 320,000-square-foot mixed-use development includes undergraduate residences, classrooms, workspaces, street-level retail and parking, as well as a vibrant, open space that is a gathering place for Rutgers University-Newark and the surrounding community.

Liberal Arts Tradition

Arts and sciences are the core of any great university. From its inception, Newark College of Arts and Sciences (NCAS) has prided itself on combining the best of the liberal arts tradition with excellence in professional and preprofessional training. NCAS serves all the undergraduate colleges at Rutgers University-Newark by offering 2,000 courses a year in nearly 40 fields ranging from studio art to neuroscience, along with hundreds of independent study projects and internships. NCAS's nationally and internationally renowned faculty share a love of teaching, while generating groundbreaking research that explores everything from the smallest cells of the human body to international policies that affect the global community. NCAS undergraduates work side by side with faculty to push the boundaries of their fields through a myriad of undergraduate research opportunities.

Students can also be selected to participate in the [Honors College](#) (HC-N) at Rutgers University-Newark. Honors College students take advantage of a variety of opportunities offered by one of the country's largest and most well-respected research institutions, while benefiting from individual attention, personal access to faculty and staff, smaller class sizes, and a socially vibrant campus atmosphere typically found only at smaller liberal arts colleges. They also gain practical skills and experience through a host of research and internship opportunities, while building the contacts they need to achieve professional success beyond the classroom.

Established in 2015, the [Honors Living-Learning Community](#) (HLLC) is an innovative Rutgers University-Newark initiative that is focused on cultivating knowledge, fostering understanding across and within groups, and activating social, institutional, and cultural change. The HLLC endeavors to increase access to higher education for academically promising, talented, and civic-minded individuals who may be overlooked when relying solely on standard academic indicators for college success. Utilizing a holistic admissions rubric, the HLLC identifies exceptional first-year students and community college transfers from Newark and Greater Newark, while also extending its reach to other national and international regions. Led by a select group of faculty and professional staff, HLLC students enjoy a small, focused, and highly supportive college environment, a challenging curriculum, leadership roles on and off campus, and mentoring and networking opportunities.

About Newark College of Arts and Sciences (SASN)

ABOUT NEWARK COLLEGE OF ARTS AND SCIENCES

[Academic Requirements](#)

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Academic Requirements (SASN)

Academic Requirements

The Newark College of Arts and Sciences seeks to foster the broad intellectual and personal development of its students. The spirit of this philosophy is reflected in the liberal arts curriculum, which requires that all candidates for the baccalaureate degree complete courses in a variety of fields of learning. In addition, each student must select a field of knowledge for intensive study in order to gain some master of a particular discipline. This combination of broad-ranging inquiry and concentrated investigation of a specific area of learning prepares the student for effective and intelligent participation in the modern world.

In preparing students for careers in the professions, business, government, and for graduate studies, Newark College of Arts and Sciences builds on a broad foundation in the liberal arts. To earn a degree, all students must complete a general core of courses known as the general or liberal arts and science requirements. Students also must fulfill the requirements of a major and a second concentration.

[Academic Requirements \(SASN\)](#)

Placement Examinations for Entering Students

Placement Examinations for Entering Students

Placement tests are administered to incoming students admitted to the Newark College of Arts and Sciences to evaluate their proficiency in mathematics and English Composition prior to course enrollment. Exemptions from placement testing occurs only in the following cases:

English Composition Exam Exemptions

- First-year students who receive a score of 580 or above on the SAT Evidence-Based Reading and Writing exam will be placed into English Composition 101. *NOTE:* If Rutgers University-Newark has not received your SAT scores, you **MUST** still complete the English placement exam.
- First-year students who receive a score of 26 or above on the ACT exam will be placed into English Composition 101. *NOTE:* If Rutgers University-Newark has not received your ACT scores, you **MUST** still complete the English placement exam
- First-year students who are enrolled in the Honors College and register through the Honors College to take Honors Composition 103.

- First-year students who score a 4 or 5 on the AP English Language and Composition Exam will be placed into English Composition 101. Students who receive a score of 4 or 5 on the AP English Literature and Composition exam will receive credit for English Composition 101, unless students have already received English Composition 101 credit by receiving a 4 or 5 on the English Language and Composition exam. In this case, the AP English Literature and Composition will be accepted for English Composition 102. **NOTE:** If Rutgers University-Newark has not received your AP placement scores, you **MUST** still complete the English placement exam.

Mathematics Exam Exemptions

- A score of 4 or 5 on the AP/AB series (Calculus I) or AP/BC series (Calculus II). **NOTE:** If Rutgers University-Newark has not received your AP placement scores, you **MUST** still complete the mathematics placement exam.

In addition, transfer students who have completed at least one college-level mathematics course that is deemed equivalent to or above the level of college algebra at Rutgers University-Newark may be exempt from taking the mathematics placement exam. Transfer students who have completed at least one college-level composition course that is deemed equivalent to English Composition 101 or higher at Rutgers University-Newark may be exempt from the English placement exam. All other entering students must take a placement exam in mathematics and English before they may register for courses. For more information visit [the Office of Academic Services website](#).

Exemptions for students earning advanced placement (AP) credit are granted only after official reports from the testing organizations have been received by Rutgers and evaluated for credit. Those wishing to register before the official reports are sent will have their placements adjusted once the reports are received and evaluated. Additional information on placement testing and registration can be found [on the Office of Academic Services website](#).

Academic Requirements (SASN)

Credits and Residency

Credits and Residency

A student must successfully complete at least 120 academic credits to graduate from the Newark College of Arts and Sciences. Successful completion of some programs of study may require more than the minimum 120 credits necessary for graduation.

Students in the Newark College of Arts and Sciences are expected to complete all degree credits from the time of their matriculation at Rutgers University-Newark, including credits required for their major, second concentration, and for the Core Curriculum. Exceptions may be made in very special circumstances with the prior written approval of the [Office of Academic Services](#). In addition, for courses meant to be applicable to the completion of the major, the student must receive prior written approval from the academic department responsible for the major.

Students matriculated in the Newark College of Arts and Sciences must earn 30 of their last 42 credits while registered in classes offered by Rutgers University-Newark or be registered in special programs approved in writing by the Office of Academic Services. Students who transfer into the Newark College of Arts and Sciences from other

institutions with senior status must earn a minimum of 30 credits while registered as Newark College of Arts and Sciences students in order to receive a bachelor's degree from the college. A minimum of half of the credits for a degree program must be completed at Rutgers University-Newark.

Credits earned more than seven years before the date of graduation are not necessarily accepted in fulfillment of the requirements for graduation.

Academic Requirements (SASN)

Academic Advising

Academic Advising

The college endeavors to ensure that all students receive sound academic advice and guidance during their undergraduate years. First-year students, other students who have not declared a major, and all students who are on academic probation are advised by a special group of academic advisers working through the [Office of Academic Services](#).

In addition to an assigned academic adviser in the Office of Academic Services, Educational Opportunity Fund (EOF) students are also advised by the counselors at the [Academic Foundations Center](#). Honors College students are also advised by the staff of the [Honors College \(HC-N\)](#). Honors Living-Learning Community (HLLC) are advised by the staff at [HLLC](#).

Once students have declared a major, they receive advisement toward their major requirements from a faculty member within that department. Simultaneously, academic deans and advisers are also available to all undergraduate students for guidance on academic matters, and students should regularly consult with them regarding college requirements, academic regulations, or their program of study.

Students in the campus's professional schools are advised by general advisers in their respective schools: [Rutgers Business School](#), the [School of Criminal Justice](#), or the [School of Public Affairs and Administration](#). The [Office of Career Resources & Exploration](#) is another useful resource for students seeking information or guidance in selecting a major. At the latest, a student must declare a major by the completion of 60 credits.

Academic Requirements (SASN)

Core Curriculum Requirements

Core Curriculum Requirements

The best preparation for the demands of a diverse and global society is a comprehensive, wide-ranging background in the liberal arts and sciences, combined with in-depth knowledge of more than one field of study. To that end, the School of Arts & Sciences-Newark, with the cooperation of faculty from all of the campus' other schools, has redesigned the general education requirements for the campus to prepare students to successfully pursue a wide range of professional activities as well as to pursue graduate training. The Core Curriculum is organized around a set of concrete [learning objectives](#) that encompass the skills most needed for active citizenship and most valued by employers, such as the ability to think critically and creatively, to reason quantitatively, and to communicate effectively. Each Core Curriculum course is designed to ensure that students are conversant with the basic modes

of inquiry specific to each of the core disciplinary foci of a liberal education. Through the Core Curriculum, students will emerge from their Rutgers-Newark education with the ability to apply their knowledge to the major questions of the 21st century.

To ensure that every graduate has the opportunity to acquire a broad liberal arts education, the faculty has prescribed the following general curriculum requirements for all students, regardless of major field.

These requirements include:

- Basic Writing Skills
- Quantitative Reasoning
- Natural Sciences
- Social Sciences
- History and Literature
- Arts and Media
- Other Liberal Arts

Courses may not be used to fulfill more than one distribution requirement, but a course used to fulfill a distribution requirement may generally also be used to fulfill a major or minor requirement. Any exceptions are noted in the description of the relevant major or minor curriculum.

For lists of courses certified as meeting each requirement, visit [the Office of Academic Services website](#). These lists are also available in the Rutgers online degree audit system, which students use to track their progress in completing the Core Curriculum.

Basic Writing Skills

The Newark College of Arts and Science's [learning objectives](#) call for effective written and oral communication, effective reading, and critical and creative thinking. All students must therefore demonstrate basic writing skills by completing a 6-credit sequence *with a grade of C or better*.

This requirement can be met by completing either of two sequences:

- English Composition 101 and 102; *or*
- Honors English Composition 103 and 104

Unless exempted from the English Composition placement assessment, all incoming students take a placement test to determine their eligibility to enroll in writing classes. Those who do not place into Composition 101 or 103 will be enrolled in the appropriate class to prepare them to complete one of the required courses.

Do not confuse the Basic Writing requirement with the Writing across the Curriculum requirement. All students must also complete 6 credits in writing-intensive classes beyond the introductory level. English Composition 102 or 104 is a prerequisite for all writing-intensive classes.

Quantitative Reasoning

The Newark College of Arts and Science's learning objectives require that students be able to think quantitatively. All students must therefore demonstrate competency in quantitative reasoning by completing at least 3 credits in one of the following courses *with a grade of C or better*:

- Math 103, Mathematics for Liberal Arts Intensive
- Math 106, Mathematics for Liberal Arts
- Math 107, College Algebra for the Humanities
- Math 109, College Algebra for the Physical Sciences
- Math 114, Precalculus
- Math 119, Applied Calculus
- Math 135, Calculus
- Any higher-level mathematics course offered by the Department of Mathematics and Computer Science

All incoming first year students take a placement test to determine their eligibility to enroll in mathematics classes. Those who do not place into any of these classes will be enrolled in the appropriate class to prepare them to complete one of the required courses.

All incoming students *must take a mathematics course each semester until the quantitative reasoning requirement is met*. Mathematics courses must be taken sequentially. Once any math course is successfully completed with a grade of C or better, a student cannot repeat the same course or take a lower-level math course for degree credit.

Natural Sciences

The Newark College of Arts and Science's learning objectives call for an ability to produce knowledge through multiple modes of inquiry. All students must therefore complete two courses with laboratories in the natural sciences.

The courses must come from a list of approved courses offered by the Departments of Biological Sciences, Chemistry, Physics, or Earth and Environmental Science.

The two courses do not need to be offered by the same department: one course in biology and one course in chemistry, for instance, will be accepted.

For an updated list of courses that satisfy this requirement, please refer to Degree Navigator.

Social Sciences

The Newark College of Arts and Science's learning objectives call for multiple modes of inquiry, critical and creative thinking, an understanding of intercultural relations, and diversity. All students must therefore complete 6 credits in the social sciences.

The courses, consisting of two 3-credit classes, must come from a list of approved courses offered by the Departments of Sociology and Anthropology, Economics, Political Science, or Psychology.

The two courses do not need to be offered by the same department: 3 credits in economics and 3 credits in sociology, for instance, will be accepted.

For an updated list of courses that satisfy this requirement, please refer to Degree Navigator.

History and Literature

The Newark College of Arts and Science's [learning objectives](#) call for effective written and oral communication, effective reading, multiple modes of inquiry, an understanding of intercultural relations, and an ability to address major questions of our time. All students must therefore complete 9 credits in history and literature.

This requirement must be fulfilled with three 3-credit courses. At least one of these three courses must be chosen from a list of approved courses offered by the [Department of History](#); at least one must be chosen from a list of approved courses offered by the [Department of English](#). The third course must be chosen from a list of approved courses offered by either of these departments.

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Arts and Media

The Newark College of Arts and Science's [learning objectives](#) call for multiple modes of inquiry and critical and creative thinking. All students must therefore complete 3 credits in the visual arts and sciences.

This course must come from list of approved courses offered by the [Department of Arts, Culture, and Media](#).

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Other Liberal Arts

The Newark College of Arts and Science's [learning objectives](#) call for effective written and oral communication, effective reading, multiple modes of inquiry, critical and creative thinking, an ability to produce knowledge, an understanding of intercultural relations, diversity, and an ability to address major questions of our time.

All students must therefore complete one 3-credit course from a list of approved courses offered by the [Department of Africana Studies](#), the [Program in American Studies](#), the [Department of Philosophy](#), the [Department of Spanish and Portuguese Studies](#), the [Program in Women's, Gender, and Sexuality Studies](#), or the [Department of Urban Education](#).

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Academic Requirements (SASN)

Graduation

Graduation

Degrees are conferred by the university upon recommendation of the appropriate faculty. A student who completes degree requirements in August or January may request a diploma in December or April, respectively. August and January diplomas may be obtained at the [Office of the Registrar](#).

Diplomas are withheld if a student has a hold against his or her record.

It is the responsibility of each student to ensure that all the graduation requirements of the college, including certification of the major, have been fully met well before the expected date of graduation. For a personal academic degree audit evaluation, students should log onto [Degree Navigator](#). Student records are officially closed upon graduation. To participate in the commencement ceremony, a student must have successfully completed all degree requirements. Inquiries concerning graduation may be directed to the [Office of Academic Services](#).

All candidates for graduation must complete a diploma application form [online](#) at according to the following deadlines:

Degree Granted	Application Deadline
August	July 30
January	October 15
May	February 15

Unless the application is filed by the appropriate date, the degree is not conferred and graduation is delayed.

All diploma related questions should be sent to the [Office of the Registrar](#).

Degree Requirements (SASN)

Degree Requirements

In order to graduate from the Newark College of Arts and Sciences all students must complete the following requirements:

- 1. Successfully complete at least 120 academic credits.
- 2. Successfully complete the college's Core Curriculum.
- 3. Successfully complete one of the major programs of study.
- 4. Successfully complete a second concentration.
- 5. Successfully complete the Writing across the Curriculum requirement.
- 6. Successfully complete the foreign language requirement (does not apply to all students).
- 7. Successfully earn a cumulative grade-point average of 2.0 or better.

Degree Requirements (SASN)

Major Programs

Major Programs

In addition to fulfilling the core curriculum requirements, every degree candidate must select a special field of knowledge for intensive study. Students may declare a major as early as their first semester enrolled; they must do so by the end of their sophomore year and in accordance with the major requirements. The [Office of Academic Services website](#) and the [Office of Career Resources & Exploration website](#) can provide assistance to students who are undecided about an appropriate program to pursue. Specific information about the requirements for the various majors offered at the college is found in the [section on prorgam requirements in this catalog](#).

As a general rule, a major consists of 30 to 70 credits of coursework in a discipline, but specific requirements are set by each academic department and are subject to modification. Students must satisfy the requirements specified by the department of their major at the time they officially declare that major. Students leaving the college for two or more semesters must meet the requirements in place at the time they reenroll.

Students interested in a particular major must consult with the appropriate department chair or program director concerning current requirements for the major, necessary prerequisites, and the acceptability of any transfer credits. Once a decision has been made to pursue a major, it is the student's responsibility to file a Declaration of Major form in the department that offers that major.

No course in which a grade of D or F has been earned may be counted toward completion of a major. Most majors require a minimum cumulative grade-point average of 2.0, and any exceptions are noted in the description of the major under the section on program requirements. All students, including transfer students, must complete at least one-half of the credits required for their major at the college.

The following majors are offered at Newark College of Arts and Sciences. Requirements in each major are described in the [Academic Programs and Courses](#) section of this catalog.

[See the Academic Programs and Courses page.](#)

Degree Requirements (SASN)

Programs of Study

Programs of Study

Africana Studies* (014), B.A.

Anthropology (070), B.A.

Art (080), B.A.

--specialization in:

Art History (080P)

Fine Arts (080S)

Biology* (120), B.A.; (120S), B.S.

--specialization in:

Biology: Cell and Molecular (120A), B.A.

Biology: Ecology and Evolution (120B), B.A.

Biology: Neurobiology (120C), B.A.

Biology: Plant Science (120D), B.A.

Chemistry* (160), B.A.

Clinical Laboratory Science** (191), B.S.

--specialization in:

Medical Laboratory Sciences (191D), B.S.

Computer Science (198), B.A.

Economics (220), B.A.

English* (350), B.A.

Environmental Science* (375), B.S.

ESL and Bilingual/Bicultural Urban Education (303), B.A.

Geology* (460), B.A; (460S), B.S.

Health Information Management (504)**

History* (510), B.A.

Journalism (086), B.A.

Mathematics* (640), B.A.

Mathematics, Applied (642), B.A.

Medical Imaging Sciences** (658), B.S.

--specialization in:

Cardiac Sonography (658A), B.S.

Diagnostic Sonography (658C), B.S.

Music (087), B.A.

Neuroscience and Behavior (706), B.A.

Philosophy (730), B.A.

Physics* (750), B.A.

Political Science* (790), B.A.

Portuguese and Lusophone World Studies* (812), B.A.

Psychiatric Rehabilitation and Psychology** (819), B.S.

Psychology (830), B.A.

Social Work (910), B.A.

Rutgers University

Sociology (920), B.A.

Spanish* (940), B.A.

Urban Secondary Education (302), B.A.

Video Production (089), B.A.

Visual Arts (081), B.F.A.

--specialization in:

Graphic Design (081D)

Women's and Gender Studies* (988), B.A.

*Teacher certification is available in conjunction with this major. See the education section of the catalog for further information.

** Joint degree program with the [Rutgers School of Health Professions](#).

[Visit the Rutgers School of Health Professions website.](#)

Degree Requirements (SASN)

Second Concentration

Second Concentration

In today's rapidly changing professional landscape, employers and many graduate schools seek employees with multidisciplinary and interdisciplinary expertise. To that end, all students must develop a second concentrated academic focus. This second concentration can be met through completion of any of the following:

- a second major;
- a minor;
- the teacher certification program offered by the [Department of Urban Education](#);
- [the Honors College program](#);
- the [Honors Living-Learning Community](#);
- the [Pre-Health as a second concentration program](#);
- a bachelor's/master's dual-degree program; or
- School of Health Professions joint program

Students enrolled in Newark College of Arts and Sciences may complete their second concentration at any of the colleges of Rutgers University-Newark. Students enrolled in the [School of Criminal Justice](#) or the [School of Public Affairs and Administration](#) *must complete their second concentration in the Newark College of Arts and Sciences.*

Degree Requirements (SASN)

Minor Programs

Minor Programs

Most of the major programs listed in the major programs section also offer minor programs. A minor generally consists of 18-21 credits of coursework in a discipline, but more specific requirements may be imposed by the sponsoring department. Half of the requirements for the minor program must be completed at Rutgers University-Newark. Students must consult the relevant chair or program director for full details, as well as file a declaration of intent to complete a minor in the academic department offering the minor. Students may apply for a minor in any of the professional schools at Rutgers University-Newark: [Rutgers Business School: Undergraduate-Newark](#), the [School of Criminal Justice](#), and the [School of Public Affairs and Administration](#). Students may not use more than two courses toward both a major program and a minor program of study.

The following minors are offered to students at Newark College of Arts and Sciences. Requirements for each minor are described in the [Academic Programs and Courses section of this catalog](#).

Africana Studies (014)

American Studies (050)

Ancient and Medieval Civilizations (060)

Anthropology (070)

Art (080)

Art History (082)

Asian Studies (098)

Biology (120)

Cell and Molecular Biology (144)

Chemistry (160)

Computer Science (198)

Creative Writing (200)

Data Science (219)

Disability Studies (304)

Ecology and Evolution (215)

Economics (220)

English (350)

Environmental Science (375)

Rutgers University

Film Studies (380)

Foundations of Urban Education (301)

Geology (460)

Global Politics (487)

Health and Society (502)

History (510)

International Affairs (551)

Journalism (086)

Latin American Studies (590)

Latina/o Studies (597)

Legal Studies (603)

LGBTQ Studies (604)

Mathematics (640)

Middle Eastern and Islamic Studies (686)

Music (087)

Neurobiology (706)

Neuroscience (186)

Peace and Conflict Studies (735)

Philosophy (730)

Physics (750)

Plant Science (776)

Political Science (790)

Portuguese and Lusophone World Studies (812)

Psychology (830)

Sociology (920)

Spanish (940)

Translation and Interpreting Studies (942)

Video Production (089)

Women's and Gender Studies (988)

Writing (989)

Youth Development and Juvenile Justice (985)

Degree Requirements (SASN)

Writing Across the Curriculum

Writing Across the Curriculum

Students are required to complete two courses at Rutgers University-Newark designated as writing intensive, including at least one in the department of the major course of study. Students may choose to take the other as a course that satisfies Core Curriculum or as an elective. All departments offer at least one writing-intensive course, identified in the Schedule of Classes with a Q in the section number.

The Writing across the Curriculum requirement reinforces writing skills attained in composition courses and are typically upper level. Each writing-intensive course requires students to undertake substantive writing assignments that are evaluated not only on content but also on issues of grammar, organization, and rhetoric. Writing-intensive courses emphasize drafting, revision, and critical feedback.

[Visit the Writing across the Curriculum requirement and a current listing of courses site.](#)

Degree Requirements (SASN)

Foreign Language

Foreign Language

The Newark College of Arts and Science's learning objectives call for an understanding of intercultural relations and diversity. All students must therefore demonstrate proficiency in a language other than English.

This requirement can be fulfilled by:

- completing two years of study of a foreign language in high school;
- completing a one-year, elementary, sequential course (6 credits) in a foreign language offered by the [Department of Spanish and Portuguese Studies](#).

Note that the department regularly offers courses in a variety of languages, not only Spanish and Portuguese.

Degree Requirements (SASN)

Second Degree

Second Degree

Students enrolling in an Newark College of Arts and Sciences undergraduate degree program who can document that they previously have been awarded a baccalaureate degree from a regionally accredited institution of higher education are exempt from all Core Curriculum requirements, as listed in the catalog.

Such students, however, are required to:

1. complete all of the requirements as outlined under the major programs;
2. complete a minimum of one writing-intensive course within their major; and
3. adhere to the university's [residency policy](#).

[Degree Requirements \(SASN\)](#)

Courses of Study

Courses of Study

The program of study a student follows varies considerably depending upon his or her specific interests and abilities. A student may choose many paths toward degree completion and therefore should discuss the options with an adviser or an academic dean. It is possible--sometimes recommended--to take fewer credits in the first semester depending on work hours or extracurricular activities.

Students should frequently--and early in their academic career--consult with an adviser regarding their academic progress, the completion of all requirements, and plans for graduate study or professional work. Before graduation, the the major department must certify to the faculty and the dean that the student has satisfactorily met the requirements for the major.

Honors College (SASN)

Honors College

See the [Honors College](#) chapter of this catalog.

Honors Living-Learning Community (SASN)

Honors Living-Learning Community

[Honors Living-Learning Community](#)

[About the Honors Living-Learning Community](#)

NCAS Honors and Awards (SASN)

NCAS Honors and Awards

NCAS Honors and Awards (SASN)

Awards and Prizes

Awards and Prizes

In addition to being eligible for the scholarships described in this chapter, students in the Newark College of Arts and Sciences (NCAS) may compete for the following awards:

John Faulstich Alumni Association Award. The Alumni Association of the Newark College of Arts and Sciences annually awards an outstanding senior a plaque for scholastic and extracurricular achievement. A plaque bearing the student's name is presented to the student's high school.

Kenneth Alvord Award. Awarded to an outstanding graduating senior whose major or minor is in broadcast journalism.

American Institute of Chemists Award. Upon recommendation of the chemistry faculty of the college, an outstanding senior chemistry major is awarded a special scroll by the American Institute of Chemists at a formal banquet.

Madison C. Bates Award. Colleagues, former students, and members of the family of the late Madison C. Bates, professor of English at the college, established a fund that provides an annual award to the senior student majoring in English who, at the middle of senior year, has attained the highest scholastic average in the department.

Charles I. Biederman Award. Awarded annually to a student demonstrating scholastic excellence in the field of philosophy. The recipient is selected by the faculty of the Department of Philosophy.

Biological Society Award. Awarded annually to a senior demonstrating scholastic excellence in the biological sciences and service to society.

Lourdes Casal Memorial Award. In honor of the memory of the late Dr. Lourdes Casal, the Department of Psychology awards a prize each year to the graduating senior selected by the faculty who best combines intellectual excellence with social commitment.

Peter Christian Award. Awarded to a graduating senior in journalism who has a high cumulative grade-point average but who did not necessarily start out with a distinguished record.

Class of 1954 Scholarship Award. Presented annually to the graduating student with the highest cumulative grade-point average who is not otherwise an award recipient.

Dean of Students Award. Awarded annually by the dean of students to a senior for outstanding leadership and service.

Delta Sigma Pi Scholarship Key. Awarded annually by the faculty to that student pursuing the economics-business curriculum who ranks highest in scholarship among the seniors.

David Diorio Award. Established in memory of David Diorio, a student in NCAS, by his family, this award is given annually to a nontraditional student majoring in English.

Bessie Dolgan Memorial Award. This award, honoring the late Bessie Dolgan, a medical technologist, is presented annually to a premedical student who has been accepted for admission to a medical school. The grant is to be devoted to the purchase of books needed for medical studies. The biology faculty names the student on the basis of scholarship and financial need.

Nancy Higginson Dorr Awards. The awards, supported by the income from a fund given by the John Van Nostrand Dorr Trust, amount to no less than \$100 each. They are given annually to the outstanding senior(s) showing the greatest promise of teaching in secondary schools. The Teacher Education Committee of the Newark College of Arts and Sciences is responsible for selecting the winner(s) in accordance with criteria developed by that committee.

Economics Department Prize. Awarded each year to a senior majoring in economics who is selected by the members of the department for outstanding scholarship.

Harold A. Fales Memorial Award. Established by Mrs. Fales and the many friends of the late Professor Fales, who was visiting professor of chemistry at the Newark College of Arts and Sciences from 1948 through 1953. The cash award of interest from the fund is presented to a senior chemistry major at the Newark College of Arts and Sciences selected by the chemistry faculty of the college.

SAS-N Dean's Award. Awarded annually by the dean of the School of Arts and Sciences-Newark to an outstanding senior for academic excellence.

Herbert and Edith Feldman Award. Plaque and cash awarded annually to a graduating senior from either NCAS or University College-Newark who has shown, through work in the community or on campus, a commitment to fostering sensitivity to ethnic differences and leadership in the encouragement of diversity, tolerance, and cooperation.

David Robert Friedlander Memorial Award. Interest from a fund established in memory of David Friedlander, a graduate of the Newark College of Arts and Sciences, is awarded annually to an outstanding senior graduating from the college and majoring in history or prelaw.

Inge Gambe Award. A plaque is presented annually to the most outstanding international student in the graduating class. The award honors the late associate dean of students, who served as adviser to international students.

Sydney S. Greenfield Award. The Department of Biological Sciences presents the award annually to its outstanding graduating senior. The selection is made by the botany faculty.

Samuel Greitzer Award. Established by the mathematics department faculty in honor of their colleague, Samuel Greitzer, this prize is awarded to an outstanding graduating mathematics major in the Newark College of Arts and Sciences or University College-Newark.

Paul Mahlon Hamlin Award. Established in 1958 by Madge Sills Hamlin to perpetuate the lifelong interest in scholarship of her husband, Paul Mahlon Hamlin, professor emeritus of political science. The award consists of a certificate and cash and is made in May to the graduating senior of Newark College of Arts and Sciences who has attained the highest scholastic rank as shown by Phi Beta Kappa standing.

Joannie L. Huberman Award. Given annually in memory of Joannie Huberman, a 1979 graduate of the Newark College of Arts and Sciences, to a junior or senior anthropology major who demonstrates the particular qualities she exemplified: commitment to anthropology, academic excellence, original insight, and concern for humanistic values.

John Keosian Award. Annual book award to a senior undergraduate of the Department of Biological Sciences who demonstrates continuing interest in basic biological problems, such as the origin and evolution of biological systems.

Joshua K. Kohn Award. The trustees of the Joshua K. Kohn Memorial Fund have endowed a prize for essays concerning some phase of Jewish culture. The contest is open to any student.

Beth Niemi Award. Awarded to a student for outstanding work in women's studies.

Samual Pesin Memorial Award. This is a \$100 supplementary award made to a New Jersey State Scholarship recipient at the Newark College of Arts and Sciences; the individual is designated a Samual Pesin Scholar. It is made annually to a first-year student who is a resident of Hudson County and who best exemplifies the ideals of the man whose name the award bears.

Phi Beta Kappa Alumni Association of Essex County Award. Awarded each spring to an outstanding junior at the Newark College of Arts and Sciences. The winner is selected by the Newark section of the Alpha Chapter of Phi Beta Kappa of New Jersey.

Charles Pine Award. Awarded to an NCAS graduating senior who is going on to graduate studies and has demonstrated outstanding scholastic excellence in the areas of physical science and mathematics.

Political Science Department Prize. A book prize awarded each year to the senior majoring in political science at the Newark College of Arts and Sciences who, in the opinion of the members of the department, has made the most meritorious record in that subject.

Richard C. Robey Memorial Award. Awarded to a graduating senior for excellence in an area of study that reflects the scholarly interests of the late Richard C. Robey, dean of the college and professor of American studies.

Yolande Rubianes Award. A plaque is awarded annually to the graduating senior who, in overcoming adversity, has achieved distinction as a student.

Jay Rumney Memorial Award. A fund has been established by Rebecca Rumney as a memorial to her husband, Jay Rumney, formerly professor of sociology in the University of Newark and Newark College of Arts and Sciences until his death in 1957. The interest from this fund is used for an annual book prize to the sociology student who, in the opinion of the senior members of the Department of Sociology and Anthropology, has made the best record in the field of sociology.

Charles Sabat Awards in Chemistry. Two cash prizes of \$250 each are awarded to two senior chemistry majors who are judged by the School of Arts and Sciences-Newark chemistry faculty to show great promise in the fields of organic chemistry and/or biochemistry, and in the field of physical chemistry.

Scholar-Athlete Award. Awarded annually to the graduating varsity athlete (male or female) with the most outstanding record of academic achievement.

Heinz Seelbach Award. Awarded to a graduating senior with the highest grade-point average in political science.

Keschav C. Sondhi Memorial Award. An annual book prize in memory of Professor Sondhi, awarded by his colleagues in the Department of Biological Sciences to an advanced graduating student of the department selected for promise as an investigator in a branch of the biological sciences.

Israel S. Stamm Memorial Prize Fund. Two prizes awarded each spring to outstanding senior students who have majored in one or more modern or classical languages at Rutgers-Newark.

Betty Skuze Thompson Prize. Awarded to students who have shown an outstanding record of achievement in the study of undergraduate physics at Rutgers-Newark; made in memory of Betty Thompson, a graduate of the School of Arts and Sciences-Newark Department of Physics and a dedicated teacher of physics, by her husband, George Thompson.

Rebecca S. Villers Award. Established in memory of Rebecca S. Villers, this award is based on academic merit and is given to an Educational Opportunity Fund (EOF) student with a major in psychology, who is completing his or her junior year. The award is to be used to purchase all required and recommended books directly related to courses during the first semester of the recipient's senior year.

Wall Street Journal Award. A silver medal and a year's subscription to the *Wall Street Journal* are awarded to a senior majoring in economics or a field of business who, in the opinion of the members of the respective departments, shows promise of distinction in economics or business.

Benjamin M. Weissman Award for Excellence in Writing on Politics. Awarded to the graduating political science major who is judged to have written the best essay on politics. Essays written for class assignments, individual study, or the Honors College program are eligible for consideration.

William W. Wiles Memorial Fund. Awarded annually in memory of Dr. William W. Wiles to assist undergraduate students at the Newark College of Arts and Sciences in the earth and life sciences to carry out fieldwork or attend conferences related to field studies.

Herbert P. Woodward Memorial Fund. This fund was established in 1969 through contributions from friends and associates of the late Dr. Woodward, who served as professor of geology for 37 years and as dean of the college for 20 years. Interest from this fund is used to present a book prize to the outstanding senior majoring in geology.

Edward H. Zabriskie Memorial Award. Interest from a fund established in memory of the late Professor Zabriskie is awarded annually to a student majoring in history at the Newark College of Arts and Sciences. The recipient is chosen by the faculty in history.

Sydney Zebel Award. Awarded to an NCAS graduate majoring in history.

Louis R. Zocca Award. Established in 1976 by friends and associates of Dr. Louis R. Zocca, professor emeritus of English who served for 30 years; the interest from the fund is used to present an award to the outstanding senior for excellence in the study of literature.

Dean's List

Dean's List

At the end of each academic semester, the Office of Academic Services compiles an honors list of students whose work was outstanding. The Dean's List specifically includes those students who complete 12 or more credits toward graduation in a given semester and whose semester average was 3.5 or better based on letter grades (Pass/No Credit and E/N credits are excluded). The student's transcript will note Dean's List. The Dean's List is posted on the [Office of Academic Services' website](#).

Exercising the repeated course option does not qualify a student for retroactive nomination to the Dean's List.

NCAS Honors and Awards (SASN)

Graduation with Honors

Graduation with Honors

Newark College of Arts and Science (NCAS) students may graduate with honors upon meeting the following requirements at the end of the final semester for the baccalaureate degree:

1. Completion of a minimum of 30 credits at NCAS
2. Achievement of a cumulative grade-point average as follows:

Summa Cum Laude: 3.850 or better

Magna Cum Laude: 3.700 to 3.849

Cum Laude: 3.500 to 3.699

NCAS Honors and Awards (SASN)

Honor Societies

Honor Societies

Golden Key. Golden Key is an international honor society founded in 1977 at Georgia State University to recognize academic achievement among undergraduate and graduate students at the collegiate level. The mission of the Golden Key Honor Society is to enable students to realize their potential through the advancement of academics, leadership, and services. On April 26, 1999, the Rutgers University-Newark chapter of Golden Key was chartered and honored students who achieved a GPA of a 3.5 or higher and were within the top 15 percent of their academic class.

Omicron Delta Epsilon. Omicron Delta Epsilon is the International Honor Society for Economics, founded at Harvard and the University of Wisconsin in 1915. The Rutgers University-Newark chapter was chartered in 1966. It is the sixth-oldest chapter in the state of New Jersey and the oldest of the three chapters at Rutgers University.

Phi Alpha. Phi Alpha is a national Social Work Honor Society that was founded in 1960 at Michigan State University to honor the academic excellence of undergraduate students pursuing the social work major. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Nu Mu Xi chapter was founded at Rutgers University-Newark in 2019 and its members represent students in the top 35 percent of the social work major.

Phi Alpha Theta. Phi Alpha Theta (PAT) is a national honorary society for history, and has long had a chapter at Rutgers University-Newark. PAT is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

Phi Beta Kappa. Phi Beta Kappa, founded by William & Mary College students in Williamsburg, Virginia, in 1776, is the oldest and most prestigious honorary society in America. The Rutgers College Chapter is the Alpha Chapter in the state of New Jersey. In 1958, the National Council authorized the establishment of the Rutgers University-Newark college section of the Alpha Chapter. Its members are elected on the basis of a distinguished scholastic record in a curriculum that displays breadth and depth in the liberal arts at the College of Arts and Sciences and University College.

Pi Sigma Alpha. Pi Sigma Alpha is the National Political Science Honors Society; it is the only U.S.-based political science honors society for college and university students. Its purpose is to recognize and promote high academic achievement in the field of political science.

Psi Chi. Psi Chi is the international honor society of psychology, designed to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology. Psi Chi was founded in 1929 with a mission to encourage excellence in scholarship and advance the science of psychology. The Rutgers University-Newark Chapter of Psi Chi requires that students achieve a 3.5 GPA within psychology and be within the top 35 percent of their academic class. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association and the Association for Psychological Science.

Sigma Delta Pi. Sigma Delta Pi, the National Collegiate Hispanic Honor Society (La Sociedad Nacional Honoraria Hispánica), was established on Nov. 14, 1919, at the University of California-Berkeley. A student majoring or minoring in Spanish with at least a minimum average of 3.5 and a 3.2 cumulative average may be eligible for election to Chi Epsilon #532, the Newark Chapter of Sigma Delta Pi. Chi Epsilon #532 was established at Rutgers in 2005-06.

Tau Sigma. Tau Sigma National Transfer Honor Society is an academic honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students. The Rutgers University-Newark chapter was chartered and founded in 2011 to honor transfer students who transferred into the Newark College of Arts and Sciences, University College-Newark, the Rutgers School of Business-Newark, the School of Criminal Justice, and the School of Public Affairs and Administration and achieved a GPA of 3.5 or higher after the completion of their first semester at Rutgers University-Newark.

Other Honor Societies. Other honorary societies include:

- Alpha Kappa Delta--Sociology
- Phi Lambda Epsilon--Chemistry

Scholarships

Scholarships

Scholarships specifically for first-year and new transfer students are awarded by the Office of University Undergraduate Admissions and the Office of Financial Aid in consultation with the dean of the college and specific committees, as appropriate. Application for admission also serves as an application for these scholarships. Contact the [Office of Undergraduate Admissions-Newark](#) for more information.

The following list constitutes scholarships limited to students enrolled in the Newark College of Arts and Sciences (NCAS) and University College-Newark (UC-N) and provides very brief eligibility criteria for these scholarships. Unlike those mentioned in the previous paragraph, consideration for these scholarships is not limited to students recently admitted; currently matriculated students are also eligible. Selection for these scholarships is typically made either by the NCAS or UC-N scholarship administrator or directly by academic departments based upon student achievement and other scholarship eligibility criteria. For scholarships associated with specific major programs, interested students should contact the department chair for information. The official school-wide scholarship application is made available every spring semester; students may apply during this time to be considered for all school-based scholarships. For more information, [visit the Scholarship Opportunities website](#) or email schlsnp@newark.rutgers.edu.

Toni Cade Bambara Endowed Scholarship. Awarded to full-time seniors majoring in English who intend to become professional writers; based on academic merit and financial need.

Keith and Debra Banks Endowed Scholarship. Awarded on the basis of academic merit and financial need to students who are graduates of underperforming school districts in New Jersey.

Robert M. Birnbaum Scholarship. Awarded to full-time students who have completed at least 24 credits and intend to major in business or accounting; based on academic merit and financial need.

Helen and Roberto Bandon Memorial Scholarship. Awarded to full-time undergraduate students enrolled in NCAS; based on academic merit and financial need.

Henry Blumenthal Scholarship. Awarded to full-time undergraduates on the basis of good academic performance, promise of responsible citizenship, and financial need.

Catherine Bond Memorial Scholarship. Awarded to students based on academic merit and financial need.

Irvin B. and Mildred Davis Booker Endowed Scholarship. Awarded on the basis of academic merit and financial need to full-time undergraduates who are from Newark.

Una and Ray Brienza Scholarship. Awarded to full-time undergraduate students based on academic merit and financial need. Preference given to students from Essex County.

John and Aljean Brown Scholarship. Awarded on the basis of academic merit and financial need.

Butterfield, Errol and Beulah Fund for International. To provide financial assistance to a full-time undergraduate student who seeks a summer international leadership exchange experience. Qualified students must maintain a 3.0 GPA and be in good academic and judicial standing.

Campus Leader Alumni Scholarship. Awarded to a full-time undergraduate student based on academic merit, financial need, and demonstrated leadership activities or service to the Rutgers community.

Truman Capote Fellowship. Awarded to a full-time graduate student enrolling in the master of fine arts in creative writing program based on academic merit and financial need who is distinguished by superior writing talent.

Cappello Family Scholarship. Awarded to students majoring in Spanish or Hispanic civilization, with preference given to an adult over 30 who is returning to complete his or her undergraduate education. Also based on academic merit and financial need.

Chai Family Scholarship. Awarded on the basis of academic promise and financial need.

Herbert C. Cheung, Ph.D., Scholarship in Chemistry. Awarded to full-time undergraduate students majoring in chemistry; based on academic merit and financial need.

Eva R. Cohn Scholarship. Awarded on the basis of academic merit and financial need.

College Scholars-Newark Scholarship. Awarded on the basis of academic merit and financial need.

Dorothy and David Cooper Scholarship at Newark. Awarded to full-time undergraduate students majoring in psychology based on academic merit and financial need.

John and Thelma De Pol Endowed Scholarship. Awarded to undergraduate students who are majoring in or show strong promise in fine arts.

Derrick Family Award. Awarded to full-time students as a scholarship, or to be used for an internship stipend, or to provide financial support for undergraduate research activity. Also based on academic promise and financial need.

Derrick Family Endowed Scholarship. Awarded to full-time undergraduate students based on academic merit and financial need.

Dan Lisa DiFilippo Endowed Scholarship. Awarded to full-time students based on academic merit and financial need. Preference given to students from Jersey City, New Jersey.

Christian and Theresa Dinger Foundation Scholarship. Awarded to full-time students who graduated from Essex County College or who are residents of Newark, Essex County, or neighboring counties, based on academic merit and financial need.

Diversity Inc. Foundation Scholarship. Awarded to full-time undergraduate students with an interest in journalism and/or media studies based on academic merit. Preference given to students enrolled in the Educational Opportunity Fund (EOF) program.

May Mandelbaum Edel Memorial Scholarship. Awarded to full-time undergraduate students majoring in anthropology based on academic merit and financial need.

Stuart and Pamela Faber Scholarship. Awarded to a full-time student, preferably from Newark or the surrounding area, who demonstrates academic promise and financial need.

Herbert and Edith Feldmann Endowed Scholarship. Awarded to a student conducting research that casts light on the subject of ethnicity identity and the ways and means by which diversity, tolerance, and cooperation have been manifested in the past and can be encouraged in the future.

Roberta Nobes Finch Endowed Memorial Scholarship. Awarded to a full-time student who earned the highest GPA from Woodbridge High School, Colonia High School, or John F. Kennedy High School based on academic merit.

Robert Fletcher Memorial Scholarship. Assists economically disadvantaged students graduating from high schools in depressed inner cities in northern or central New Jersey. Award based on academic merit and financial need.

Todd M. Galante Esq. Endowed Scholarship. Awarded to a full-time NCAS or UC-N student with a GPA of 3.5 or better, majoring in political science, history, or English with an interest in law.

Dean Inge Gambe Memorial Scholarship. Awarded to a junior on the basis of service to the NCAS student body, financial need, and academic merit.

Albert R. Gamper Scholarship. Awarded to full-time or part-time UC-N students who are in their final year.

Julius Gerson Memorial Scholarship. Awarded on the basis of academic merit and financial need.

Debra and Marvin Greenberg Scholarship. Awarded to a Hudson County Community College graduate based on academic achievement and campus citizenship, with preference given to those with financial need.

Sydney S. Greenfield Botany Fellowship. Awarded to a student pursuing a Ph.D. in botany and/or related plant sciences.

Daniel Grover Memorial Fellowship. Awarded to a full-time student pursuing a master's degree in American studies who has a strong interest in Newark's history. Also based on academic merit, with preference given to those from underrepresented minority groups.

Daniel Grover Memorial Scholarship. Awarded to full-time students majoring in social work or psychology based on academic merit and financial need.

Rachel Hadas Annual Scholarship. Awarded to a full-time upper class undergraduate student majoring in English, classical and modern languages, and/or another humanities discipline who has demonstrated an ability to write well, an intellectual curiosity, and a love of literature.

Theodore Patten Harris Scholarship. Awarded to a full-time undergraduate student based on academic merit and financial need.

HEIFA Endowed Scholarship - Newark. Awarded to full-time undergraduate students based on academic merit (GPA of 3.0 or better) and financial need.

Louis Hering, Esq., Endowed Scholarship. Awarded to full-time undergraduate students based on academic merit and financial need.

Conrad Hipkins Endowed Scholarship. Awarded to full-time undergraduate students based on academic merit and financial need. Preference given to students from underrepresented minority groups.

Italian Scholarship Fund Newark. Awarded to full-time students based on financial need. Preference given to students pursuing the study of Italian language and culture.

Cynthia Kastner Endowed Scholarship. Awarded to full-time students, preferably from single parent households, based on academic merit and financial need.

William T. Kendall Scholarship. Awarded to full-time NCAS students based on academic merit and financial need.

Stephen and Linda J. Kimler Scholarship. Awarded to full-time undergraduate students who are majoring in music through the Department of Arts, Culture, and Media

Robert K. and Elaine Koehler Scholarship. Awarded to full-time undergraduate students based on academic merit and financial need, who have completed their first year and exhibit a commitment to community service.

Jessica Simpson Lalley Scholarship. Awarded to full-time students on the basis of academic merit and financial need.

Gerald H. Lipkin Scholarship. Awarded to full-time students on the basis of academic merit and financial need.

Luso-American Fraternal Association Endowed Scholarship. Awarded to a student with a major or minor in Portuguese studies based on academic merit.

Jerome and Lea P. Mandelman Memorial Scholarship. Awarded to students majoring in the social or natural sciences based on academic merit and financial need with preference given to students from the Newark area.

Clement Meadmore Annual Fellowship. Awarded to students studying in the master's program in jazz history and research; based on financial need.

James and Elizabeth Millard Scholarship. Awarded to full-time students based on academic merit and financial need with preference given to students majoring in African American studies, and students from the West Indies.

Cassie Edward Miller Award. Awarded to a nontraditional senior based on academic achievement, community service, and contributions made to multicultural understanding on campus.

Marvin David Miller Scholarship. Awarded on the basis of academic excellence, economic need, evidence of leadership, and good health.

Nancy Searle Nadaskay Scholarship. Awarded to full-time female students majoring in the biological sciences based on academic merit and financial need.

Joseph J. Navatta Memorial Scholarship. Awarded to students enrolled in the Honors College based on academic merit and financial need.

Newark College of Arts and Sciences Dean's Scholarship. Awarded to undergraduate student based on academic merit and financial need.

Newark College of Arts and Sciences Senior Class Scholarship. Awarded on the basis of academic merit and financial need.

Newark College of Arts and Sciences Student Council Scholarship. Awarded on the basis of academic achievement with a preference for financial need.

Newark Star-Ledger Scholarship. Awarded on the basis of academic merit and financial need.

Arthur B. Newman Honors College Scholars Endowment. Awarded to full-time undergraduate students in the Honors College based on academic merit with preference given to students who graduated from Newark public high schools.

Julia O'Hara Scholarship. Awarded to students from St. Benedict's Preparatory School based on financial need.

Bernard Osher Reentry Scholarship Program at Newark. Awarded to full- or part-time undergraduate students returning to school after a minimum five-year break in attendance. Also based on academic merit and financial need.

Anna and Harry Phillipson Undergraduate Scholarship for Music and the Fine Arts. Awarded to a New Jersey resident in the top 10 percent of his or her high school class who is majoring in music and the fine arts based on academic merit and financial need.

Alex J. and Rose Marie Plinio Scholarship. Awarded to full- or part-time students based on academic merit and financial need.

Pine, Charles Memorial Fund. Awarded to a graduating senior who is going on to graduate studies and has demonstrated outstanding scholastic excellence in the area of physical science and mathematics.

Clement A. Price Award. Awarded to a full-time upper class undergraduate student with a minimum 3.0 GPA who is majoring in Africana Studies or history.

Rutgers University-Newark University College Alumni Association Scholarship. Awarded to undergraduate enrolled in University College-Newark. Based on academic merit.

Rutgers University-Newark Alumni Association Endowed Merit Scholarship. Awarded to first-year students based on scholastic achievement, leadership, or public service, and evidence of potential academic excellence and contribution to the life of the college.

James Ramsey Endowment for EOF at Rutgers Newark. Awarded to full-time undergraduate Educational Opportunity Fund (EOF) students attending NCAS and/or UC-N as supplemental funds.

Juan B. and Juanita Rodriguez Memorial Scholarship. Awarded to full-time students majoring in the sciences, social sciences, or humanities with preference given to students of Hispanic descent. Also based on academic merit and financial need.

Henry Rogers Newark College Scholarship. Awarded on the basis of academic merit and financial need.

Rueberta E. Rogers Scholarship. Awarded to female UC-N students who are working during the day and obtaining an education at night.

Isabelle Santos-Boye Scholarship. Awarded to two full-time NCAS undergraduate students with a minimum 3.0 GPA who are majoring in the arts, sciences, or humanities and who demonstrate a serious commitment to completing their undergraduate program. Also based on financial need.

Schaefer Family Scholarship. Awarded to full-time undergraduate students who have completed the first year, based on financial need and the students' commitment to achieving an undergraduate education.

George Schultz Memorial Scholarship. Awarded to full- or part-time upper-class undergraduate UC-N students based on academic merit and financial need. Preference given to nontraditional students.

Anna and Bernard Z. Senkowski Scholarship. Awarded to undergraduate students majoring in chemistry based on financial need.

Marvin Simson Annual Scholarship. Awarded to full-time undergraduate students based on academic merit and financial need.

William F. Singletary Undergraduate Research Fund. Awarded to undergraduate students conducting research within biology, chemistry, physics, and/or psychology.

Ingrida Soldatova Award for Women in Mathematics. Awarded to a full-time undergraduate female student enrolled at NCAS or UC-N who is majoring in mathematics. Also based on academic merit.

Dr. Cecile R. Stolbof Award for Service Learning. Awarded to students who have participated in service-learning activities and made a significant contribution to their community through application of theoretical knowledge gained in the classroom.

Strauss Equal Opportunity Fund. Awarded to a student studying the social sciences based on academic merit and financial need.

Texaco Scholarship for Underrepresented Minorities Majoring in Geology. Awarded to full-time undergraduate students majoring in geology based on academic merit.

Betty Thompson Memorial Scholarship. Awarded to full-time undergraduate juniors or seniors majoring in physics based on academic merit and financial need.

University College-Newark Merit Scholarship. Awarded to UC-N students on the basis of academic merit and financial need.

Walter F. Weiker Scholarship. Awarded on the basis of merit to a senior majoring in political science who will continue graduate education in political science, sociology, or international affairs.

Benjamin M. Weissman Memorial Scholarship. Awarded to a senior majoring in political science based on academic merit in political and social sciences and overall academic performance. Extracurricular activities also taken into consideration.

William A. Wiles Memorial Award. Awarded to undergraduate students majoring in biology, chemistry, earth and environmental sciences, psychology, neuroscience, or any field that qualifies as a life science.

NCAS Other Programs (SASN)

NCAS Other Programs

Accelerated B.A./J.D. Program

Accelerated B.A./J.D. Program

The B.A./J.D. dual-degree program is offered in partnership with the School of Arts and Sciences-Newark and the Rutgers Law School. This accelerated program enables highly accomplished students to complete both a bachelor of arts or science and a juris doctor in six years, rather than the customary seven. Students participating in this accelerated program complete their first year of law school courses during their fourth year as undergraduates. To prepare for this fourth year, they must complete all undergraduate course requirements in the Core Curriculum and in their chosen major, as well as compile a minimum of 91 credits during their first three years within the Newark College of Arts and Sciences (NCAS). The 29 credits required during the first year of law school count toward both degrees. Successful completion of the student's first-year required law courses will qualify students for a waiver of the NCAS second concentration requirement.

Upon successful completion of the students' first year required law courses, B.A./J.D. students are awarded their bachelor's degrees at the end of their fourth year and are eligible to participate in the School of Arts and Sciences-Newark graduation ceremonies at that time. The juris doctor is typically awarded after two additional years as a full-time law student, on successful completion of the required 84 total course credits in the Law School and of all other J.D. requirements.

For more information and current program requirements, [please visit the B.A./J.D. website](#).

NCAS Other Programs (SASN)

Accelerated Bachelor's-Master's Programs

Accelerated Bachelor's-Master's Programs

This program allows highly qualified Rutgers University-Newark undergraduate students to take advantage of combining undergraduate- and graduate-level study during their senior year.

Students must apply and be admitted to the accelerated master's program in their junior year before enrolling in any graduate-level courses.

Once admitted to the accelerated program in the junior year, students will work with their undergraduate adviser and graduate program director to develop a plan of study for their fast-track graduate degree.

The following academic departments currently offer a bachelor's-master's degree:

- Economics
- History
- Peace and Conflict Studies
- Political Science

NCAS Other Programs (SASN)

Education

Education

Through its teacher preparation programs, the Department of Urban Education empowers teacher candidates as justice-oriented educators in racially, ethnically, economically, and linguistically diverse urban schools. For the Urban Secondary Education major, students dual major in one of the following disciplines: English, mathematics, science (biology, chemistry, geology, environmental sciences, or physics), social studies (history, political science), and world language (Spanish or Portuguese). Students interested in the ESL and Bilingual Urban Education major can also major or minor in one of the above-mentioned content areas. Interested students should review the additional information, including application and admissions requirements, found in the [Urban Education 300](#) section of this catalog or [the Urban Education website](#).

NCAS Other Programs (SASN)

Pre-Engineering Transfer Program

Pre-Engineering Transfer Program

Students who wish to pursue a bachelor's degree in engineering may participate in the Pre-Engineering Transfer Program. The application process and timeline for the School of Engineering may be found [on the Pre-Engineering website](#).

Pre-Engineering Transfer Program

Students admitted to the Newark College of Arts and Sciences may apply for school-to-school transfer to the School of Engineering. Students interested in transferring should complete one year of pre-engineering courses at Newark College of Arts and Sciences and must satisfactorily meet the standards of the School of Engineering in order to be considered for admission. As is the case with other preprofessional programs, competition is intense and admission to the School of Engineering is not guaranteed. Interested students should contact the pre-engineering adviser in the Office of Academic Services, 312 Hill Hall, Newark Campus at the earliest opportunity.

For more information on both of the pre-engineering programs as well as the pre-engineering adviser, please visit [the Pre-Engineering website](#).

Curriculum

Students may pursue one of five tracks of study for engineering majors in the Pre-Engineering Transfer Program: biomedical engineering, chemical engineering, civil engineering, electrical and computer engineering, and mechanical engineering. All majors take the same program of courses during the first year. Students should consult with the pre-engineering adviser in the [Office of Academic Services](#) for additional information.

Recommend First Year Curriculum (All Engineering Majors)

First Semester

21:160:113 General Chemistry I Laboratory (1)

21:160:115 General Chemistry I (4)

21:355:101 English Composition (3)

21:640:135 Calculus I (4)

21:750:205 Physics I Laboratory (1)

21:750:213 Calculus-Based Physics I (4)

Total credits = 17

Second Semester

21:160:114 General Chemistry II Lab (1)*

21:160:116 General Chemistry II (4)**

21:220:101 Introduction to Economics, Micro (3)

21:640:136 Calculus II (4)

21:750:206 Physics II Laboratory (1)

21:750:214 Calculus-Based Physics II (4)

21:355:102 English Composition (3)

Total credits = 15 - 20

Notes:

*Students in either the civil or mechanical engineering tracks do not need to take 21:160:114 General Chemistry II Lab

**Students in the electrical and computer engineering track do not need to take 21:160:116 General Chemistry II or 21:160:114 General Chemistry II lab.

Students following the pre-engineering curriculum may exceed the maximum credit load permitted to first-year students during their second semester and must visit the pre-engineering adviser in order to be able to do so.

NCAS Other Programs (SASN)

Medicine: Dual Admission

Medicine: Dual Admission

The Newark College of Arts and Sciences (NCAS) and Rutgers New Jersey Medical School (NJMS) offer a seven-year bachelor of arts/doctor of medicine (B.A./M.D.) degree for outstanding high school graduates. Admission requirements include SAT scores of 1400 or above (math and critical reading sections only), a strong record of high

school academic achievement, recommendations, and a final admissions interview. In order to matriculate at NJMS, students are required to maintain a minimum grade-point average of 3.4 during each semester at NCAS. Further information is available from the Office of Academic Services, Pre-Professional Services unit.

Please visit the following [website](#) for more information on the B.A./M.D. program.

NCAS Other Programs (SASN)

Pharmacy

Pharmacy

Two-Plus-Four Program

Students directly admitted to Rutgers Ernest Mario School of Pharmacy may spend the first two years of the six-year pharmacy doctorate program at the Newark College of Arts and Sciences. The last four years are taken at the Ernest Mario School of Pharmacy, located on the Busch campus in Piscataway, New Jersey. A transfer to the Ernest Mario School of Pharmacy is possible if the student satisfactorily meets the standards established by the school.

Pharmacy students in the Two-Plus-Four program must consult the prepharmacy adviser for advisement and preparation for a transfer to the Ernest Mario School of Pharmacy at the end of their second year in Newark.

Prepharmacy Transfers

Students admitted to the Newark College of Arts and Sciences may apply to transfer to the Ernest Mario School of Pharmacy through the admissions office at the end of their sophomore year, but such admissions are extremely limited. Only students with outstanding academic credentials who have completed those courses required of the Two-Plus-Four students in the first two years of their college experience should apply to the Ernest Mario School of Pharmacy.

Students seeking admission to the Ernest Mario School of Pharmacy must submit a school-to-school application online prior to May 15.

For further information on either program, students may contact the Office of Academic Services, 312 Hill Hall, Newark Campus.

For more information on the prepharmacy program as well as contact information for the prepharmacy adviser, visit [the Pre-Health website](#).

Pharmacy students at Newark, or those planning to attempt to transfer to the Ernest Mario School of Pharmacy, should have completed approximately 65 credits by the end of their sophomore year.

Required courses include:

First Year

First Semester

21:120:200 Concepts in Biology I (4)

Rutgers University

21:160:113 General Chemistry Laboratory (1)

21:160:115 General Chemistry I (4)

21:355:101 English Composition I (3)

21:640:135 or 136 Calculus I or II* (4)

21:._. humanities/social science elective (3)

Total Credits = 19

Second Semester

21:120:201 Foundation in Cell and Molecular Biology (3)

21:120:202 Foundation in Cell and Molecular Biology Laboratory (1)

21:160:114 General Chemistry Laboratory (1)

21:160:116 General Chemistry II (4)

21:355:102 English Composition II (3)

21:._. humanities/social science elective (3)

21:._. humanities/social science elective (3)

Total Credits = 18

Second Year

First Semester

21:216:205 Foundation in Ecology and Evolution (3)

21:216:206 Foundation in Ecology and Evolution Laboratory (1)

21:160:335 Organic Chemistry I (4)

21:220:101 Introduction to Economics, Micro (3)

21:750:203 Algebra-Based Physics I (4)

21:750:205 Physics I Laboratory (1)

21:830:101 Principles of Psychology (3)

Total Credits = 19

Second Semester

21:120:340 Mammalian Physiology (3)

21:160:331 Organic Chemistry Laboratory (2)

21:160:336 Organic Chemistry II (4)

21:220:203 Statistics (3)

21:750:204 Algebra-Based Physics II (4)

21:_:_ humanities/social science elective (3)

Total Credits = 19

*Every student is expected to take one calculus course at the university. If an advanced placement calculus course has been taken in high school and the student accepts the credit offered, then the next level of calculus must be taken.

NCAS Other Programs (SASN)

Pre dentistry

Pre dentistry

Most dental schools now urge students to prepare for admission with the broadest possible curriculum. The entrance requirements for dental schools, as recommended by the American Dental Association, are identical to those listed for medical schools. The Dental Admission Test (DAT) is normally taken in the spring semester of the junior year and application to dental schools made in the summer between the junior and senior years. Early in their undergraduate careers, interested students should ascertain specific admission requirements of schools to which they may apply. Students interested in pursuing a career in dentistry are urged to consult with the adviser for the prehealth program.

For more pertaining to pre dental as well as contact information for the prehealth adviser, [please visit the Pre-Health website](#).

NCAS Other Programs (SASN)

Pre law

Pre law

Law schools do not ordinarily require students seeking admission to have completed any specific major field or group of courses. There is, therefore, no rigid prelaw curriculum at the college. Most prelaw students major in one of the social sciences or humanities. In addition to acquiring a broad social science background and a high level of competence in using the English language, students should enroll in a number of courses that deal with the history and structure of the American courts and government, the complexities of American society and economy, and the broad cultural background of our times.

Students interested in pursuing law school are also encouraged to complete the [Legal Studies minor](#).

Admission to law school is highly competitive; students whose college grades are mediocre and whose Law School Admission Test (LSAT) scores are low have very little chance of admission. Students interested in going to law school are strongly advised to make early contact with the prelaw adviser.

For more information on the prelaw program as well as contact information for the Rutgers-Newark prelaw adviser, [please visit the Pre-Law website](#).

NCAS Other Programs (SASN)

Premedicine

Premedicine

Newark College of Arts and Sciences does not offer a premedicine major. Students interested in attending medical school (allopathic, osteopathic, or naturopathic), as well as those interested in attending dentistry, podiatry, optometry, or veterinary schools, instead are able to major in any subject offered by the college, including nonsciences, with the provision that the core courses listed below are completed successfully.

Schools for the health professions typically expect applicants to have superior scholastic records. Competition for admission is intense. Schools weigh not only grades, but also scores on the appropriate standardized entrance examination, the college letter of recommendation, records of extracurricular activities, and seriousness of intent. Students who do not achieve a minimum of a 3.0 cumulative grade-point average by the conclusion of the first year are strongly urged to meet with a prehealth adviser to discuss alternative career plans within or outside of the health field.

Prerequisites

Medical schools require the successful completion of specific science courses in addition to basic undergraduate coursework. The prerequisites should be completed by the end of the third year, with at least a 3.0 cumulative grade-point average, and in advance of the nationwide standardized examinations for the health professions. Schools generally require, at minimum, the following subjects:

21:120:200 Concepts of Biology (4)

21:120:201-202 Foundations of Biology: Cell and Molecular with laboratory (4)

21:216:205-206 Foundations of Biology: Ecology and Evolution with laboratory (4)

21:120:360 Biochemistry (3)

21:160-113-114 General Chemistry Laboratory (1,1)

21:160:115-116 General Chemistry (4,4)

21:160:331 Organic Chemistry Laboratory (2)

21:160:335-336 Organic Chemistry (4,4)

21:640:135 Calculus I (3)

21:750:203-204 Algebra-Based Physics (3,3) or 21:750:213-214 Calculus-Based Physics (3,3)

21:750:205-206 Introductory Physics Laboratory (1,1)

21:830:101-102 Psychology (3,3)

21:920:201 Sociology (3)

Since medical school requirements are subject to change, students should consult individual schools for information. Ethics, logic, or other specific courses are sometimes required, and upper-level courses in the sciences are strongly encouraged.

All students interested in pursuing a prehealth preparatory track should plan to complete Concepts of Biology, Precalculus, and perhaps Calculus during their first year and should complete Physics by the end of their third year. Those entering with a strong background in mathematics and the natural sciences may want to take General Chemistry also during their first year and Organic Chemistry during their second. Those with an average background in mathematics and the natural sciences should take General Chemistry during their second year and Organic Chemistry in the third year.

Prehealth as a Second Concentration

Prehealth as a Second Concentration is an option that enables students to complete the prehealth prerequisites, while pursuing a non-science major at Rutgers University-Newark.

Eligibility for this program includes:

- A non-science major
- Minimum of 2.75 cumulative GPA at Rutgers
- Successful completion of Concepts of Biology (120:200) & General Chemistry I (160:115) plus lab 160:113 with a grade of "B" or better

For more information and current requirements, [visit the Pre-Health website](#).

Standardized Tests

Schools in the health professions require applicants to submit scores from nationwide standardized examinations. Interested students should plan to take the examination appropriate for their career goals prior to their senior year and are advised to complete the prerequisites outlined above prior to standing for examination. Please take into consideration that the prerequisites may vary based on the professional school you intend to apply to. Different examinations are required for application to different kinds of schools:

Dental Schools: Dental Admissions Test (DAT)

Optometry Schools: Optometry Admissions Test (OAT)

Veterinary Schools: Graduate Record Exam (GRE) or Medical College Admissions Test (MCAT)

Advising

For more information on premedicine/other health professions, how to open a Health Professions File, or the contact information for the prehealth advisers, please visit [the Pre-Health website](#).

Rutgers Study Abroad Program

Rutgers Study Abroad Program

Rutgers University offers more than 65 study abroad programs in over 30 countries. Students can choose from semester and yearlong programs to summer and winter programs. Admission is open to students of all majors entering their sophomore year and above, as well as from other colleges and universities throughout the United States. Many of the programs offer students the opportunity for internships, service learning, and volunteering. While some programs require proficiency in a foreign language, the majority of the programs do not.

All credits earned while studying abroad through Rutgers are recognized as Rutgers University credits. However, to ensure that students meet graduation requirements, participants should carefully plan their academic programs in consultation with their departmental advisers and academic deans. While overseas, a program director or international office together with the Rutgers Study Abroad office will offer support and academic counseling to students.

For more information, students should contact the [Office of Global Initiatives and Experiential Learning](#) at Rutgers University-Newark or visit the [Study Abroad website](#) to schedule an appointment with a Study Abroad adviser.

University College-Newark (SASN)

UNIVERSITY COLLEGE-NEWARK

In 1934, Rutgers, The State University of New Jersey, established University College as an evening college offering programs of study leading to a bachelor's degree. Major branches of University College were established in Camden, Newark, and New Brunswick. In 1981, each of these branches became a separate college within the university. In 2007, University College-New Brunswick was merged into the School of Arts and Sciences with the other liberal arts colleges on that campus.

Today, University College-Newark is a college designed for the nontraditional student who has work and family obligations during the day and who attends class in the evening or on Saturday. The college is served by the distinguished School of Arts and Sciences-Newark and supported by co-adjutant faculty who bring to the classroom their special expertise in their respective areas of research and professional work experience. Students in University College enjoy a wide variety of course offerings and can choose from majors in nearly 40 fields.

A Diversified Student Body

Nearly 60 percent of University College-Newark's (UC-N) 500 students are members of underrepresented groups, and more than half are women. More than one-third of UC-N students are older than the age of 24. Most of the college's students are candidates for a baccalaureate degree, but some are college graduates who are pursuing a second bachelor's degree or who plan to go on to graduate school in a different area of study. Others enroll in selected courses in areas of professional or personal interest without establishing degree candidacy. All are exceptional, highly motivated students whose commitment to postsecondary education is matched only by the School of Arts and Sciences-Newark faculty who teach them.

About University College-Newark (SASN)

ABOUT UNIVERSITY COLLEGE-NEWARK

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Academic Requirements (SASN)

Academic Requirements

University College-Newark seeks to foster the broad intellectual and personal development of its students. The spirit of this philosophy is reflected in the liberal arts curriculum, which requires that all candidates for the baccalaureate degree complete courses in a variety of fields of learning. In addition, each student must select a field of knowledge for intensive study in order to gain some master of a particular discipline. This combination of broad-ranging inquiry and concentrated investigation of a specific area of learning prepares the student for effective and intelligent participation in the modern world.

In preparing students for careers in the professions, business, government, and for graduate studies, University College-Newark builds on a broad foundation in the liberal arts. To earn a degree, all students must complete a general core of courses known as the general or liberal arts and science requirements. Students also must fulfill the requirements of a major and second concentration.

[Academic Requirements \(SASN\)](#)

Placement Examinations for Entering Students

Placement Examinations for Entering Students

Placement tests are administered to incoming students admitted to University College-Newark to evaluate their proficiency in mathematics and English Composition prior to course enrollment.

Transfer students who have completed at least one college-level mathematics course at or above the level of college algebra may be exempt from placement testing in mathematics, and those who have completed at least one college-level composition course may be exempt from placement testing in writing. All other entering students must take a placement test in mathematics and writing before they may register for courses.

For more information on placement testing and registration [visit the Office of Academic Services website](#).

Credits and Residency

Credits and Residency

A student must successfully complete at least 120 academic credits to graduate from the University College-Newark. Successful completion of some programs of study may require more than the minimum 120 credits necessary for graduation.

Students in University College-Newark are expected to complete all degree credits from the time of their matriculation at Rutgers University-Newark, including credits required for their major, second concentration, and for the Core Curriculum. Exceptions may be made in very special circumstances with the prior written approval of the [Office of Academic Services](#). In addition, for courses meant to be applicable to the completion of the major, the student must receive prior written approval from the academic department responsible for the major.

Students matriculated in University College-Newark must earn 30 of their last 42 credits while registered in classes offered by Rutgers University-Newark or registered in special programs approved in writing by the Office of Academic Services. Students who transfer into University College-Newark from other institutions with senior status must earn a minimum of 30 credits while registered as University College-Newark students in order to receive a bachelor's degree from the college. A minimum of half of the credits for a degree program must be completed at Rutgers University-Newark.

Credits earned more than seven years before the date of graduation are not necessarily accepted in fulfillment of the requirements for graduation.

Academic Advising

Academic Advising

University College-Newark endeavors to ensure that all students receive sound academic advice and guidance during their undergraduate years. First-year students, other students who have not declared a major, and all students who are on academic probation are advised by a special group of academic advisers working through the [Office of Academic Services](#).

In addition to an assigned academic adviser in the Office of Academic Services, Educational Opportunity Fund (EOF) students are also advised by the counselors at the [Academic Foundations Center](#). Honors College students are also advised by the staff of the [Honors College \(HC-N\)](#). Honors Living-Learning Community (HLLC) are advised by the staff at [HLLC](#).

Once students have declared a major, they receive advisement toward their major requirements from a faculty member within that department. Simultaneously, academic deans and advisers are also available to all undergraduate students for guidance on academic matters, and students should regularly consult with them regarding college requirements, academic regulations, or their program of study.

Students in the campus's professional schools are advised by general advisers in their respective schools: [Rutgers Business School](#), the [School of Criminal Justice](#), or the [School of Public Affairs and Administration](#). The [Office of Career Resources & Exploration](#) is another useful resource for students seeking information or guidance in selecting a major. At the latest, a student must declare a major by the completion of 60 credits.

Academic Requirements (SASN)

Core Curriculum Requirements

Core Curriculum Requirements

The best preparation for the demands of a diverse and global society is a comprehensive, wide-ranging background in the liberal arts and sciences, combined with in-depth knowledge of more than one field of study. To that end, the School of Arts & Sciences-Newark, with the cooperation of faculty from all of the campus' other schools, has redesigned the general education requirements for the campus to prepare students to successfully pursue a wide range of professional activities as well as to pursue graduate training. The Core Curriculum is organized around a set of concrete [learning objectives](#) that encompass the skills most needed for active citizenship and most valued by employers, such as the ability to think critically and creatively, to reason quantitatively, and to communicate effectively. Each Core Curriculum course is designed to ensure that students are conversant with the basic modes of inquiry specific to each of the core disciplinary foci of a liberal education. Through the Core Curriculum, students will emerge from their Rutgers-Newark education with the ability to apply their knowledge to the major questions of the 21st century.

To ensure that every graduate has the opportunity to acquire a broad liberal arts education, the faculty has prescribed the following general curriculum requirements for all students, regardless of major field.

These requirements include:

Basic Writing Skills

Quantitative Reasoning

Natural Sciences

Social Sciences

History and Literature

Arts and Media

Other Liberal Arts

Courses may not be used to fulfill more than one distribution requirement, but a course generally used to fulfill a distribution requirement may also be used to fulfill a major or minor requirement. Any exceptions are noted in the description of the relevant major or minor curriculum.

For lists of courses certified as meeting each requirement, [visit the Degree Requirements website](#). These lists are also available in the Rutgers online degree audit system, which students use to track their progress in completing the Core Curriculum.

Basic Writing Skills

University College-Newark's learning objectives call for effective written and oral communication, effective reading, and critical and creative thinking. All students must therefore demonstrate basic writing skills by completing a 6-credit sequence *with a grade of C or better*.

This requirement can be met by completing either of two sequences:

- English Composition 101 and 102; or
- Honors English Composition 103 and 104

Unless exempted from the English Composition placement assessment, all incoming students take a placement test to determine their eligibility to enroll in writing classes. Those who do not place into Composition 101 or 103 will be enrolled in the appropriate class to prepare them to complete one of the required courses.

Do not confuse the Basic Writing Skills requirement with the Writing across the Curriculum requirement. All students must also complete 6 credits in writing-intensive classes beyond the introductory level. English Composition 102 or 104 is a prerequisite for all writing-intensive classes.

Quantitative Reasoning

University College-Newark's learning objectives require that students be able to think quantitatively. All students must therefore demonstrate competency in quantitative reasoning by completing at least 3 credits in one of the following courses with a grade of C or better:

- Math 103, Mathematics for Liberal Arts Intensive
- Math 106, Mathematics for Liberal Arts
- Math 107, College Algebra for the Humanities
- Math 109, College Algebra for the Physical Sciences
- Math 114, Precalculus
- Math 119, Applied Calculus
- Math 135, Calculus
- Any higher-level mathematics course offered by the Department of Mathematics and Computer Science

All incoming freshmen take a placement test to determine their eligibility to enroll in mathematics classes. Those who do not place into any of these classes will be enrolled in the appropriate class to prepare them to complete one of the required courses.

All incoming students must take a mathematics course each semester until the quantitative reasoning requirement is met. Mathematics courses must be taken sequentially. Once any math course is successfully completed with a grade of C or better, a student cannot repeat the same course or take a lower-level math course for degree credit.

Natural Sciences

University College-Newark's learning objectives call for an ability to produce knowledge through multiple modes of inquiry. All students must therefore complete two courses with laboratories in the natural sciences.

The courses must come from a list of approved courses offered by the departments of Biological Sciences, Chemistry, Physics, or Earth and Environmental Science.

The two courses do not need to be offered by the same department: one course in biology and one course in chemistry, for instance, will be accepted. Students enrolled in University College-Newark may request a substitution of one laboratory course. These students can complete the natural science requirement by taking one laboratory-based course and one nonlaboratory course in the natural sciences. Students interested in submitting a substitution request must contact the [Office of Academic Services](#).

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Social Sciences

University College-Newark's [learning objectives](#) call for multiple modes of inquiry, critical and creative thinking, an understanding of intercultural relations, and diversity. All students must therefore complete 6 credits in the social sciences.

The courses, consisting of two 3-credit classes, must come from a list of approved courses offered by the Departments of [Sociology and Anthropology](#), [Economics](#), [Political Science](#), or [Psychology](#).

The two courses do not need to be offered by the same department: 3 credits in economics and 3 credits in sociology, for instance, will be accepted.

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

History and Literature

University College-Newark's [learning objectives](#) call for effective written and oral communication, effective reading, multiple modes of inquiry, an understanding of intercultural relations, and an ability to address major questions of our time. All students must therefore complete 9 credits in history and literature.

This requirement must be fulfilled with three 3-credit courses. At least one of these three courses must be chosen from a list of approved courses offered by the [Department of History](#); at least one must be chosen from a list of approved courses offered by the [Department of English](#). The third course must be chosen from a list of approved courses offered by any of these departments.

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Arts and Media

University College-Newark's [learning objectives](#) call for multiple modes of inquiry and critical and creative thinking. All students must therefore complete 3 credits in the visual arts and sciences.

This course must come from list of approved courses offered by the [Department of Arts, Culture, and Media](#).

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Other Liberal Arts

University College-Newark's [learning objectives](#) call for effective written and oral communication, effective reading, multiple modes of inquiry, critical and creative thinking, an ability to produce knowledge, an understanding of intercultural relations, diversity, and an ability to address major questions of our time.

All students must therefore complete one 3-credit course from a list of approved courses offered by the [Department of Africana Studies](#), the [Program in American Studies](#), the [Department of Philosophy](#), the [Department of Spanish and Portuguese Studies](#), the [Program in Women's, Gender, and Sexuality Studies](#), or the [Department of Urban Education](#).

For an updated list of courses that satisfy this requirement, please refer to [Degree Navigator](#).

Academic Requirements (SASN)

Foreign Language

Foreign Language

University College-Newark's [learning objectives](#) call for an understanding of intercultural relations and diversity. All students must therefore demonstrate proficiency in a language other than English.

This requirement can be fulfilled by:

- completing two years of study of a foreign language in high school;
- completing a one-year, elementary, sequential course (6 credits) in a foreign language offered by the [Department of Spanish and Portuguese Studies](#).

Note that the department regularly offers courses in a variety of languages, not only Spanish and Portuguese.

Academic Requirements (SASN)

Second Degree

Second Degree

Students enrolling in an undergraduate degree program within University College-Newark who can document that they previously have been awarded a baccalaureate degree from a regionally accredited institution of higher education are exempt from all [Core Curriculum Requirements](#), as listed in the catalog.

Such students, however, are required to:

1. complete all of the requirements as outlined under the [major programs](#);
2. complete a minimum of one [writing-intensive](#) course within their major; and
3. adhere to the university's [residency policy](#).

Academic Requirements (SASN)

Courses of Study

Courses of Study

The program of study a student follows varies considerably depending upon his or her specific interests and abilities. A student may choose many paths toward degree completion and therefore should discuss the options with an adviser or an academic dean. It is possible--sometimes recommended--to take fewer credits in the first semester depending on work hours or extracurricular activities.

Students should frequently--and early in their academic career--consult with an adviser regarding their academic progress, the completion of all requirements, and plans for graduate study or professional work. Before graduation, the the major department must certify to the faculty and the dean that the student has satisfactorily met the requirements for the major.

Academic Requirements (SASN)

Graduation

Graduation

Degrees are conferred by the university upon recommendation of the appropriate faculty. A student who completes degree requirements in August or January may request a diploma in December or April, respectively. August and January diplomas may be obtained at the [Office of the Registrar](#).

Diplomas are withheld if a student has a hold against his or her record.

It is the responsibility of each student to ensure that all the graduation requirements of the college, including certification of the major, have been fully met well before the expected date of graduation. For a personal academic degree audit evaluation, students should log onto [Degree Navigator](#).

Student records are officially closed upon graduation. To participate in the commencement ceremony, a student must have successfully completed all degree requirements. Inquiries concerning graduation may be directed to the [Office of Academic Services](#).

All candidates for graduation must complete a diploma application form [online](#) according to the following deadlines:

Degree Granted	Application Deadline
August	July 30
January	October 15
May	February 15

Unless the application is filed by the appropriate date, the degree is not conferred and graduation is delayed.

All diploma related questions should be sent to the [Office of the Registrar](#).

Honors College (SASN)

Honors College

See the [Honors College](#) chapter of this catalog.

Honors Living-Learning Community (HLLC)

Honors Living-Learning Community

[Honors Living-Learning Community](#)

[About the Honors Living-Learning Community](#)

UC-N Honors and Awards (SASN)

UC-N Honors and Awards

[UC-N Honors and Awards \(SASN\)](#)

Awards and Prizes

Awards and Prizes

University College-Newark students who demonstrate outstanding academic achievement are eligible for awards and prizes which are presented annually. In addition to special recognition given to seniors who have demonstrated academic excellence in major programs, the following awards are presented:

Nancy Higginson Dorr Award. A memorial award sponsored by her children in memory of Mrs. Dorr's dedication to the teaching profession. The cash award is presented to the graduating senior who has demonstrated academic excellence and who shows promise of success as a teacher in secondary education.

Herbert and Edith Feldman Award. Plaque and cash awarded annually to a graduating senior from either the Newark College of Arts and Sciences or University College-Newark who has shown, through work in the community or on campus, a commitment to fostering sensitivity to ethnic differences and leadership in the encouragement of diversity, tolerance, and cooperation.

Ruth Fryer Memorial Award. Presented to the student who, in the opinion of student and faculty judges, submits the best work to *Untitled*, the University College-Newark literary magazine. The cash award and plaque commemorate the memory of Ruth Fryer, who graduated from and subsequently taught at University College-Newark.

Honor Society Scholarship. Presented to that member of the graduating class who also is a member of the Honor Society and who has demonstrated academic excellence and outstanding service to the college.

Rita J. Immerman Award. Presented annually to a political science major who is a degree candidate and who has been accepted into a graduate or professional program. The award was established by Mr. John Crowley, a University College-Newark graduate, in appreciation of the contributions that Dr. Immerman and the college made to his personal advancement.

Cassie Miller Award. Named to honor the former dean of students for University College-Newark, the award recognizes outstanding community service by a nontraditional student.

Norman C. Miller Award. Named to honor the founding dean of University College-Newark, the award is presented to that member of the graduating class who has the highest academic record among degree candidates.

James Plummer Award. Plaque and monetary prize awarded to a University College-Newark student who exhibits the best attributes of the profession of social work through class participation, life experience, and academic achievement.

UC-N Honors and Awards (SASN)

Dean's List

Dean's List

At the end of each academic semester, the Office of Academic Services compiles an honors list of students whose work was outstanding. The Dean's List specifically includes those students who complete 6 or more credits toward graduation in a given semester and whose semester average was 3.5 or better based on letter grades (Pass/No Credit and E credits are excluded). The student transcript will note Dean's List. The Dean's List is posted on the [Office of Academic Services website](#).

Exercising the repeated course option does not qualify a student for retroactive nomination to the Dean's List.

UC-N Honors and Awards (SASN)

Graduation with Honors

Graduation with Honors

A University College-Newark (UC-N) student may graduate with honors upon meeting the following requirements at the end of the final semester for the baccalaureate degree:

1. Completion of a minimum of 30 credits at UC-N
2. Achievement of a cumulative grade-point average as follows:

Summa Cum Laude: 3.850 or better

Magna Cum Laude: 3.700 to 3.849

Cum Laude: 3.500 to 3.699

UC-N Honors and Awards (SASN)

Honor Societies

Honor Societies

Alpha Sigma Lambda. Alpha Sigma Lambda nationally acknowledges the University College-Newark part-time, evening adult student for high academic achievement.

Golden Key. Golden Key is an international honor society founded in 1977 at Georgia State University to recognize academic achievement among undergraduate and graduate students at the collegiate level. The mission of the Golden Key Honor Society is to enable students to realize their potential through the advancement of academics, leadership, and services. On April 26, 1999, the Rutgers University-Newark chapter of Golden Key was chartered and honored students who achieved a GPA of a 3.5 or higher and within the top 15 percent of their academic class.

Phi Alpha. Phi Alpha is a national Social Work Honor Society that was founded in 1960 at Michigan State University to honor the academic excellence of undergraduate students pursuing the social work major. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Nu Mu Xi chapter was founded at Rutgers University-Newark in 2019 and its members represent students in the top 35 percent of the social work major.

Phi Beta Kappa. Phi Beta Kappa, founded by William & Mary College students in Williamsburg, Virginia, in 1776, is the oldest and most prestigious honorary society in America. The Rutgers College Chapter is the Alpha Chapter in the state of New Jersey. In 1958, the National Council authorized the establishment of the Rutgers University-Newark college section of the Alpha Chapter. Its members are elected on the basis of a distinguished scholastic record in a curriculum that displays breadth and depth in the liberal arts at the College of Arts and Sciences and University College.

Tau Sigma. Tau Sigma National Transfer Honor Society is an academic honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students. The Rutgers University-Newark chapter was chartered and founded in 2011 to honor transfer students who transferred into the Newark College of Arts and Sciences, University College-Newark, the Rutgers School of Business-Newark, the School of Criminal Justice, and the School of Public Affairs and Administration and achieved a GPA of 3.5 or higher after the completion of their first semester at Rutgers University-Newark.

UC-N Honors and Awards (SASN)

Scholarships

Scholarships

Scholarships specifically for new first-year and transfer students are awarded by the Office of University Undergraduate Admissions and the Office of Financial Aid in consultation with the dean of the college and specific committees, as appropriate. Application for admission also serves as an application for these scholarships. For more information, contact the Rutgers-Newark [Office of Undergraduate Admissions](#).

The following list constitutes scholarships limited to students enrolled in University College-Newark (UC-N) and provides very brief eligibility criteria for these scholarships. Unlike those mentioned in the previous paragraph, consideration for these scholarships is not limited to students recently admitted; currently matriculating students are also eligible. Selection for these scholarships is typically made directly by academic departments based solely upon student achievement within relevant programs. The official school-wide scholarship application is made available every spring semester; students may apply during this time to be considered for all school-based scholarships. For more information, [visit the Scholarship Opportunities webpage](#) or email schlsnp@newark.rutgers.edu.

Una and Ray Brienza Scholarship. Awarded to a full-time undergraduate student based on academic merit and financial need. Preference given to students from Essex County.

John De Pol Scholarship. Established in memory of John De Pol, a highly regarded artist who worked with illustrations and engravings, to provide financial assistance to students enrolled in the Newark College of Arts and Sciences (NCAS) or University College-Newark, who are either majoring in or show strong promise in the fine arts.

Stuart and Pamela Faber Memorial Scholarship. Renewable award to a full-time student who demonstrates academic promise and financial need, preferably from Newark or the surrounding area.

Todd M. Galante Esq. Scholarship. Awarded to a full-time NCAS or UC-N student with a GPA of 3.0 or better, majoring in political science, history, or English with an interest in law.

Albert R. Gamper Jr. Scholarship. Awarded to either a part-time or full-time student of senior standing.

James and Elizabeth Millard Scholarship. Awarded to full-time students based on academic merit and financial need, preference given to students majoring in African American studies, and students from the West Indies.

Professor Clement Price Award. Annual book award granted to a full-time undergraduate upper-level student (not a first-year student) enrolled in NCAS or UC-N who is majoring in African American and African studies or history who has a 3.0 GPA or higher. Based on proven record of excellence in the study of African American and African studies or history, excellent writing ability, and intellectual curiosity.

Rueberta E. Rodgers Scholarship. Awarded to a young woman who is working during the day and trying to obtain an education at night.

Ingrida Soldatova Award for Women in Mathematics. Awarded to full-time undergraduate female students enrolled at NCAS or UC-N who are majoring in mathematics, based on academic merit.

Schaefer Family Scholarship. Awarded to a full-time undergraduate student who has at minimum completed the first year, based on the student's commitment to achieving an undergraduate education and financial need.

George Schultze (UC-N 1973) Memorial Scholarship. Awarded to part-time or full-time upper-level undergraduate students enrolled in UC-N, based on academic merit and financial need. Preference given to students who transferred into UC-N, are nontraditional students, and/or who are employed outside of Rutgers University.

Benjamin M. Weissman Memorial Scholarship. Awarded to a senior majoring in political science, based on academic merit in political and social sciences and overall academic performance; extracurricular activities taken into consideration.

University College-Newark Alumni Scholarship. Awarded by the UC-N Alumni Association on the basis of academic merit and financial need.

UC-N Other Programs (SASN)

UC-N Other Programs

UC-N Other Programs (SASN)

Accelerated Bachelor's-Master's Programs

Accelerated Bachelor's-Master's Programs

This program allows highly qualified Rutgers University-Newark undergraduate students to take advantage of combining undergraduate and graduate-level study during their senior year.

Students must apply and be admitted to the accelerated master's program in their junior year before enrolling in any graduate-level courses.

Once admitted to the accelerated program in the junior year, students will work with their undergraduate adviser and graduate program director to develop a plan of study for their fast-track graduate degree.

The following academic departments currently offer a bachelor's-master's degree:

- Economics
- History
- Peace and Conflict Studies
- Political Science

UC-N Other Programs (SASN)

Education

Education

Through its teacher preparation programs, the Department of Urban Education empowers teacher candidates as justice-oriented educators in racially, ethnically, economically, and linguistically diverse urban schools. For the Urban Secondary Education major, students dual major in one of the following disciplines: English, mathematics, science (biology, chemistry, geology, environmental sciences, or physics), social studies (history, political science), and world language (Spanish or Portuguese). Students interested in the ESL and Bilingual Urban Education major can also major or minor in one of the above-mentioned content areas. Interested students should review the additional information, including application and admissions requirements, found in the [Urban Education 300](#) section of this catalog or [the Urban Education website](#).

UC-N Other Programs (SASN)

Prelaw

Prelaw

Law schools do not ordinarily require students seeking admission to have completed any specific major field or group of courses. There is, therefore, no rigid prelaw curriculum at the college. Most prelaw students major in one of the social sciences or humanities. In addition to acquiring a broad social science background and a high level of competence in using the English language, students should enroll in a number of courses that deal with the history and structure of the American courts and government, the complexities of American society and economy, and the broad cultural background of our times.

Students interested in pursuing law school are also encouraged to complete the legal studies minor. Please see the [Legal Studies minor](#) section in this catalog.

Admission to law school is highly competitive; students whose college grades are mediocre and whose Law School Admission Test (LSAT) scores are low have very little chance of admission. Students interested in going to law school are strongly advised to make early contact with the prelaw adviser.

For more information on the prelaw program as well as contact information for the Rutgers-Newark prelaw adviser, [please visit the Pre-Law website](#).

UC-N Other Programs (SASN)

Rutgers Study Abroad Program

Rutgers Study Abroad Program

Rutgers University offers more than 65 study abroad programs in over 30 countries. Students can choose from semester and yearlong programs to summer and winter programs. Admission is open to students of all majors entering their sophomore year and above, as well as from other colleges and universities throughout the United States. Many of the programs offer students the opportunity for internships, service learning, and volunteering. While some programs require proficiency in a foreign language, the majority of the programs do not.

All credits earned while studying abroad through Rutgers are recognized as Rutgers University credits. However, to ensure that students meet graduation requirements, participants should carefully plan their academic programs in consultation with their departmental advisers and academic deans. While overseas, a program director or international office together with the Rutgers Study Abroad office will offer support and academic counseling to students.

For more information, students should contact the [Office of Global Initiatives and Experiential Learning](#) at Rutgers University-Newark or visit the [Study Abroad website](#) to schedule an appointment with a Study Abroad adviser.

Degree Requirements (SASN)

Degree Requirements

In order to graduate from the Newark College of Arts and Sciences all students must complete the following requirements:

1. Successfully complete at least 120 academic credits.
2. Successfully complete the college's Core Curriculum.
3. Successfully complete one of the major programs of study.
4. Successfully complete a second concentration.
5. Successfully complete the Writing across the Curriculum requirement.
6. Successfully complete the foreign language requirement (does not apply to all students).
7. Successfully earn a cumulative grade-point average of 2.0 or better.

Degree Requirements (SASN)

Major Programs

Major Programs

In addition to fulfilling the core curriculum requirements, every degree candidate must select a special field of knowledge for intensive study. Students may declare a major as early as their first semester enrolled; they must do so by the end of their sophomore year and in accordance with the major requirements. The [Office of Academic Services website](#) and the [Office of Career Resources & Exploration website](#) can provide assistance to students who are undecided about an appropriate program to pursue. Specific information about the requirements for the various majors offered at the college is found in the [section on program requirements in this catalog](#).

As a general rule, a major consists of 30 to 70 credits of coursework in a discipline, but specific requirements are set by each academic department and are subject to modification. Students must satisfy the requirements specified by the department of their major at the time they officially declare that major. Students leaving the college for two or more semesters must meet the requirements in place at the time they reenroll.

Students interested in a particular major must consult with the appropriate department chair or program director concerning current requirements for the major, necessary prerequisites, and the acceptability of any transfer credits. Once a decision has been made to pursue a major, it is the student's responsibility to file a Declaration of Major form in the department that offers that major.

No course in which a grade of D or F has been earned may be counted toward completion of a major. Most majors require a minimum cumulative grade-point average of 2.0, and any exceptions are noted in the description of the major under the section on program requirements. All students, including transfer students, must complete at least one-half of the credits required for their major at the college.

The following majors are offered at Newark College of Arts and Sciences. Requirements in each major are described in the [Academic Programs and Courses](#) section of this catalog.

[See the Academic Programs and Courses page.](#)

Degree Requirements (SASN)

Programs of Study

Programs of Study

Africana Studies* (014), B.A.

Anthropology (070), B.A.

Art (080), B.A.

--specialization in:

Art History (080P)

Fine Arts (080S)

Biology* (120), B.A.; (120S), B.S.

--specialization in:

Biology: Cell and Molecular (120A), B.A.

Biology: Ecology and Evolution (120B), B.A.

Biology: Neurobiology (120C), B.A.

Biology: Plant Science (120D), B.A.

Chemistry* (160), B.A.

Clinical Laboratory Science** (191), B.S.

--specialization in:

Medical Laboratory Sciences (191D), B.S.

Computer Science (198), B.A.

Economics (220), B.A.

English* (350), B.A.

Environmental Science* (375), B.S.

ESL and Bilingual/Bicultural Urban Education (303), B.A.

Geology* (460), B.A.; (460S), B.S.

Health Information Management (504)**

Rutgers University

History* (510), B.A.

Journalism (086), B.A.

Mathematics* (640), B.A.

Mathematics, Applied (642), B.A.

Medical Imaging Sciences** (658), B.S.

--specialization in:

Cardiac Sonography (658A), B.S.

Diagnostic Sonography (658C), B.S.

Music (087), B.A.

Neuroscience and Behavior (706), B.A.

Philosophy (730), B.A.

Physics* (750), B.A.

Political Science* (790), B.A.

Portuguese and Lusophone World Studies* (812), B.A.

Psychiatric Rehabilitation and Psychology** (819), B.S.

Psychology (830), B.A.

Social Work (910), B.A.

Sociology (920), B.A.

Spanish* (940), B.A.

Urban Secondary Education (302), B.A.

Video Production (089), B.A.

Visual Arts (081), B.F.A.

--specialization in:

Graphic Design (081D)

Women's and Gender Studies* (988), B.A.

*Teacher certification is available in conjunction with this major. See the education section of the catalog for further information.

** Joint degree program with the [Rutgers School of Health Professions](#).

[Visit the Rutgers School of Health Professions website.](#)

Degree Requirements (SASN)

Second Concentration

Second Concentration

In today's rapidly changing professional landscape, employers and many graduate schools seek employees with multidisciplinary and interdisciplinary expertise. To that end, all students must develop a second concentrated academic focus. This second concentration can be met through completion of any of the following:

- a second major;
- a minor;
- the teacher certification program offered by the [Department of Urban Education](#);
- the [Honors College program](#);
- the [Honors Living-Learning Community](#);
- the [Pre-Health as a second concentration program](#);
- a bachelor's/master's dual-degree program; or
- School of Health Professions joint program

Students enrolled in Newark College of Arts and Sciences may complete their second concentration at any of the colleges of Rutgers University-Newark. Students enrolled in the [School of Criminal Justice](#) or the [School of Public Affairs and Administration](#) *must complete their second concentration in the Newark College of Arts and Sciences.*

Degree Requirements (SASN)

Minor Programs

Minor Programs

Most of the major programs listed in the major programs section also offer minor programs. A minor generally consists of 18-21 credits of coursework in a discipline, but more specific requirements may be imposed by the sponsoring department. Half of the requirements for the minor program must be completed at Rutgers University-Newark. Students must consult the relevant chair or program director for full details, as well as file a declaration of intent to complete a minor in the academic department offering the minor. Students may apply for a minor in any of the professional schools at Rutgers University-Newark: [Rutgers Business School: Undergraduate-Newark](#), the [School of Criminal Justice](#), and the [School of Public Affairs and Administration](#). Students may not use more than two courses toward both a major program and a minor program of study.

The following minors are offered to students at Newark College of Arts and Sciences. Requirements for each minor are described in the [Academic Programs and Courses section of this catalog](#).

Africana Studies (014)

American Studies (050)

Ancient and Medieval Civilizations (060)

Rutgers University

Anthropology (070)

Art (080)

Art History (082)

Asian Studies (098)

Biology (120)

Cell and Molecular Biology (144)

Chemistry (160)

Computer Science (198)

Creative Writing (200)

Data Science (219)

Disability Studies (304)

Ecology and Evolution (215)

Economics (220)

English (350)

Environmental Science (375)

Film Studies (380)

Foundations of Urban Education (301)

Geology (460)

Global Politics (487)

Health and Society (502)

History (510)

International Affairs (551)

Journalism (086)

Latin American Studies (590)

Latina/o Studies (597)

Legal Studies (603)

LGBTQ Studies (604)

Rutgers University

Mathematics (640)

Middle Eastern and Islamic Studies (686)

Music (087)

Neurobiology (706)

Neuroscience (186)

Peace and Conflict Studies (735)

Philosophy (730)

Physics (750)

Plant Science (776)

Political Science (790)

Portuguese and Lusophone World Studies (812)

Psychology (830)

Sociology (920)

Spanish (940)

Translation and Interpreting Studies (942)

Video Production (089)

Women's and Gender Studies (988)

Writing (989)

Youth Development and Juvenile Justice (985)

[Degree Requirements \(SASN\)](#)

Writing Across the Curriculum

Writing Across the Curriculum

Students are required to complete two courses at Rutgers University-Newark designated as writing intensive, including at least one in the department of the major course of study. Students may choose to take the other as a course that satisfies Core Curriculum or as an elective. All departments offer at least one writing-intensive course, identified in the Schedule of Classes with a Q in the section number.

The Writing across the Curriculum requirement reinforces writing skills attained in composition courses and are typically upper level. Each writing-intensive course requires students to undertake substantive writing assignments that are evaluated not only on content but also on issues of grammar, organization, and rhetoric. Writing-intensive courses emphasize drafting, revision, and critical feedback.

[Visit the Writing across the Curriculum requirement and a current listing of courses site.](#)

Degree Requirements (SASN)

Foreign Language

Foreign Language

[The Newark College of Arts and Science's learning objectives](#) call for an understanding of intercultural relations and diversity. All students must therefore demonstrate proficiency in a language other than English.

This requirement can be fulfilled by:

- completing two years of study of a foreign language in high school;
- completing a one-year, elementary, sequential course (6 credits) in a foreign language offered by the [Department of Spanish and Portuguese Studies](#).

Note that the department regularly offers courses in a variety of languages, not only Spanish and Portuguese.

Degree Requirements (SASN)

Second Degree

Second Degree

Students enrolling in an Newark College of Arts and Sciences undergraduate degree program who can document that they previously have been awarded a baccalaureate degree from a regionally accredited institution of higher education are exempt from all Core Curriculum requirements, as listed in the catalog.

Such students, however, are required to:

1. complete all of the requirements as outlined under the major programs;
2. complete a minimum of one writing-intensive course within their major; and
3. adhere to the university's [residency policy](#).

Degree Requirements (SASN)

Courses of Study

Courses of Study

The program of study a student follows varies considerably depending upon his or her specific interests and abilities. A student may choose many paths toward degree completion and therefore should discuss the options with an adviser or an academic dean. It is possible--sometimes recommended--to take fewer credits in the first semester depending on work hours or extracurricular activities.

Students should frequently--and early in their academic career--consult with an adviser regarding their academic progress, the completion of all requirements, and plans for graduate study or professional work. Before graduation, the the major department must certify to the faculty and the dean that the student has satisfactorily met the requirements for the major.

Programs, Faculty, and Courses (SASN)

PROGRAMS, FACULTY, AND COURSES

[Availability of Courses, Majors, and Minor Programs](#)

[Course Notation Information](#)

[Academic Foundations 003](#)

[Africana Studies 014](#)

[American Studies 050](#)

[Ancient and Medieval Civilizations 060](#)

[Anthropology 070](#)

[Arabic 074](#)

[Art, Design, and Art History \(080, 081, 082, 083, 085\)](#)

[Arts and Sciences 090](#)

[Asian Studies 098](#)

[Biological Sciences 120](#)

[Chemistry 160](#)

[Chinese 165](#)

[Clinical Laboratory Sciences 191](#)

[Computer Science 198](#)

Rutgers University

[Creative Writing 200](#)

[Data Science 219](#)

[Disability Studies 304](#)

[Economics 220](#)

[Ecology, Evolution, and Natural Resources 216](#)

[English 350, 352](#)

[English: Composition and Writing 355](#)

[Environmental Sciences 375](#)

[ESL and Bilingual Urban Education 303](#)

[Film Studies 380](#)

[Foundations of Urban Education 301](#)

[French 420](#)

[Geoscience \(Geology 460\)](#)

[Global Politics 487](#)

[Health and Society 502](#)

[Health Information Management 504](#)

[History \(510 and 512\)](#)

[Honors 525](#)

[Honors Living-Learning Community 526](#)

[International Affairs 551](#)

[Italian 560](#)

[Japanese 565](#)

[Journalism 086](#)

[Latin 580](#)

[Latin American Studies 590](#)

[Latina/o Studies 597](#)

[Legal Studies 603](#)

Rutgers University

[LGBTQ Minor 604](#)

[Linguistics 615](#)

[Mathematics 640](#)

[Medical Imaging Sciences 658](#)

[Middle Eastern and Islamic Studies 686](#)

[Music 087](#)

[Neuroscience 112](#)

[Neuroscience and Behavior 706](#)

[Neuroscience Minor 186](#)

[Peace and Conflict Studies 735](#)

[Philosophy 730](#)

[Physics 750](#)

[Political Science 790](#)

[Portuguese and Lusophone World Studies 812](#)

[Psychiatric Rehabilitation and Psychology 819](#)

[Psychology 830](#)

[Social Change, Sustainable Development, and Social Welfare 908](#)

[Social Work 910](#)

[Sociology 920](#)

[Spanish 940](#)

[Theater 088](#)

[Special Topics in Social Welfare and Sustainable Development 909](#)

[Translation and Interpreting Studies 942](#)

[Urban Education 300](#)

[Urban Secondary Education 302](#)

[Video Production 089](#)

[Women's and Gender Studies 988](#)

Rutgers Business School: Undergraduate-Newark (RBS-N)

RUTGERS BUSINESS SCHOOL: UNDERGRADUATE-NEWARK

Rutgers Business School: Undergraduate-Newark is a four-year, undergraduate school that offers programs in accounting, finance, management and global business, management information systems, marketing, and supply chain management. All programs are accredited by the Association to Advance Collegiate Schools of Business International. The business school faculty also provides education at Rutgers Business School: Graduate Programs-Newark and New Brunswick. Students benefit from the depth and breadth of knowledge held by faculty responsible for business education from the bachelor's degree to the doctoral level. Graduates gain an in-depth understanding of their area of concentration within the program curriculum; acquire knowledge of uses and applications of computers; learn to work in team settings to analyze and address complex problems; think critically and bring innovative approaches to problem solving; and gain an appreciation for international aspects of business. Coupled with their professional education, students receive a solid grounding in the liberal arts.

Corporate offices of more than 200 of the nation's largest companies lie within a 50-mile radius of the Rutgers University-Newark Campus, offering a stimulating and dynamic environment for interaction between the campus and the corporate community.

Strong History. Bright Future

Rutgers is one of the nation's oldest, largest, and most distinguished institutions of higher learning in the nation. Founded in 1766, Rutgers is the eighth-oldest university in America, and one of nine Colonial Colleges that include Harvard, Yale, Princeton, and Columbia. Students entering the Rutgers Business School: Undergraduate-Newark program benefit from Rutgers' academic reputation as well as enjoying an intimate city campus approximately 20 minutes to Manhattan. The school's leadership in New Jersey puts it as the No. 1 public business school in the New York metropolitan area.

High Return on Investment

In addition to a world-renowned faculty and highly ranked academic programs, a distinguishing strength of Rutgers Business School: Undergraduate-Newark is an Office of Career Management that equips students with the skills to compete successfully for their dream jobs. In its 2024 Early Career Return on Investment Analysis, *Poets & Quants* ranked Rutgers Business School: Undergraduate-Newark No. 17 in the nation based on a net five-year return on investment of \$223,234.

Academic Excellence

Undergraduate Newark students who complete a degree at Rutgers Business School are prepared to enter the workforce as leaders and professionals ready to solve complex problems with business-minded solutions. Students receive a strong foundation in core areas of business (see majors and concentrations below) and are taught through innovative and skill-building teach methods. This, in combination with a specialized career management office and strong corporate partnerships, leads our students to success in a variety of careers and industries.

Majors:

Accounting

Finance (two tracks)

- Financial Management & Capital Markets
- Real Estate

Leadership and Management

Management Information Systems

Marketing

Supply Chain Management

Concentrations:

Business of Fashion

Entrepreneurship

Global Business

Leadership Skills

Management Information Systems

Real Estate

Professional Selling

Preparing the Future Workforce

During the course of their careers at Rutgers Business School, students have opportunities to develop leadership skills, test their knowledge in experiential learning experiences and competitions, and to thrive on a campus that offers diversity, accomplished faculty, and entrepreneurial outlets. High-achieving students may also receive intense career preparation, including the ability to work closely with mentors, in programs such as Road to Wall Street, Women BUILD (Business Undergraduates in Leadership Development), Road to Silicon Valley, and B-STAR (Business Student Transition at Rutgers.) The results of Rutgers Business School's emphasis on career management is reflected in internship and employment rates. In 2022, 88.4 percent of graduates reported taking full-time jobs within 3 months of graduation.

Diverse and Driven Student Community

Rutgers Business School: Undergraduate-Newark students are ambitious and talented. They are the business leaders of tomorrow. Many go on to rewarding careers at the many Fortune 500 companies in New York and New Jersey, start their own companies, work their way up to hold executive positions in major corporations, or continue their academic career in one of Rutgers Business School's many specialty master's programs. The undergraduate program in Newark gives students a strong and well-built foundation in business, analytics, strategy, and leadership.

Intimate City Campus

Newark students enjoy a tight-knit community on campus in a metropolitan center with an international flavor, in the heart of one of the nation's largest city college centers. Newark has been ranked among the top 10 cities for doing business, providing an ideal environment for ambitious leaders of tomorrow. The Rutgers-Newark Campus has been highly ranked for the diversity of its student body and its contributions to social mobility by *U.S. News & World Report*. New York City is 20 minutes away by train, with easy access to NJ Transit trains, Amtrak, and major highways--making the entire business world close at hand.

Strong Mentorship Connections with Corporations and Alumni

Rutgers Business School has become a valuable resource for the New York metropolitan corporate community. RBS corporate partners repeatedly turn to the quality and diversity of Rutgers graduates to meet their innovation goals. Geographically situated in the epicenter of global business, students have access to top executives leading the world's largest corporations. With more than 45,000 alumni around the world, the opportunities for students to connect with Rutgers Business School alumni are endless. Many alumni stay active in the community, coming back to campus for mentoring, lecturing, and student events.

Careers: from Backpack to Briefcase

Rutgers Business School: Undergraduate-Newark students have access to two comprehensive career offices: our on-site Office of Career Management, and the Rutgers Newark Career Development Center. Both offices strategically collaborate to offer the best possible support to engage employers and prepare students for today's competitive job market.

Sampling of companies hiring our students:

Amazon
Bristol Meyers Squibb
Deloitte
EY
Estee Lauder
Johnson & Johnson
JP Morgan Chase
KPMG
PwC
Prudential
PSE&G
Target

NOTE: The information above and contained in the Rutgers Business School Undergraduate-Newark catalog was last reviewed June 2025. For the most up to date information on the program, [please consult the Program's website here](#).

History (RBS-N)

History

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

1930s and '40s - In 1934, the Seth Boyden School of Business became part of the newly formed University of Newark and was renamed the School of Business Administration. Association to Advance Collegiate Schools of Business ([AACSB](#) International) accreditation, the hallmark of excellence in management education, was granted in 1941, and in 1946 the school and the other University of Newark colleges became part of Rutgers, The State University of New Jersey.

1950s and '60s - RBS launched its master of business administration (M.B.A.) degree program in the fall of 1950, and a master's degree in public accounting--the first of its kind in the nation--in 1956. The graduate student population quickly exceeded the undergraduate, and the school, in a move that mirrored a trend in business education at the time, decided in 1961 to discontinue the undergraduate program and concentrate exclusively on graduate education. A new name--Graduate School of Management--reflected the change.

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

While the interfunctional management program catered predominantly to large, more established corporations, the school expanded its outreach to small companies and entrepreneurs with the establishment of the New Jersey Small Business Development Center (NJSBDC) in 1977. The center, a partnership between RBS, the U.S. Small Business Administration, and New Jersey Commerce, Economic Growth, and Tourism Commission, is the result of an act of Congress (Public Law 96-302) that called for the creation of a pilot network of state-based small business development centers. Headquartered in Newark, the NJSBDC offers counseling and training to help small business owners finance, manage, and market their companies. Today it has 11 full-service regional centers and 27 affiliate offices statewide, serving all 21 of New Jersey's counties.

In 1978, the Ph.D. program in management, administered by Rutgers and originally taught in conjunction with the New Jersey Institute of Technology (NJIT), was added to the curricula. Modeled on the structure of a traditional Ph.D. program, with prescribed core courses, elective courses, preliminary exams, dissertation, and final defense, it is now one of the nation's largest doctoral programs in management.

1980s - In 1980, RBS launched an executive M.B.A. (E.M.B.A.) program for middle-level managers who want to earn their degrees on a full-time basis while working full time. Meeting on alternating Fridays and Saturdays throughout the school year and in four "residency" weeks during 20 months, the carefully selected students study subjects at

a higher level and more intensively than is possible in the regular M.B.A. courses. International executive M.B.A. programs in Asia followed a decade later. The international E.M.B.A. degree is currently offered in Beijing and Shanghai, China, as well as Singapore.

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

1990s - In Newark, undergraduate business education had been offered since the 1960s--not through a dedicated business school, but through the Faculty of Arts and Sciences-Newark and University College-Newark. That changed in 1993 when the university's Board of Governors created the Rutgers-Newark School of Management, an upper-division school (four-year program for students entering fall 2000 and beyond) with a mission "to offer contemporary programs...to students who are broadly educated in the liberal arts...to equip graduates to enter the workforce as skilled professionals...and lead rich lives appreciative of their cultural heritage."

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

2000s - In the fall of 2001, the FOM label was officially dropped in favor of Rutgers Business School-Newark and New Brunswick, encompassing the undergraduate and graduate business programs offered on the Newark and New Brunswick campuses. A new state-of-the-art facility was opened at 1 Washington Park in fall 2009 that reflects today's modern business environment and technology. This \$83 million facility in Newark is 20 minutes from Manhattan.

A new \$85 million facility for Rutgers Business School in New Brunswick, supported by a generous gift of \$10 million from an anonymous donor, opened on the Livingston campus to coincide with the start of the fall 2013 semester. 100 Rockefeller (known as 100 Rock) represents an expansion of Rutgers Business School's presence and reflects its growing importance in the larger university community. The building is among the university's most technological and the newest example of its commitment to renewable energy.

2010 to present - In 2011, Rutgers Business School expanded mentoring and diversity programs for undergraduate students. The Office of Career Management used the business school's strong relationships with corporate partners to connect students to internships and job opportunities leading to Rutgers M.B.A., ranking No. 1 in the nation for job placement in 2016 according to Bloomberg.

In 2015, Professor Lei Lei, who built Rutgers Business School's Department of Supply Chain Management into one of the nation's leading programs, became the first female dean. Under Lei's leadership, Rutgers Business School has become one of the top public business schools on the East Coast, established lifelong learning for alumni, and is preparing the next generation of students to reinvent themselves for the digital era.

Rutgers Business School is focused on program innovations, diversity excellence, and strategic corporate partnerships to become a national leader in student success via job placement and return-on-investment for a business degree. RBS continued to build momentum emerging from being the No. 1 business school in New Jersey (up to 2015) to the No. 1 public business school in the New York Tristate (NY/NJ/CT) (2016) to being recognized as the No. 1 public business school in the Northeast U.S. (2017, 2018) (*Financial Times*). RBS is now consistently in the top 15 for return-on-investment for a business degree in the nation (*Poets & Quants*, 2018, 2019, 2020).

Today, the school is educating more than 10,000 undergraduate and graduate students per academic year and growing at two main campuses in New Jersey: Newark and New Brunswick (Livingston campus) as well as satellite locations in Jersey City, Morristown, and Singapore. Steeped in academic excellence with a distinguished faculty and a corps of over 45,000 successful alumni, RBS continues to be highly ranked by the *Financial Times*, *U.S. News & World Report*, *BusinessWeek*, and the *Wall Street Journal*.

Newark and New Brunswick (RBS-N)

Newark and New Brunswick

Rutgers Business School connects two extraordinary universities---Rutgers University-Newark and Rutgers University-New Brunswick---with mutually reinforcing strategic priorities.

At Rutgers University-Newark, we are leaders in business education keenly attuned to America's and the world's metropolitan future, including vibrant specialized graduate programs that impel growth and create social impact through our strong public, private, and community partnerships.

At Rutgers University-New Brunswick, we play a key role in the big picture of the Rutgers network to prepare New Jersey's talent and to attract future business leaders from emerging markets to our elite Association of American Universities (AAU) campus.

Together, we are the anchor business school of New Jersey and a force to be reckoned with in the national and global arenas. In addition, with more than 270 Rutgers degree programs with which to partner, RBS is uniquely capable of delivering cutting-edge, multidisciplinary curricula that combine the mix of business and science required by today's leading corporations.

Founded in 1929, RBS has been accredited since 1941 by the Association to Advance Collegiate Schools of Business International ([AACSB](#))--a distinction that represents the hallmark of excellence in management education. Our 7,500 undergraduates and 2,300 graduate students experience high-quality education at our local campuses, satellite locations, and international campus:

- Rutgers University-New Brunswick, Rutgers University-Newark (local campus locations)
- Jersey City, Morristown (satellite locations)
- Singapore (international location)

RBS students and faculty have access to a strong network of corporate partnerships. Our partnerships with these companies are central to the RBS experience and offer our students distinct career advantages, evidenced by the success of our alumni. Students can also tap into a network of over 49,000 RBS alumni and over 500,000 Rutgers alumni worldwide.

RBS is highly ranked by the *Financial Times*, *U.S. News & World Report*, *Bloomberg BusinessWeek*, and the *Wall Street Journal* and is one of the preeminent public business schools on the East Coast.

We offer faculty with an international reputation for the high quality of their teaching and research; a diverse student body; and a curriculum that emphasizes experiential learning--providing students with the advantage of innovative, industry-relevant knowledge and real-world international experiences.

Learn More:

- [Overview](#)
- [Academic Programs](#)
- [Faculty and Research](#)
- [Leadership](#)
- [R Culture](#)
- [Stats and Rankings](#)
- [History](#)

Admission (RBS-N)

Admission

Admission to the business majors in Rutgers Business School: Undergraduate-Newark (RBS) is based on academic criteria only. The faculty seeks to attract a highly motivated and diverse student body in accordance with the policies and procedures established by the Rutgers Business School: Undergraduate-Newark and by university regulations.

RBS is a four-year undergraduate school. First-year and transfer students may be accepted into RBS directly with indication of a business major on their initial Rutgers University-Newark application.

Current Rutgers-Newark nonbusiness students may apply to RBS after earning a minimum cumulative grade-point average of 2.50. Students within Rutgers-Newark must use the online [School-to-School Transfer Application](#). Students from Rutgers University-New Brunswick or Rutgers University-Camden should also use the online [School-to-School Transfer Application](#).

Those applying from outside Rutgers as first-year or transfer students should apply [online](#) through the Office of Graduate and Undergraduate Admissions, indicating a major within the Rutgers Business School: Undergraduate-Newark. [See the Undergraduate Admissions site to apply here.](#)

Students transferring from other schools should consult with admissions counselors to learn if any articulation agreements are in place to define which courses at the school from which they are transferring are acceptable for meeting admission requirements. Please note the information on [NJ Transfer](#). In addition, business courses taken at RBS or any other institution more than seven years prior to a student's enrollment into RBS will not be accepted.

Admission (RBS-N)

First-Year Students

First-Year Students

First-year students may be accepted into Rutgers Business School: Undergraduate-Newark (RBS) directly with indication of a business major on their initial Rutgers University-Newark application.

First-year students should apply [online through the Office of Graduate and Undergraduate Admissions](#), indicating a major within the Rutgers Business School: Undergraduate-Newark.

Admission (RBS-N)

Transfer Students From Other Institutions

Transfer Students From Other Institutions

Transfer students may be accepted into Rutgers Business School: Undergraduate-Newark (RBS) directly with indication of a business major on their initial Rutgers University-Newark application.

Those applying from outside Rutgers as transfer students should apply [online through the Office of University Undergraduate Admissions](#), indicating a major within RBS.

Students transferring from other schools should consult with admissions counselors to learn if any articulation agreements are in place to define which courses at the school from which they are transferring are acceptable for meeting admission requirements. Please note the information on [NJ Transfer](#). In addition, business courses taken at RBS or any other institution more than seven years prior to a student's enrollment into RBS will not be accepted.

As per the transfer credit policy, the maximum number of credits transferred may not exceed 90 credits from a four-year institution, 60-65 of which may be from a two-year college. The maximum number of credits accepted from a two-year college is the number of credits required to earn the associate in arts or associate in science degree, not to exceed 65 credits in any case.

Academic Credit for Transfer Courses

Transfer students who are accepted into Rutgers Business School: Undergraduate-Newark have their credits evaluated by RBS.

Credit accepted by Rutgers is awarded toward the total 120 credits needed for graduation. However, certain courses in business, while credited toward the degree, may not be accepted for specific course requirements in the programs offered by Rutgers Business School: Undergraduate-Newark.

The following courses are accepted if passed with a grade of C or better when the syllabus or course description indicates the course is equivalent to that offered at Rutgers:

29:010:203 Introduction to Financial Accounting

29:010:204 Introduction to Managerial Accounting

29:010:319 and 320 Business Law I and II

21:220:101 Introduction to Economics: Micro

21:220:102 Introduction to Economics: Macro

21:220:203 OR 21:640:211 Statistics

21:640:109 College Algebra

21:640:114 Pre-Calculus

21:640:119 Applied Calculus

21:640:135 Calculus I

29:623:220 Management Information Systems

29:620:301 Introduction to Management

29:630:301 Introduction to Marketing

29:799:301 Introduction to Supply Chain Management

No more than 30 business transfer credits will be accepted toward completion of a program in RBS.

Business courses completed more than seven years prior to admittance into RBS will not be considered for transfer credit.

Comprehensive Statewide Articulation Agreement

The agreement with New Jersey community colleges and New Jersey public four-year institutions provides a seamless transition from public associate to public baccalaureate degree programs and supports the successful acquisition of baccalaureate degrees by transfer students.

As per the policy found elsewhere in this catalog, students who have completed an A.A. or A.S. degree from a New Jersey county college in January 2005 or thereafter and who have completed the required general education curriculum specified in the New Jersey Comprehensive State-Wide Transfer Agreement as a part of their degree, will have 60-65 degree credits transferred toward a baccalaureate degree program. These transfer students will be considered to have completed all lower-division core curriculum requirements, which include all of the requirements listed under the Degree Requirements section of this catalog except Writing across the Curriculum.

Under extenuating circumstances, a student may be allowed to take a course at Rutgers-Newark and transfer the credits back to the community college in order to earn their degree. Students must get approval in writing from both institutions prior to taking the course.

NJ Transfer

Rutgers participates with the NJ Transfer Articulation System. NJ Transfer is a computerized data information system designed to ease the transition from these institutions to Rutgers. Students attending one of New Jersey's two-year colleges can access the [NJ Transfer website](#) to obtain detailed information about transferring to Rutgers. Students may determine the transfer-ability of the courses they are completing at their community college.

Admission (RBS-N)

School-to-School Transfer from New Brunswick or Camden

School-to-School Transfer from New Brunswick or Camden

Students from Rutgers University-New Brunswick or Rutgers University-Camden should use the online [School-to-School Transfer Application](#).

Additional information about the [school-to-school transfer process can be found here](#), or by contacting Kevin Collazo (kcollazo@business.rutgers.edu).

Admission (RBS-N)

School-to-School Transfer within Rutgers University-Newark

School-to-School Transfer within Rutgers University-Newark

In order to be formally accepted into the Rutgers Business School: Undergraduate-Newark program, students from other divisions of Rutgers University-Newark such as the School of Arts & Sciences - Newark, University College-Newark, School of Criminal Justice, School of Public Affairs and Administration, and Rutgers School of Nursing (in Rutgers Biomedical and Health Sciences) must use the online [School-to-School Transfer Application](#) to apply.

Additional information about [school-to-school transfer to RBS-Newark can be found here](#), or by contacting Kevin Collazo (kcollazo@business.rutgers.edu).

Admission (RBS-N)

Rutgers Business School Reenrollment

Rutgers Business School Reenrollment

Rutgers Business School: Undergraduate-Newark (RBS) students in good academic standing, who are not registered for two or more semesters, are required to formally re-enroll through the [Re-Enrollment Application](#).

RBS students who have not registered for two or more semesters are subject to the requirements in effect during the semester that they re-enroll at RBS. In addition, business courses taken at RBS or any other institution more than seven years prior to a student's re-enrollment into Rutgers Business School: Undergraduate-Newark will not be accepted.

Additional information about the [Re-Enrollment process can be found here](#), or by contacting Kevin Collazo (kcollazo@business.rutgers.edu).

Academic Program Requirements (RBS-N)

Academic Program Requirements

Rutgers Business School: Undergraduate-Newark (RBS) offers seven majors leading to the bachelor of science (B.S.) degree: Accounting (010), Finance (390), Finance Real Estate (390RT), Leadership and Management (605), Management Science and Information Systems (625), Marketing (630), and Supply Chain Management (799). RBS students may also declare a concentration in Business of Fashion, Entrepreneurship, Global Business, Leadership, Management Science and Information Systems, Real Estate, or Professional Selling.

RBS students must complete course requirements in five broad areas:

1. Core Curriculum requirements
2. RBS Business Foundations requirements
3. Business curriculum core requirements
4. Major core requirements
5. Additional electives in order to complete a total of 120 credits

Academic Program Requirements (RBS-N)

Core Curriculum Requirements

Core Curriculum Requirements

A detailed discussion of Core Curriculum requirements can be found in the chapters of this catalog devoted to the School of Arts and Sciences-Newark in [Core Curriculum Requirements](#).

Academic Program Requirements (RBS-N)

Prerequisite Core Requirements

Prerequisite Core Requirements

In order to successfully complete the Rutgers Business School: Undergraduate-Newark (RBS) core and major requirements, students must complete the following prerequisite core courses or their equivalent with a grade of C or better within their first year of admittance to RBS:

21:220:101 Introduction to Economics, Micro (3)
21:220:102 Introduction to Economics, Macro (3)
21:220:203 Statistics (3) OR 21:640:211 Statistics (3)
21:355:101 English Composition I (3)
21:355:102 English Composition II (3)
21:640:119 Applied Calculus (4) OR 21:640:135 Calculus I (4)

Academic Program Requirements (RBS-N)

Core Curriculum Requirement

Core Curriculum Requirement

Core Requirements

29:011:301 Foundations for Your Career Journey (1)
29:011:302 Building Your Brand (1)
29:011:303 Conquering Your Transition (1)
29:010:203 Introduction to Financial Accounting (3)
29:010:204 Introduction to Managerial Accounting (3)
29:522:334 Ethics in Business (3) OR 29:010:319 Business Law I (3) (Accounting majors must take Business Law I; non-Accounting majors have the option of taking Ethics in Business OR Business Law I)
29:390:329 Finance (3)
29:620:301 Introduction to Management (3)
29:620:302 Management Skills (3)
29:620:368 International Business (3)
29:620:418 Business Policy and Strategy (3)
29:623:220 Management Information Systems (3)
29:623:311 Product and Operations Management (3)
29:623:340 Introduction to Business Research Methods (3)
29:630:301 Introduction to Marketing (3)
29:799:301 Introduction to Supply Chain (3)

Academic Program Requirements (RBS-N)

Double Major

Double Major

Students with a minimum grade-point average of a 3.0 may declare a double major within Rutgers Business School: Undergraduate-Newark (RBS). Students can declare the second major by completing the [online request form](#) or by [contacting their academic advisor](#).

Students interested in declaring a double major must do so prior to earning 90 credits. If a student fails to maintain a 3.0 grade-point average at 90 credits or more, the second major will automatically be dropped. In addition, during graduation certification, if a student has failed to achieve a 3.0 grade-point average, the second major will be removed from the student's record.

Academic Program Requirements (RBS-N)

Minor Requirements

Minor Requirements

Students who are **NOT** enrolled in a Rutgers Business School: Undergraduate-Newark major but who wish to minor in Accounting, Business Administration, Business of Fashion, Business of Sustainability, Entrepreneurship, International Business, Leadership & Communication, Marketing, or Real Estate must meet the following criteria:

1. Have at least a 2.5 grade-point average
2. Completed 56 degree credits
3. Complete prerequisites for required courses
4. Completed College Algebra and English Composition I and II

If you are a Rutgers Business School student, you are NOT ELIGIBLE to minor in Accounting, Business Administration, Business of Fashion, Business of Sustainability, Entrepreneurship, International Business, Leadership & Communication, Marketing, or Real Estate.

Additional information about minors can be [accessed through the site here](#), or by contacting Kevin Collazo (kcollazo@business.rutgers.edu).

Accounting Minor

The Accounting minor requirements are:

- 29:010:203 Introduction to Financial Accounting (3)
- 29:010:204 Introduction to Managerial Accounting (3)
- 29:010:304 Cost Accounting (3)

29:010:305 Intermediate Accounting I (3)
29:010:306 Intermediate Accounting II (3)
29:010:413 Federal Income Tax I: Fundamentals of Federal Income Taxation (3)

Business Administration Minor

The Business Administration minor requirements are:

29:010:203 Introduction to Financial Accounting (3)
29:010:204 Introduction to Managerial Accounting (3)
29:220:102 Introduction to Economics, Macro (3)
29:220:203 Statistics (3) or 21:640:211 Statistics I (3)
29:390:203 Introduction to Finance or 29:390:329 Finance (3)*
29:620:301 Introduction to Management (3)
29:630:301 Introduction to Marketing (3)

Plus at least one of the following courses:

29:220:101 Introduction to Economics, Micro (3)
29:623:220 Management Information Systems (3)

*The prerequisites for Finance are Intro. to Financial Accounting (29:010:203), Intro. to Managerial Accounting (29:010:204), Statistics (21:220:203 OR 21:640:211), and Applied Calculus (21:640:119).

Business of Fashion Minor

Required:

29:010:203 Introduction to Financial Accounting (3)

Must take two courses from this list (six credits)

29:390:203 Introduction to Finance or 29:390:329 Finance (3)*
29:630:301 Introduction to Marketing (3)
29:620:301 Introduction to Management (3)

Must take three specialty courses (9 credits):

29:134:475 Industry of Fashion I (3)
29:134:476 Industry of Fashion II (3)
29:134:496 Business of Fashion Internship (3)
29:390:475 Finance for Fashion and Other Creative Pursuits (3)
29:630:475 The Branding of Fashion and Other Creative Pursuits (3)
29:799:475 Supply Chain Management I for Fashion and Other Creative Pursuits (3)
29:799:476 Supply Chain Management II for Fashion and Other Creative Pursuits (3)

*The prerequisites for Finance (29:390:329) are Financial Accounting (29:010:203), Managerial Accounting (29:010:204), Statistics (21:220:203 OR 21:640:211), and Applied Calculus (21:640:119).

Business of Sustainability Minor

The Business of Sustainability minor requirements are:

29:010:203 Financial Accounting (3)
29:620:301 Introduction to Management (3)
29:630:301 Introduction to Marketing (3)
29:390:203 Introduction to Finance (3) or 29:390:329 Finance (3)*
29:799:440 Supply Chain Environmental Management/Green Purchasing (3)**

Plus at least one of the following courses:

29:522:334 Ethics in Business (3)
29:382:302 Introduction to Entrepreneurship (3)
29:382:310 Social Entrepreneurship (3)
29:382:342 Urban Entrepreneurship and Economic Development (3)

Not required, but suggested courses to round out the experience:

29:220:101 Introduction to Microeconomics (3)
21:220:102 Introduction to Macroeconomics (3)

*The prerequisites for Finance are Financial Accounting (29:010:203), Managerial Accounting (29:010:204), Statistics (21:220:203 OR 21:640:211), and Applied Calculus (21:640:119).

**Financial Accounting, Introduction to Management, Introduction to Marketing, and Introduction to Finance/Finance ALL must be taken before Supply Chain Environmental Management/Green Purchasing.

Entrepreneurship Minor

The Entrepreneurship minor requirements are:

29:010:203 Introduction to Financial Accounting (3)
29:630:301 Introduction to Marketing (3)
29:390:203 Introduction to Finance (3) OR 29:390:329 Finance (3)*
29:382:302 Introduction to Entrepreneurship (3)
29:382:303 Managing Growing Ventures (3)

Plus one of the following courses:

29:382:486 Music Industry (3)
29:382:310 Social Entrepreneurship (3)
29:382:340 Creativity, Innovation, and Entrepreneurship (3)

29:382:342 Urban Entrepreneurship (3)
29:382:352 Multicultural Market (3)
29:382:355 Managing Technological Innovation (3)
29:382:360 Technology Ventures (3)
29:382:496 Entrepreneurship Practicum (3)
29:630:369 New Product Planning (3)

*The prerequisites for Finance (29:390:329) are Financial Accounting (29:010:203), Managerial Accounting (29:010:204), Statistics (21:220:203 OR 21:640:211), and Applied Calculus (21:640:119).

For more information, please contact [Alfred E. Blake IV.](#)

International Business Minor

The International Business minor requirements are:

29:620:301 Introduction to Management (3)
29:620:368 International Business (3)
29:630:402 Global Management & Strategy (3)

Plus three of the following courses:

29:620:320 Cross-Cultural Management (3)
29:620:479 Global Experience (e.g. Doing Business in India/China/South Africa/Emerging Markets) (3)
29:620:370 Diversity & Inclusion (3)
29:620:387 Management Consulting (3)

Leadership & Communication Minor

The Leadership & Communication minor requirements are:

29:620:301 Introduction to Management (3)
29:620:302 Management Skills (3)

Plus two courses from this list:

29:620:362 Effective Leadership Communication (3)
29:620:410 Executive Leadership (3)
29:620:320 Cross-Cultural Management (3)
29:620:368 International Business (3)
29:620:330 Women Leading in Business (3)
29:620:402 Global Management & Strategy (3)
29:522:334 Ethics in Business (3)
29:620:350 Negotiations (3)

Plus two courses from this list:

21:355:340 The Art of Persuasion (3)
21:355:421 Speaking and Writing: Presenting Your Work (3)
21:355:301 Foundations: Usage, Voice, and Style (3)
21:355:412 Writing for Social Change (3)
21:512:406 Intergroup Dialogue (3)
21:920:327 Public Opinion & Communication (3)
21:920:390 Sociology of Peace & Conflict (3)
01:790:331 Urban Politics & Public Policy (3)
21:790:321 World Politics (3)
21:730:201 Introduction to Logic (3)
21:510:362 Capitalism & Socialism (3)

Marketing Minor

The Marketing minor requirements are:

29:630:301 Introduction to Marketing (3)
29:630:374 Consumer Behavior (3)
29:630:385 Marketing Research (3)

Plus three of the following courses:

29:630:363 Introduction to Advertising (3)
29:630:368 Retail Marketing (3)
29:630:369 New Product Planning (3)
29:630:370 Business-to-Business Marketing (3)
29:630:371 International Marketing (3)
29:630:401 Sales Management (3)
29:630:452 Marketing Strategy (3)
29:630:497 Digital Marketing (3)
29:630:498 Brand Management (3)
29:630:499 Marketing Consulting for Small Business (3)

Real Estate Minor

The Real Estate preliminary core requirements are:

21:220:101 Introduction to Economics, Micro (3)
21:220:203 Statistics or 21:640:211 Statistics I (3)
29:390:203 Introduction to Finance or 29:390:329 Finance (3)* or 21:220:439 Financial Economics (3)

The real estate core requirements are:

29:390:480 Real Estate Finance (3)
29:390:450 Real Estate Law (3)

Plus at least one of the following courses as an elective (3 credits):

- 29:851:430 Appraisal (3)
- 29:851:432 Development (3)
- 29:851:460 Special Topics in Real Estate (3)
- 29:390:476 Real Estate Capital Markets (3)
- 21:220:353 Urban and Regional Economics (3)

*The prerequisites for Finance (29:390:329) are Financial Accounting (29:010:203), Managerial Accounting (29:010:204), Statistics (21:220:203 OR 21:640:211), and Applied Calculus (21:640:119).

Academic Program Requirements (RBS-N)

Concentrations

Concentrations

Students who are enrolled in a Rutgers Business School undergraduate program in Newark major can complete a concentration in a variety of subjects. Students must meet the following criteria:

1. Possess a 2.5 grade-point average or higher
2. Have completed 56 degree credits
3. Have completed prerequisites for courses they take
4. Have completed College Algebra and English Composition I and II

Business of Fashion

The Business of Fashion concentration is available to Rutgers Business School students enrolled in the undergraduate Newark program. It is for business students who want to learn how to apply solid business practices to the arts industries. The concentration consists of three specialty courses (9 credits) chosen from the list below:

Business of Fashion Concentration Specialty Courses: (9 credits)

- 29:134:475 Industry of Fashion I (3)
- 29:134:476 Industry of Fashion II (3)
- 29:134:496 Business of Fashion Internship I (3)
- 29:390:475 Finance for Fashion and Other Creative Pursuits (3)
- 29:630:475 The Branding of Fashion and Other Creative Pursuits (3)
- 29:799:475 Supply Chain Management I for Fashion and Other Creative Pursuits (3)
- 29:799:476 Supply Chain Management II for Fashion and Other Creative Pursuits (3)

Prerequisites:

(29:390:329) Finance is a prerequisite for (29:390:475) Finance and Other Creative Pursuits.

(29:799:301) Introduction to Supply Chain Management is a prerequisite for (29:799:475) Supply Chain Management I for Fashion and Other Creative Pursuits.

(29:630:301) Introduction to Marketing is a prerequisite for (29:630:475) The Branding of Fashion and Other Creative Pursuits.

Entrepreneurship

A concentration in Entrepreneurship prepares students to start a business or bring entrepreneurial skills to an established business. Virtually any position can utilize the learning goals.

For more information, please contact [Alfred E. Blake IV](#).

Entrepreneurship Core Requirements (6 credits)

29:382:302 Introduction to Entrepreneurship (3)

29:382:303 Managing Growing Ventures (3)

Electives (3 credits)

29:382:310 Social Entrepreneurship (3)

29:382:340 Creativity, Innovation, and Entrepreneurship (3)

29:382:342 Urban Entrepreneurship and Economic Development (3)

29:382:352 Multicultural Market (3)

29:382:355 Managing Technological Innovation (3)

29:382:360 Technology Ventures (3)

29:382:486 Music Industry (3)

29:382:496 Entrepreneurship Practicum (3)

Global Business

The Global Business concentration is available to Rutgers Business School students enrolled in the undergraduate Newark program. The concentration consists of three specialty courses (9 credits) chosen from the list below:

Requirements for Global Business Concentration (3 credits):

29:620:402 Global Management and Strategy (3)

At least one of the following electives (3-6 credits)

29:620:320 Cross-Cultural Management (3)

29:620:479 UG Travel--Doing Business in a Country (3)

29:620:370 Managing Diversity in Organizations (3)

29:620:350 Negotiations (3)

29:620:410 Executive Leadership (3)

If needed one additional elective (0-3)

29:630:371 International Marketing (3)

29:390:375 International Financial Management (3)

29:799:300 Global Procurement and Sourcing Strategies (3)

Leadership Skills

The Leadership Skills concentration is available to all Rutgers Business School students enrolled in the undergraduate Newark program, with the exception of students majoring in Leadership & Management. The concentration consists of three specialty courses (9 credits) chosen from the list below:

Requirements for Leadership Skills Concentration (3 credits):

29:620:410 Executive Leadership (3)

At least one of the following electives (3-6 credits):

29:620:362 Effective Leadership Communications (3)

29:620:350 Negotiations (3)

If needed, one additional elective (0-3 credits):

29:620:330 Women Leading in Business (3)

29:620:430 Team Building and Group Processes (3)

29:620:370 Managing Diversity (3)

29:620:320 Cross-Cultural Management (3)

Real Estate

Rutgers Business School: Undergraduate-Newark students pursuing the Real Estate concentration will take three courses (9 credits) - two core requirements and one elective. The concentration is open to all students, with the exception of students following the Finance Real Estate major track.

Requirements for Real Estate Concentration (6 credits):

29:390:480 Real Estate Finance (3)

29:390:450 Real Estate Law (3)

Electives (3 credits):*

Students must select one of the following courses as electives:

29:851:430 Market Analysis and Valuation in Real Estate (3)

29:851:432 Development (3)

29:851:460 Property Management and Real Estate Investment Management (3)

29:390:476 Real Estate Capital Markets (3)

21:220:353 Urban and Regional Economics (3)

*Please note that all electives have Real Estate Law and Real Estate Finance as prerequisites - both courses must be taken before the elective course. This concentration cannot be completed in one semester.

Professional Selling

The Professional Selling concentration is open to all students in the Rutgers Business School - Newark program. For Marketing Majors, Professional Selling can be taken as a track option within the Major.

Requirements for the Professional Selling concentration are as follows:

Required courses (6 credits):

- 29:630:401 Sales Management (3)
- 29:630:485 Intro to Professional Selling (3)

Electives (3 credits):

Must select one of the following courses as an elective:

- 29:620:350 Negotiations (3)
- 29:630:368 Retail Marketing (3)
- 29:630:369 New Product Planning (3)
- 29:630:370 Business to Business Marketing (3)

Management Science and Information Systems Concentration

Any Rutgers Business School student enrolled in the Newark program, who is not a declared Management Information Systems major, may declare a Management Science and Information Systems concentration

Requirements for the Management Science and Information Systems Concentration:

These Three Courses:

- 29:623:318 System Analysis and Design (3)
- 29:623:319 Database Management Systems for Business Applications (3)
- 29:623:375 Computer Network Applications (3)

Academic Program Requirements (RBS-N)

Online Degree Completion Programs in Marketing and Supply Chain Management

Online Degree Completion Programs in Marketing and Supply Chain Management

Rutgers Business School-Newark is now offering a Bachelor of Science in Marketing fully online for qualifying individuals who have completed an AA or AS degree from a NJ Community College. Starting in Spring 2024, the program will also offer a Bachelor of Science in Supply Chain Management fully online for qualifying individuals who have completed an AA or AS degree from a NJ Community College. This fully **AACSB accredited** program is intentionally created to address the need for a larger talent pool of marketing and supply chain experts.

Note, the Marketing and Supply Chain Management online programs are offered in a cohort model, and not every course listed below is offered every semester.

Marketing

This major helps students to develop skills that enable them to function in many different marketing roles while working closely and effectively with other business functions. The program provides high-quality education for marketing majors at an affordable expense and allows students to access the exciting job market in the NY, NJ, and CT tri-state area. With courses ranging from traditional marketing analytics and research to the new rules of digital marketing and consumer behavior, students leave the program with a solid foundation in marketing. Marketing students are prepared for positions such as copywriters, media directors, account executives, marketing researchers, product development managers, public relations managers, and more. They land jobs in some of the biggest marketing agencies in the world, and in large corporations that have in-house marketing departments. They work with sales departments, creative, and even IT when working in online marketing. From creative advertising work to quantitative market research, marketing majors help manage a brand and sell products and services. A marketing background can also train a person to operate his or her own business. [Learn more on the RBS website here.](#)

Supply Chain Management

The Supply Chain Management undergraduate major offers students the comprehensive knowledge and technological skills they need in order to ensure employment in leading supply chain management roles. The requisite knowledge and skill sets extend overall supply chain echelons and functional areas: strategic sourcing, global procurement, contract management, business performance improvement, supply chain technologies, and six sigma, pricing analysis, channel coordination, brand management, new product development, supply chain alignment, retail management, and distribution management. Upon graduation, graduates will have the ability to re-engineer the business processes involving multiple firms and different functional departments to achieve a higher level of business performance and profitability. [Learn more on the RBS website here.](#)

Online Path to RBS Bachelor's Degree:

- Completed AA or AS degree from an NJCC [New Jersey County College] with 60-65 transferable credits and a GPA of 3.0+.
- Completion of all major eligibility courses; English Composition I and II, Intro to Financial Accounting, Managerial Accounting, Macroeconomics, Microeconomics, Statistics, and Applied Calculus or Calculus I.
- Completion of 3 business core courses - Management Information System, Intro to Management, and Intro to Marketing.

Prerequisite courses

Students entering this program will be required to have completed:

- Associate's degree which satisfies the general [core curriculum](#) for Rutgers-Newark
- All Business Pre-eligibility courses:
 - 29:010:203 Financial Accounting
 - 29:010:204 Managerial Accounting
 - 21:220:101 Micro-Economics
 - 21:220:102 Macro-Economics
 - 29:623:220 MIS
 - 21:220:203 Statistics or 21:640:211 Statistics I*

- 21:640:119 Applied Calculus or 21:640:135 Calculus I*
- 21:355:101 English Composition I
- 21:355:102 English Composition II
- The following Business core courses:
 - Introduction to Management
 - Introduction to Marketing
 - Management Information Systems

**Most NJCC business programs require all the above courses (with the exception of Calculus and Statistics)*

Online Marketing Courses

Required Courses (9 credits)

- 29:630:374 Consumer Behavior (3 Credits)
- 29:630:385 Marketing Research (3 Credits)
- 29:630:452 Marketing Strategy (3 Credits)

Electives (9 credits)

- 29:630:363 Advertising (3 Credits)
- 29:630:368 Retail Marketing (3 Credits)
- 29:630:369 New Product Planning (3 Credits)
- 29:630:370 Business-to-Business Marketing (3 Credits)
- 29:630:371 International Marketing (3 Credits)
- 29:630:372 Services Marketing (3 Credits)
- 29:630:401 Sales Management (3 Credits)
- 29:630:475 The Branding of Fashion & Other Creative Pursuits (3 Credits)
- 29:630:486 Independent Study in Marketing* AR
- 29:630:428 Marketing and Society (3 Credits)
- 29:630:495 Marketing Cooperative Education (6 Credits)
- 29:630:497 Special Topics (3 Credits)
- 29:630:498 Brand Management (3 Credits)

Online Supply Chain Management Courses

Required Courses (9 credits)

- 29:795:305 Global Procurement & Sourcing Strategies (3 Credits)
- 29:795:330 Business Logistics and Transportation (3 Credits)
- 29:795:310 Demand Planning and Fulfillment (3 Credits)

Electives (Any 5 course for 15 credits)

- 29:799:480 Special Topic: Leadership in Supply Chain Management (3 Credits)
- 29:799:440 Supply Chain Environmental Management / Green Purchasing (3 Credits)
- 29:799:460 Introduction to Six Sigma and Lean Manufacturing (3 Credits)

- 29:799:410 Service Management (3 Credits)
- 29:799:498 Independent Studies in Supply Chain Management I (3 Credits)
- 29:799:450 Fundamentals of Supply Chain Management with SAP (3 Credits)
- 29:799:499 Independent Studies in Supply Chain Management II (3 Credits)
- 29:799:491 Supply Chain Finance (3 Credits)
- 29:799:380 Project Management (3 Credits)
- 29:799:455 Supply Chain Transformation in the Digital Era (3 Credits)
- 29:799:475 Supply Chain Management I for Fashion and Other Creative Pursuits (3 Credits)
- 29:799:476 Supply Chain Management II for Fashion and Other Creative Pursuits (3 Credits)
- 29:799:465 Supply Chain Analytics Essentials (3 Credits)

Programs, Faculty, and Courses (RBS-N)

PROGRAMS, FACULTY, AND COURSES

Course Notation Information

Accounting 010

Administrative Sciences 011

Business of Fashion 134

Entrepreneurship 382

Finance 390,393

Business Ethics 522

Leadership and Management 620

Management Science and Information Systems 623

Marketing 630

Supply Chain Management 799

Real Estate 851

Availability of Courses, Majors, and Minor Programs (SASN)

Availability of Courses, Majors, and Minor Programs

A large proportion of majors and minors described in this section are offered at both the Newark College of Arts and Sciences (NCAS) and University College-Newark (UC-N). However, some are offered only at NCAS. It is therefore important to consult the chapters on NCAS and UC-N in this catalog for lists of majors and minors available to students at each of the schools, and also to consult the descriptions of program requirements in this chapter.

Students enrolled at one of the Rutgers University-Newark undergraduate colleges who wish to take a course or program at another college must consult with their adviser in the [Office of Academic Services](#) for permission prior to registration.

It is the student's responsibility to read course descriptions carefully and, when in doubt, to check with an adviser or the appropriate department to avoid registering for a course that the student may have already taken. Credit will not be given twice for the same course, despite a different number and/or title.

The university reserves the right to augment, modify, or cancel the courses listed in this catalog, or to change degree requirements. Except for certain types of advanced courses, a course will be canceled if fewer than 10 students register for it.

Course Notation Information (RBS-N)

Course Notation Information

Explanation of Three-Part Course Numbers

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

Administrative Codes

The following administrative codes are used in the RBS section of the catalog.

- 21 School of Arts & Sciences - Newark (SAS-N)
- 29 Rutgers Business School: Undergraduate-Newark (RBS)

Subject Codes

The subject code indicates the subject matter of the course. (This list does not constitute a list of majors; it indicates subject areas in which the Rutgers Business School: Undergraduate-Newark offers courses.)

- 010 Accounting

011 Administrative Sciences

134 Business of Fashion

382 Entrepreneurship

390 Finance

522 Business Ethics

620 Leadership and Management

623 Management Science and Information Systems

630 Marketing

799 Supply Chain Management

851 Real Estate

Course Codes

Courses coded from 100 to 299 indicate introductory and intermediate undergraduate courses. Codes from 300 to 499 indicate advanced undergraduate courses. Courses coded from 500 to 799 are graduate courses and are described in the graduate catalogs of the university.

Two course codes separated by a comma indicates that each semester course may be taken independently of the other, e.g., 29:630:498,499. Two course codes separated by a hyphen indicates that satisfactory completion of the first semester course is a prerequisite to the second semester, e.g., 29:010:201-202. The first semester may be taken for credit without the second, unless a statement is added to indicate that both semester courses must be completed in order to receive credit.

Other Course Notation

BA The number of credits is determined by arrangement with the department offering the course.

Prerequisites

Students are required to complete the prerequisite course or courses before enrolling in upper-level courses.

Accounting 010 (RBS-N)

Accounting 010

Accounting 010 (RBS-N)

Courses

Courses

29:010:203 Introduction to Financial Accounting (3)

Introduction to the theoretical structure of accounting and methods and procedures necessary to achieve effective financial reporting. Overview of the balance sheet, income statement, and statement of cash flows. Includes complete treatment of the accounting cycle; asset, liability, and equity accounts; and introduction to consolidated financial statements.

Prerequisite: Any course equal or greater than 21:640:104.

29:010:204 Introduction to Managerial Accounting (3)

Fundamental principles of cost and managerial accounting applied to manufacturing and service enterprises. Includes an introduction to cost behavior, managerial decision models, cost and budgetary planning and control, standard costing, activity-based costing, analysis of variance, job order and process costing systems, cost allocation, and responsibility accounting.

Prerequisite: 29:010:203.

29:010:304 Cost Accounting (3)

In-depth coverage of the new manufacturing environment; activity-based costing; cost and quality management; material resource planning; and strategic performance measures.

Prerequisite: 29:010:204.

29:010:305-306 Intermediate Accounting I,II (3,3)

Advanced application of accounting principles to the accounting and reporting of asset, liability, and equity accounts and financial statements. Includes coverage of professional pronouncements related to proper reporting and disclosure of financial information. The conceptual framework of accounting, current and noncurrent assets and liabilities, stockholders' equity, leases, pensions, earnings per share, deferred taxes, and stock options are included.

Prerequisite: 29:010:203 for Intermediate Accounting I. 29:010:305 for Intermediate Accounting II.

29:010:319 Business Law I: Introduction to Business Law and Government Regulation (3)

Topics include an introduction to the legal framework of business and the law of contracts and negotiable instruments. Extensive coverage of government regulations relating to the environment, consumer protection, hiring practices, and occupational safety.

Prerequisite: 29:010:204.

29:010:320 Business Law II: Uniform Commercial Code (3)

Topics include torts, personal property, bailments, contract law, commercial paper, and secured transactions under the Uniform Commercial Code. Coverage of partnerships and corporations, bankruptcy, agency principles, insurance, real property, and estate matters.

Prerequisite: 29:010:204.

29:010:400 Team Consulting (3)

Introduces students to an experiential learning method that integrates the use of learned accounting systems in a real-life small business management case study. Students in the RBS accounting program will be assisted in applying accounting techniques to work with New Jersey Small Business Development Center small business client owners in an attempt to resolve or transform current business predicaments. Decision-making, organizational, and cash flow tactics will be incorporated into a case study analysis. Major topics will include cash flow cycle, budget analysis, cost-volume profit analysis, forecasting, financial statements, and financial ratios.

Prerequisites: 29:010:305; junior or senior standing; GPA of at least 3.0.

29:010:413 Federal Tax I: Fundamentals of Federal Income Taxation (3)

Introduction to basic concepts of federal income taxation as applied to individuals and corporations, including the tax formula, accounting methods, property transactions, income determination, deductions and losses, tax credits, and the alternative minimum tax. Structure of the U.S. tax system and tax law including the tax research process.

Prerequisite: 29:010:305.

29:010:414 Federal Tax II: Advanced Corporate Issues (3)

In-depth coverage of corporate tax issues, including the tax effects of stock issuance, corporate distributions, redemptions, and corporate liquidations. Overview of tax-free reorganizations.

Prerequisite: 29:010:413.

29:010:423 Advanced Accounting (3)

Accounting for mergers and acquisitions, consolidation accounting including accounting for noncontrolling interests, variable interest entities, accounting for goodwill, and the equity method. Accounting for foreign subsidiaries, accounting for foreign currency translation and transactions, and segment and interim reporting.

Prerequisite: 29:010:306.

29:010:426 Advanced Accounting II (3)

Covers advanced accounting topics not included in Advanced Accounting 29:010:423, including accounting for legal reorganizations and liquidations; partnerships: formation and operation, termination and liquidation; accounting for state and local governments; and accounting and reporting for private not-for-profit entities.

Prerequisite: 29:010:306.

29:010:430 Auditing (3)

Introduction to the principles and concepts of the audit as an attestation service offered by the accounting profession. Primary emphasis is placed on Generally Accepted Auditing Standards, the role of the CPA/auditor in evidence collection, analytical review procedures and reporting, the CPA/auditor's ethical and legal responsibilities, the role of the Securities and Exchange Commission as well as other constituencies. Audit testing, including statistical sampling, internal control issues, and audit programs are discussed.

Prerequisite: 29:010:305.

29:010:460 Auditing Analytics (3)

There are two main purposes of this course: (1) introduce the basic application of analytics to both internal and external audit processes in current ubiquitous computer-based information systems; and (2) introduce the application of audit analytics to organizations. This course emphasizes the usage of statistics and the interpretation of results to be used as audit evidence.

Prerequisite: 29:010:430.

29:010:485 Accounting Information Systems (3)

Integration of computerized accounting software with the basic principles and procedures of accrual accounting. Examines the functioning of modern computerized accounting systems. Computer accounting applications include general ledger, accounts receivable, accounts payable, invoicing, payroll, inventory, and job costs. Introduction to internet technology and accounting resources on the internet are provided.

29:010:496 Accounting Internship (BA)

On-site accounting position in a corporate or not-for-profit organization.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:010:497 Accounting Cooperative (6) (BA)

Three credits will count toward accounting elective credit, and 3 credits will count toward free elective credit. Internship program for six months (January to June, or June to December) at a participating corporation. Must complete the co-op form and consult with an RBS career management specialist to receive credit. Evaluations by corporate supervisor in the participating organization and an RBS career management specialist determine final grade in the course.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:010:498,499 Independent Study in Accounting (BA)

Restricted to accounting majors or minors with senior standing. May not be used as a substitute for any departmental requirements. A substantial research project is conducted and a final semester paper is required in order to fulfill course requirements.

Prerequisites: *Permission of department chair and instructor. Requires application approval from RBS undergraduate dean's office.*

Accounting 010 (RBS-N)

Core Requirements

Accounting Core Requirement

All accounting majors are required to maintain a cumulative grade-point average of 2.50 and complete the courses listed below. Starting Fall 2024, students majoring in Accounting (or wishing to declare an Accounting major), must earn a B or better in Intro to Financial Accounting 29:010:203 OR Intro to Managerial Accounting 29:010:204 in order to stay in the Accounting major. This policy does not apply to accounting majors who completed Intro to Financial Accounting OR Intro to Managerial Accounting prior to Fall 2024.

For students who declare Accounting as a major Fall 2022 or later:

29:010:304 Cost Accounting (3)

29:010:305 Intermediate Accounting I (3)

29:010:306 Intermediate Accounting II (3)

29:010:319 Business Law I (3)

29:010:413 Federal Tax I: Fundamentals of Federal Income Taxation (3)

29:010:414 Federal Tax II (3)

29:010:423 Advanced Accounting (3)

29:010:430 Auditing (3)

29:010:460 Audit Analytics (3)

29:010:485 Accounting and Information Systems (3)

For students who declared Accounting as a major starting in Fall 2020 through Summer 2022:

29:010:304 Cost Accounting (3)

29:010:305 Intermediate Accounting I (3)

29:010:306 Intermediate Accounting II (3)

29:010:319 Business Law I (3)

29:010:413 Federal Tax I: Fundamentals of Federal Income Taxation (3)

29:010:423 Advanced Accounting (3)

29:010:430 Auditing (3)

29:010:460 Audit Analytics (3)

29:010:485 Accounting and Information Systems (3)

For students who declared Accounting as a major prior to Fall 2020:

29:010:304 Cost Accounting (3)

29:010:305 Intermediate Accounting I (3)

29:010:306 Intermediate Accounting II (3)

29:010:319 Business Law I (3)

29:010:413 Federal Tax I: Fundamentals of Federal Income Taxation (3)

29:010:423 Advanced Accounting (3)

29:010:430 Auditing (3)

29:010:485 Accounting and Information Systems (3)

One Accounting major elective - options are:

29:010:320 Business Law II (3)

29:010:460 Audit Analytics (3)

29:522:334 Ethics in Business (3)

29:390:330 Corporate Finance (3)

29:010:414 Fed Tax II (3)

29:010:426 Advanced Accounting II (3)

29:010:496 Accounting Internship/Cooperative (3) - (must complete internship form and consult with the RBS Office of Career Management in advance of starting the internship to receive credit)

29:010:498 Independent Study in Accounting (3)

CPA Requirements

To satisfy the 150-credit requirement, any additional undergraduate courses may be taken. Students are urged to enroll in one of the following master's degree programs designed to meet the CPA requirements:

Master of Accountancy in Financial Accounting

Master of Accountancy in Taxation

Master of Accountancy in Governmental Accounting

Accounting 010 (RBS-N)

CPA Requirements

CPA Requirements

To satisfy the 150-credit requirement, any additional undergraduate courses may be taken. Students are urged to enroll in one of the following master's degree programs designed to meet the CPA requirements:

Master of Accountancy in Financial Accounting

Master of Accountancy in Taxation

Master of Accountancy in Governmental Accounting

Administrative Sciences 011 (RBS-N)

Administrative Sciences 011

Administrative Sciences 011 (RBS-N)

Courses

Courses

29:011:301 *Foundations For Your Career Journey*

This is an RBS required course and the first in the Professional Development course series. This course is designed to introduce you to the resources and opportunities available to you at the business school and Rutgers University, create the initial materials you will need to begin a job or internship search, and to begin to develop your identity as a business professional.

- **Career Readiness:** Career paths, resume prep, interviewing skills, LinkedIn, networking, etc.
- **Skills Development:** Business & interpersonal communication, presentation skills, performance management

- **Academic Advising:** Choosing majors, mentoring programs, co-curricular and extra-curricular opportunities

The class is focused on getting students oriented to the business school and the expectations of professionalism. The goal is for students to build a foundation for success in their academic and career endeavors while enrolled at RBS.

Classes are designed to help you to better understand the courses of study at RBS and resources available to support your academic journey, prepare you for your job/internship search, and provide guidance on Professional Development skills. This course will introduce students to/strengthen your understanding of the job search process and the resources provided by RBS Office of Career Management.

29:011:302 *Building Your Brand*

This is an RBS required course and the second in the Professional Development course series. This course is designed to build your professional brand by learning to effectively communicate in professional contexts and translating your personal skillset and competencies into internship and career opportunities. Students will continue to hone the resume, cover letter, and elevator pitch created in Prof. Development 301, and use them as a basis for speaking confidently and convincingly in the context of career fairs, interviews, and other professional settings.

- **Career Readiness :** Mock Interviews (recorded and live), networking strategy
- **Skills Development :** Conducting Industry and Company Research, Professional Writing, communications skills
- **Professional Development :** Establishing and executing long term goals, leveraging university and alumni support

The class is focused on helping students to capitalize on opportunities for growth and learning in professional contexts. This may mean securing an internship or co-op experience, but it may also mean finding ways to develop and demonstrate competencies which will inform their future career paths as well differentiate themselves from competitors.

Classes are designed to improve your written and verbal communications skills, to practice professionalism, and learn where the best opportunities are and how to secure them.

29:011:303 *Conquering Your Transition*

This is an RBS required course and the third and final in the Professional Development course series. This course is designed to translate your accumulated business knowledge and experiences into success in the business world. Students will demonstrate mastery of their professional branding materials (resume, LinkedIn profile, pitch) and adopt an identity as a lifelong learner who continues to seek improvement beyond the college classroom.

- **Career Readiness :** Understand and prepare for workplace culture and performance assessments
- **Skills Development :** Identify in-demand supplementary workplace skills and how to master them; understand the principles of sound personal finance, budgeting, and investing
- **Growth Mindset :** Understand how professional development, certifications, graduate education, and other on-going learning opportunities are important and how to gain access to them

The class is focused on helping students to navigate their transition from college to the workplace. This will include learning about the full-time job offer process, negotiation of salary, and understanding common raise and promotion practices once in industry. It will also involve mastering skills necessary to foster a supportive professional network, navigate the challenges of personal finance, and navigate difficult yet common workplace challenges.

29:011:300 Business Forum (Professional Development) (3)

Please note - ONLY students who started prior to Fall 2023 can take Business Forum to complete their RBS Core requirement. Students who start Fall 2023 or later MUST take the new sequence consisting of Foundations For Your Career Journey, Building Your Brand, and Conquering Your Transition.

The 29:011:300 Business Forum offering was phased out after the Fall 2024 semester.

A 14-week course designed to help the student understand the programs of study at RBS and resources available to support your academic journey, prepare you for your job/internship search, and provide instruction on key personal development skills. The learning outcome is that students will leverage all the course content to become high-performance candidates in a competitive job market. The material covered is relevant to every business student, regardless of major or career objective. Explores key concepts, techniques, and resources students can use immediately to influence the next step in their careers and be successful in any postgraduation employment situation. There are three components to the course: 1) Academic Advising: Majors and related topics, advising, academic success factors, ethics and integrity 2) Career readiness: Career paths, resume, interviewing skills, LinkedIn, networking, etc. 3) Skills Development: Financial literacy, business and interpersonal communication, presentation and technical skills.

This course is writing intensive.

Business of Fashion 134 (RBS-N)

Business of Fashion 134

The Business of Fashion concentration is available to Rutgers Business School students enrolled in the undergraduate Newark program. It is for business students who want to learn how to apply solid business practices to the arts industries. The concentration consists of three specialty courses (9 credits) chosen from the list below:

Business of Fashion 134 (RBS-N)

Courses

Courses

29:134:475 Industry of Fashion I (3)

The Fashion Industry is a vibrant, creative network that requires vision, skill and dedication. Through an exploration of traditional and modern cultural influences, students will gain insight to industry standard creative concepts and product knowledge. Students will participate in lectures covering the history of the fashion industry from the Edwardian period through fashion trends in present times. This course focuses on the research, conceptual and adoptive phases in developing a finished fashion product. Students will learn fashion terminology and will

acquire the technical skills used in production manufacturing. This course will give students hands-on experience in identifying manufactured seam and other garment finishes that are often associated with quality control and assurance.

29:134:476 *Industry of Fashion II (3)*

This course is designed to introduce students to the basic principles of the fashion knitwear industry. Students will be introduced to knitwear manufacturing techniques and terminology. Through lectures and hands-on techniques, students will understand the nuances of knitwear as a competitive niche market within the business of fashion. Students are required to learn how woven fabrics are treated and purchased vs. yarns and/or cut & sew fabrics. In addition, students will develop a finalized branded product geared toward this lucrative niche market.

29:134:496 *Business of Fashion Internship I (3)*

On-site fashion position in a corporate or not-for-profit organization.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:134:497 *Business of Fashion Internship II (3)*

On-site fashion position in a corporate or not-for-profit organization.

By arrangement with the RBS Office of Career Management. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

Entrepreneurship 382 (RBS-N)

Entrepreneurship 382

A concentration in Entrepreneurship prepares students to start a business or bring entrepreneurial skills to an established business. Virtually any position can utilize the learning goals.

For more information, please contact [Alfred E. Blake IV](#).

Entrepreneurship 382 (RBS-N)

Courses

Courses

29:382:302 *Introduction to Entrepreneurship (3)*

Offers a framework for understanding the entrepreneurial process and exposes students to challenges, problems, and issues faced by entrepreneurs who start new businesses. Immersive case study is the principal teaching method, supplemented by lectures, business cases, and guest speakers. Major objectives are for students to learn how to identify and evaluate business opportunities, develop a business concept, assess and obtain the required resources, and manage the growth of new ventures.

29:382:303 *Managing Growing Ventures (3)*

Offers an overview of running a small business including a discussion of leadership, strategy, marketing, finance, operations, human resources, supplier management, facilities, banking, legal, and regulatory considerations. These topics are integrated and presented in the context of a small business environment. A combination of business

case examples and text will be used to supplement lectures, student project work, and guest speakers. The major objectives are for students to learn how to plan and manage the various activities essential for effectively running a small business and how to recognize and avoid the common mistakes made by small business managers.

29:382:310 Social Entrepreneurship (3)

The purpose of this course is to examine entrepreneurship as a mechanism for social change, economic development, and community wealth creation. Specifically, we will examine the concepts and practice of social entrepreneurship through readings, class discussions, and project assignments. Objectives include: learning how to define the social impact of a business in terms of underserved markets, and learning the elements of developing (or creating) a social business model that is sustainable and scalable (i.e., that can have exponential growth and impact).

29:382:340 Creativity, Innovation, and Entrepreneurship (3)

This course focuses on teaching students to leverage their intellectual capital by enhancing the innate creativity that we all possess in order to improve their ability to generate creative ideas. Students will do practical exercises to develop their creativity. In addition, students will compare and contrast Asian and Western approaches to creativity so that they may develop a richer understanding of how to be more creative.

29:382:342 Urban Entrepreneurship and Economic Development (3)

Explores the many dimensions of urban entrepreneurship in the context of economic development through an exploration of the business and policy issues, the use of action research methods, and the development and completion of consulting projects. The location of the course in Newark provides a unique opportunity to have the city become a laboratory for student education in the areas of urban entrepreneurship and economic development. Students in this course will be directed to develop urban-framed entrepreneurial initiatives suited to foster social and economic development in New Jersey.

29:382:360 Technology Ventures (3)

Explores the fundamental issues that revolve around technology-intensive ventures. Analysis and evaluation of a business plan for technology business ventures including demand forecasting, financial modeling, licensing of technology and intellectual property, and other issues for current business conditions. Through a collection of case studies, lectures, workshops, and projects that cover high-growth ventures in information technology, electronics, life sciences, biotechnology, and other industries, this course provides the necessary tools to identify business opportunities, start a technology enterprise, gather talent and capital resources, and manage rapid growth.

Prerequisites: 33:382:302. *Junior or senior status.*

29:382:496 Entrepreneurship Practicum (3)

The Entrepreneurship Practicum course is the cornerstone of the Urban Solutions Lab (USL), and many of the activities in the USL will be designed specifically to provide learning, engagement, and other opportunities for students enrolled in this course. The Entrepreneurship Practicum course is designed to teach students a wide range of skills that can be used in growing and sustaining companies. The practicum course is intended to support and promote students' creation of and engagement with any type of venture intended to bring value to both the entrepreneur and to others. This course serves as the culmination of their entrepreneurial courses and allows students to be fully immersed in developing entrepreneurial skills and learning from successful entrepreneurs.

Core Requirements

Core Requirements (6 credits)

29:382:302 Introduction to Entrepreneurship (3)

29:382:303 Managing Growing Ventures (3)

Entrepreneurship 382 (RBS-N)

Electives (3 Credits)

Electives (3 credits)

29:382:310 Social Entrepreneurship (3)

29:382:340 Creativity, Innovation, and Entrepreneurship (3)

29:382:342 Urban Entrepreneurship and Economic Development (3)

29:382:352 Multicultural Market (3)

29:382:355 Managing Technological Innovation (3)

29:382:360 Technology Ventures (3)

29:382:486 Music Industry (3)

29:382:496 Entrepreneurship Practicum (3)

Finance 390,393 (RBS-N)

Finance 390,393

Finance 390,393 (RBS-N)

Courses

Courses

Starting Fall 2024, students majoring in Finance (or wishing to declare a Finance major), must earn a B or better in Finance 29:390:329 in order to stay in the Finance major. Students earning less than a B in Finance can 1) retake the course to earn a B or better to satisfy the requirement or 2) switch into another major. This policy does not apply to Finance Majors who completed 29:390:329 prior to Fall 2024.

29:390:203 *Introduction to Finance* (3)

This is an introductory course for business minors and no business majors are allowed to take this course.

Financial Management and Capital Track 390

29:390:300 *Financial Econometrics* (3)

All finance majors must take Financial Econometrics. Economics majors who are also finance majors may use Introduction to Econometrics (21:220:322).

Prerequisites: 21:220:231 or 21:640:211 or 01:960:285 and 29:623:340.

29:390:315 Investments (3)

Introduction and analysis of the dimensions of risk and return. Portfolio theory and its application in the management and performance evaluation of investment portfolios. Equilibrium theories of risk and return-capital asset pricing model and the arbitrage pricing model. Interest rate theory, yield curve, linkage between short-term and long-term rates, credit risk, and interest rate risk. Analysis of individual securities: money market securities, bonds and mortgage-backed securities, common and preferred stocks, and derivatives-futures and options.

CFP requirement. Prerequisite: 29:390:329.

29:390:329 Finance (3)

Financial concepts and methods of analysis. The time value of money and its relation to such concepts as net present value and internal rate of return; principles of valuation and financial markets. The use of capital budgeting, management of cash flow, and working capital management.

Prerequisites: 29:010:204 and (21:220:231 or 21:640:211) and (21:640:119 or 21:640:135 or 21:640:155).

29:390:330 Corporate Finance (3)

Issues relating to the financing of capital investments. How financial risk affects the cost of capital and helps determine the capital structure of the corporation. Interactions between investment and financing decisions. The uses of various securities to finance an investment, as well as methods such as lease financing.

Prerequisite: 29:390:329.

29:390:331 Ethics in Finance (3)

Addresses the ethical dilemmas and conflicts of interest faced in banking, corporate finance, and financial investing. Course materials and discussions address important issues such as fiduciary duties, insider trading, financial reporting, derivative trading, customer deception, churning, bankruptcy, tax evasion, bank lending practices, and the influence of compensation schemes. Throughout the course, frameworks and decision-making tools will be introduced to guide in-class analyses and help individuals manage ethical dilemmas in their own workplaces.

Prerequisite: 29:390:329.

29:390:340 Financial Statements (3)

Techniques for examining and interpreting financial statements to support business and investment decisions. The viewpoints of short-term creditors, long-term lenders, equity investors, and internal management used as the focus of the analysis. Topics include ratio analysis, cash flow forecasting, and security valuation.

Prerequisites: 29:390:315 and 329.

29:390:370 Financial Institutions and Markets (3)

Detailed overview of the theory and institutional features of the U.S. financial system; comprehensive review of the U.S. financial markets.

Prerequisite: 29:320:329.

29:390:375 International Financial Management (3)

Provides a comprehensive review of the international financial markets. Covers a survey of the organization of the international financial markets and institutions, such as the international banking system, equity, and bond markets. The course provides the theoretical underpinnings as to how the structure of the international capital markets impacts the price of financial securities and exchange rates.

Prerequisite: 29:390:329.

29:390:386 Derivatives (3)

Introduction to derivatives-futures and options contracts on commodities, interest rates, and equities. Historical development, institutional features, and economic functions of the futures and options markets. Pricing of the contracts. Understanding the role of expectations, arbitrage, and the relationship to their cash market counterparts. Analyzing risk exposures and exploring the hedging and speculative potential of the markets. Implementing and evaluating hedges in commodity, interest rate, and equity markets.

Prerequisite: 29:390:329.

29:390:440 Treasury Management (3)

This elective course introduces how a corporate treasurer manages the finances of a business along with supporting the supply chain component of a business through various supply chain finance concepts. The course will take an in-depth look at firm's working capital, domestic and international cash management, financial risk, receivables/payables and inventory, debt and investment, capital structure, cash forecasting, technology in the treasury area, and ethical issues. There will be case studies reviewed in the class that discuss the use of various treasury techniques. The various subjects taught in this class will be taught by a treasury practitioner who has extensive experience in all the various topics. For all the topics discussed the students will be provided actual business experiences that provide a clear understanding of the material.

Prerequisite: 29:390:329.

29:390:450 Advanced Corporate Finance (3)

The course provides students with practical experience in solving finance issues typically encountered in investment banking and the CFO's office through intense lecture, case study, and Excel-based lessons. Students learn to think critically, logically, and systematically. Specific concepts covered include company valuation (discounting cash flows, comparable companies, precedent transactions, and venture funding), raising capital, prioritizing cash over profit, leasing, financial planning and analysis (FP&A), and using finance in strategic decision-making.

Prerequisites: 29:390:329 and 29:390:330.

29:390:468 Analysis of Fixed Income (3)

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

Prerequisites: 29:390:315 and 329.

29:390:470 Security Analysis (3)

This course equips students with the skills and knowledge needed to analyze securities based on the foundations of value investing, which were first taught by Benjamin Graham and David Dodd, and later proven by Warren Buffett's enormous success.

Prerequisite: 29:390:329.

29:390:475 Finance of Fashion and Other Creative Pursuits (3)

The fashion industry has changed considerably in recent years. Terms like 'fast fashion' have changed the climate, and investment in social media and international manufacturing has risen sharply. More importantly however, young or emerging designers and 'creatives' gain an edge by not remaining in an isolated bubble. To become key

members of multidisciplinary teams, familiarity with core financial concepts is essential in order to achieve a common level of understanding and communication in relation to the team's shared objectives and the firm's overall corporate drivers. The course serves to strengthen the student's grasp of financial management, investments, capital markets, international finance and to strengthen competence in financial decision making.

Prerequisite: 29:390:329.

29:390:476 Real Estate Capital Markets (3)

Focuses on debt and equity issues in secondary markets that derive their value from real assets. The course includes an overview of the U.S. mortgage finance system, agency and nonagency residential mortgage-backed securities, structured mortgage products such as collateralized mortgage obligations, collateralized debt obligations and stripped securities, commercial mortgage-backed securities, Real Estate Investment Trusts, and limited partnerships. Coursework involves case assignments based on real-world applications involving basic fixed-income mathematics and cash flow modeling in Excel.

Prerequisite 29:390:480.

29:390:480 Real Estate Finance (3)

Provides the background and tools necessary to analyze value, risk, and return in commercial property markets. The initial emphasis of the course is on mortgage finance and applications and provides an overview of mortgage structure and mechanics in both residential and commercial markets. The focus then shifts to the evaluation of investment in property markets from the perspective of an institutional investor. Students will use lease and market information to develop pro forma cash flow projections for a given property and evaluate the associated risks and returns. Extensions include tax issues; the relationship between value, returns, and leverage; partnership agreements; and/or real options. The course also provides extensive training and certification in ARGUS, a real estate industry-standard software package used for entering lease information and analyzing risk and return in property markets.

Prerequisites: 21:220:439 or 29:382:203 or 29:390:329 or 33:390:300. 2.5 GPA or higher.

29:390:488 Special Topics: Digital Assets, Blockchain, and the Future of Finance (3)

This course is aimed for a nontechnical audience that is interested in learning how Distributed Ledger Technology (DLT) and Blockchain, as its subset, has been implemented in the financial industry; how it is already changing the future of financial (and economic) services and products, including payments; and how it will impact our lives and the global economy, as a whole. Regulators, globally, such as the SEC, OCC, U.S. Treasury Department, Fed, IMF, and ECB, have been recognizing the benefits that DLT and Blockchain technology can bring to financial and economic activities. In addition to experimenting with a Central Bank Digital Currency (CBDC), they have been supporting compliant Decentralized Finance (DeFi) products, which have the appropriate regulatory support and compliance built in.

Prerequisite: 29:390:329.

29:390:490 Finance Cooperative Education (6) (BA)

Three credits will count toward finance elective credit, and 3 credits will count toward free elective credit. Internship program for six months (January to June, or June to December) at a participating corporation. Must complete the co-op form and consult with an RBS career management specialist to receive credit. Evaluations by corporate supervisor in the participating organization and an RBS career management specialist determine final grade in the course.

Writing intensive. Prerequisites: 29:010:204, 29:390:329, 29:620:301, 29:630:301, and junior standing. Requires application to RBS undergraduate dean's office.

29:390:493 *Special Topics: Mergers and Acquisitions* (3)

This course addresses the mergers and acquisitions (M&As) process and the environmental complexities affecting deal making; it surveys the main theories and forms of M&As; discusses the legal framework and corporate governance, and the main accounting and taxation principles for M&As; addresses and applies valuation methods and practices; examines various takeovers and restructuring strategies, including hostile takeovers and defenses, leverage buyouts, and international mergers. This course employs case studies that provide students with a real-world framework for the application of the theoretical principles and analytical methods for analysis and solution of issues relating to M&As. Students are required to address the case studies in groups of up to four and gain experience in working in teams and making presentations (as is common in corporate America).

Prerequisite: 29:390:329.

29:390:494 *Pension Fund Management* (3)

Describes and analyzes the different retirement vehicles provided by business for employees. In particular, the course describes and analyzes in details the major differences in defined benefit and defined contribution plans, including the tax aspects. Topics also include paths for personal retirements.

Prerequisites: 29:390:315 and 329.

29:390:495 *Special Topics in Investment Banking* (3)

Examines the role of investment banker as a financial intermediary, in the areas of financing, issuance of securities, and merger and acquisitions. The course will also cover the art of negotiations and new financial developments. The class is separated into groups for casework. The main purpose of the cases is for the student to learn how to apply theoretical financial concepts to real problems corporations have faced.

Prerequisites: 29:390:315 and 329.

29:390:496,497 *Finance Internship* (BA)

On-site finance position in a corporate or not-for-profit organization.

Writing intensive. By arrangement with the Career Development Center and an RBS career management specialist.

Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:390:498,499 *Independent Research in Finance* (BA)

Individual research and reading program under the guidance of a member of the department.

Writing intensive. Prerequisite: Requires application to the RBS undergraduate dean's office.

Financial Planning Track 393

29:393:341 *Financial Planning and Insurance* (3)

Covers the basic concepts of financial planning in both short-term cash budgets and the long term in undertaking investments in assets, paying any resulting debts, and saving toward retirement. The insurance portion deals with protecting these assets covering life insurance, health insurance, property, and liability insurance.

CFP requirement. Prerequisites: 29:390:315 and 329.

29:393:466 *Estate Planning* (3)

This course deals with planning one's future estate so that the maximum assets available go where the individual desires. This includes using trusts to that end and minimizing potential estate taxes.

CFP requirement. Prerequisites: 29:390:315 and 329.

29:393:467 Retirement Planning (3)

Covers how individuals can save money and looks at corresponding tax implications. The course considers all the various retirement plans that are available to individuals and businesses. It then views how the savings are withdrawn to provide income in retirement.

CFP requirement. Prerequisite: 29:390:329.

29:393:469 Taxation Issues Affecting Financial Planning (3)

This course deals with how individuals and firms pay federal income and employment taxes. It covers what is considered income and what can be deducted from income both as an individual and also as a business owner in determining taxes.

CFP requirement. Prerequisites: 29:390:315 and 329.

29:393:495 Capstone: Developing a Financial Plan (3)

The objective of this course is to provide the student a platform to apply his or her knowledge of the financial planning six-step process through a case analysis. The student is expected to have a solid foundation in the process and it is assumed that he or she has already completed or is concurrently enrolled in classes in the six core areas of financial planning. The course goes beyond the technical knowledge of the process to develop the student's ability to integrate, apply, and communicate his or her knowledge to a client.

CFP requirement. Prerequisites: 29:390:315 and 329. **Corequisites:** 29:393:341, 466, 467, 469, 495.

Finance 390,393 (RBS-N)

Core Requirement for the Financial Management and Capital Markets Track

Finance Core Requirement for the Financial Management and Capital Markets Track

All finance majors in the Financial Management and Capital Markets track are required to maintain a cumulative grade-point average of 2.50 and complete the following required courses:

- 29:390:300 Financial Econometrics (3)
- 29:390:315 Investments (3)
- 29:390:330 Corporate Finance (3)
- 29:390:370 Financial Institutions and Markets (3)

Finance 390,393 (RBS-N)

Electives for the Financial Management and Capital Markets Track

Finance Electives for the Financial Management and Capital Markets Track

All Finance majors following the Financial Management and Capital Markets track are required to complete four major electives from the following list of courses:

- 29:390:331 Ethics in Finance (3)

29:390:340 Financial Statements and Security Analysis (3)

29:390:375 International Financial Management (3)

29:390:386 Derivatives (3)

29:390:440 Working Capital Markets (3)

29:390:450 Advanced Corporate Finance (3)

29:390:468 Analysis of Fixed Income (3)

29:390:470 Security Analysis (3)

29:390:476 Real Estate Capital Markets (3)

29:390:480 Real Estate Finance (3)

29:390:494 Pension Fund Management (3)

29:390:495 Special Topics in Investment Banking (3)

29:390:490 Finance Internship/Cooperative (3) - (must complete internship form and consult with the RBS Office of Career Management in advance of starting the internship to receive credit)

29:390:498 Independent Research in Finance (3)

Finance 390,393 (RBS-N)

Core Requirement for the Real Estate Track

Finance Core Requirement for the Real Estate Track

29:390:315 Investments (3)

29:390:480 Real Estate Finance (3)

29:851:350 Real Estate Law (3)

29:851:432 Real Estate Development (3)

Finance 390,393 (RBS-N)

Electives for the Real Estate Track

Finance Electives for the Real Estate Track

All Finance Real Estate track majors are required to complete three electives from the following list of courses:

29:390:468 Analysis of Fixed Income Securities (3)

29:390:476 Real Estate Capital Markets (3)

29:851:430 Market Analysis, Feasibility, and Valuation (3)

29:851:460 Property Management and Real Estate Investment Management (3)

This catalogue was last updated in June 2023. For the most current information and class offerings, [please visit the Finance Major webpage](#).

Business Ethics 522 (RBS-N)

Business Ethics 522

Business Ethics 522 (RBS-N)

Courses

Courses

29:522:334 Ethics in Business (3)

Provides a multidisciplinary, interactive study of business ethics and social responsibility in business organizations. Includes coverage of foundational concepts such as virtue theory, rights, justice, utilitarianism, stakeholder management, and social contract theory. These concepts will be applied to domestic and international business cases that depict dilemmas faced by business people working in various business roles and industries.

Prerequisite: 21:355:102 or 01:355:101 AND 29:010:204.

Leadership and Management 620 (RBS-N)

Leadership and Management 620

Leadership and Management 620 (RBS-N)

Courses

Courses

29:620:301 Introduction to Management (3)

Management is about working with teams of employees to achieve organizational goals and performing the work effectively and efficiently. Successful management requires managers to master the four main functions of management: planning, organizing, leading, and controlling. Managing these functions is essential for business organizations to serve their customers well and achieve superior growth and performance. The topics we will look at include the historical evolution of management principles, strategic management, organizational design and organizational culture, human resources management and creating an engaged workforce, the control function, managing innovation and growth, global management, and building a socially responsible organization.

29:620:302 Management Skills (3)

This course focuses on specific concepts and critical skills that individuals need to know and possess in order to successfully work with and lead teams and organizations. Skill-building and emotional intelligence are focal objectives of this course and are developed through class exercises, role plays, assessments, and teamwork. Topics include team development and dynamics, emotional intelligence, personality types, motivation, problem solving, communication, conflict, and negotiations.

29:620:320 Cross-Cultural Management (3)

This course addresses the challenges and opportunities that people experience in international, multicultural environments. The purpose is to develop students' understanding and behavioral skills relevant to the interaction of different cultures in business and organizational settings. Uses a variety of methods such as experiential learning, case studies, and hands-on activities in the classroom to assist students in developing their cross-cultural sensitivity and competence.

Prerequisite: 29:620:301.

29:620:330 Women Leading in Business (3)

Provides a foundation to develop the leadership skills and career goals as leaders in business organizations. Introduces the core concepts of leadership and career development with special emphasis on the ways that gender affects leadership capabilities and effectiveness.

Prerequisite: 29:620:301.

29:620:345 Management of Human Resources (3)

Engages students in exploring traditional HR functions (staffing, employee development/training, job evaluation, compensation, and benefits administration) through the use of real-world examples. Explores contemporary issues related to the management of human resources; emphasizes government legislation affecting human resource functions and the linkage between human resource management and organizational strategy. Students learn "how to" perform HR functions like writing policies, interviewing job candidates, and applying government regulations to an organization's structure.

Prerequisite: 29:620:301.

29:620:350 Negotiations (3)

Examines the major concepts, theories, and processes of negotiation, influence, and persuasion; analyzes the dynamics of communication and conflict and its resolution; emphasizes the building and practicing of negotiation skills using role-playing exercises covering a variety of personal (such as job and buyer/seller negotiations) and professional (such as supply chain, acquisitions, coalitions, and disputes) settings.

Prerequisite: 29:620:301.

29:620:355 Managing Technological Innovation: In-House Entrepreneurship (3)

Focuses on creating streams of new products or services in established firms by leveraging science and technology. Topics include: managing multiple innovation teams, managing research and development and other resources to support streams of new products, developing a long-term strategic commitment to technological innovation, and organizing for innovation.

Prerequisite: 29:620:301.

29:620:362 Effective Leadership Communication (3)

This course will help develop students' communication skills in both oral and written format. Attention will be given to both higher-level theoretical analyses of effective leadership communication (for example, how does persuasion work) and also interactions on every level (for example, initiating and responding to difficult conversations). This highly interactive class will blend evolving leadership communication theory with practical applications of leadership communication. We will deploy a "learn it today, apply it tomorrow" approach that enables you to put what you learn into practice. The course will rely heavily on in-class experiences including cases, scenarios, assessments, exercises, and vignettes where you can apply what you are learning. You will be exposed to the leadership communication practices of some of the world's best leadership development firms like GE and J&J. This is a unique opportunity to extend your leadership learning, create your leadership brand, and enhance your personal communication skills.

Prerequisite: 29:620:302.

29:620:368 International Business (3)

This course examines the distinctive circumstances of management arising from the conduct of business in more than one country. It presents a broad survey of different facets of international business environment including international trading system, the world trade organization, international monetary system, regional trading blocs such as the European Union, and home and host country policies in international investments. Additionally, students learn theoretical and practical aspects of multinational corporations operating in an international environment, problems and risks that may be encountered, and various bases for profitable operations.

Prerequisite: 29:620:301.

29:620:370 Managing Diversity in Organizations (3)

This course focuses on differences that make a difference to life chances and addresses the broader historical context of intergroup inequality, as well as helping students to develop competencies to be effective in diverse and global environments. The course makes the point that attention to diversity must be combined with efforts to create equity and inclusion in order to ensure that all have rightful access to opportunity, resources, and full participation in their organizational roles.

Prerequisite: 29:620:301.

29:620:375 Organizational Design and Change (3)

Describes major perspectives on organizational structures, processes, and culture, and examines models of organizational change; introduces methodologies that facilitate creativity and change at the individual, group, and organizational levels.

Prerequisite: 29:620:301.

29:620:402 Global Management and Strategy (3)

This course focuses on the strategic and organizational challenges that multinational enterprises (MNEs) face. You will learn what business executives and managers in MNEs--regardless of their functional area (e.g., manufacturing, marketing, R&D, etc.)--need to know and do in order to be effective in managing today's MNEs. The course addresses the creation of competitive advantage in the multinational firm as well as the complexities of managing a multinational firm. Examines the nature of global industries and global competition to assist managers in understanding how to create and administer a successful global strategy.

Prerequisite: 29:620:368.

29:620:410 Executive Leadership (3)

Covers the role of leaders and leadership in achieving organizational goals at different levels of analysis, including the individual, dyad, teams, and at a strategic level; how to work effectively with and through other people to develop a shared vision and accomplish organizational goals; and how to lead change and take initiative to improve organizational outcomes. In addition, students in the course will work on the self-transformation process that will enable them to make the transition to being a leader and to leading effectively in a diverse and global environment.

Prerequisites: 29:620:301 and 302.

29:620:418 Business Policy and Strategy (3)

This capstone course deals with formulating and implementing strategies that help firms to achieve competitive advantage and superior performance. Topics include business-level strategies, analysis of the competitive environment, internal analysis, strategy formulation, corporate strategy, mergers and acquisitions, strategic alliances, and corporate restructuring.

Prerequisites: 29:010:204, 29:390:329, 29:620:301, 29:630:301, and senior status.

29:620:430 Team Building and Group Processes (3)

This course examines the skills needed to create and manage teams in organizations. It offers students the opportunity to improve their skills through the use of exercises, role-plays, case analyses, and discussions. The skills examined and practiced in this course include team leadership, communication, team building, conflict management, decision-making, and strategic thinking.

Prerequisite: 29:620:301.

29:620:479 Global Experience Courses (e.g., *Doing Business in South Africa, China, India, Israel, etc.*) (3)

This course will provide you with a comprehensive and hands-on understanding of doing business in a particular country. The course features a study trip to a foreign country for 8-10 days, which is supplemented by in-class meetings and online exercises. By taking this course, you should be able to develop a deep understanding of the social, economic, cultural, and political environment of the chosen country; the market dynamics, competitive landscape, and consumer behavior; and various other country-specific issues such as the interaction between business, society, NGOs, and the government.

Prerequisite: For junior or senior students who have maintained a GPA of B or above.

29:620:486 Special Topics in the Music Industry (3)

Music is an art form. But, music is also a business, and as a business is organized and managed by organizations. This course will examine the pattern of profit and not-for-profit organizations that produce and distribute music products and services. The emphasis of the sessions will be on the complex ways in which music shapes industry and is, in turn, a reflection of the organizations that manage it as both a cultural and business product. Comparisons with relevant sectors (e.g. sport, theater, film, and the like) will be explored. Thus, the main purpose of this course, which is highly student focused and led, is to dissect and analyze the commercial characteristics of the industry.

29:620:487 Management Consulting (3)

Develops management consulting skills by examining the best practices for internal and external consultants to introduce change. The course teaches key aspects of the consulting process including problem assessment and diagnosis, contracting, data collection, analysis, implementation, resistance to change, evaluation, and ethics.

Prerequisite: 29:620:301.

29:620:491 Management Cooperative Education (6) (BA)

Three credits will count toward management elective credit, and 3 credits will count toward free elective credit. Internship program for six months (January to June, or June to December) at a participating corporation. Must complete the co-op form and consult with an RBS career management specialist to receive credit. Evaluations by corporate supervisor in the participating organization and an RBS career management specialist determine final grade in the course.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:620:494 Special Topics: Managing Teams (3)

The course examines the skills needed to successfully manage teams in organizations. It offers students the opportunity to establish their skills through the use of exercises, role plays, case analyses, and discussions. The skills examined and practiced include team building, conflict management, decision-making, and strategic thinking.

Prerequisite: 29:620:301.

29:620:496,497 Management Internship (BA)

On-site management position in a corporate or not-for-profit organization.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:620:498,499 Independent Management Projects (BA)

An individual research and reading program under the guidance of a member of the department.

Prerequisites: Senior status, 12 credits in management.

26:620:XXX Various Management and Global Business Special Topics Courses (3)

The courses offered vary semester by semester. Sample topics include 26:620:493 Sports Business and 26:620:486 Music Industry.

Leadership and Management 620 (RBS-N)

Leadership and Management Core

Leadership and Management Core

29:620:410 Executive Leadership (3)

Leadership and Management 620 (RBS-N)

Leadership and Management Electives

Leadership and Management Electives

All Leadership and Management majors are required to complete at least two of the following courses (at least 6 credits):

29:620:362 Effective Leadership Communication (3)
29:620:290 Women Leading in Business (3)
29:620:320 Cross-Cultural Management (3)
29:620:350 Negotiations (3)
29:620:370 Managing Diversity in Organizations (3)
29:620:430 Team Building and Group Processes (3)

Leadership and Management majors can choose up to two of the following courses (up to 6 credits):

29:620:355 Managing Technological Innovation: In-House Entrepreneurship (3)
29:620:365 Management of Human Resources (3)
29:620:402 Global Management and Strategy (3)
29:620:48X, 49X Various Special Topics Courses, [e.g., Special Topics: Music Industry (3); Special Topics: Sports Business (3)]
29:620:498 Independent Management Projects (3) - (must complete internship form and consult with the RBS Office of Career Management in advance of starting the internship to receive credit)
29:620:479 Global Experience Courses (e.g., Doing Business in South Africa, China, India, Israel, etc.) (3)
29:382:302 Introduction to Entrepreneurship (3)
29:382:303 Managing Growing Ventures (3)
29:382:310 Social Entrepreneurship (3)
29:382:340 Creativity, Innovation, and Entrepreneurship (3)
29:382:342 Urban Entrepreneurship and Economic Development (3)
29:382:360 Technology Ventures (3)

Management Science and Information Systems 623 (RBS-N)

Management Science and Information Systems 623

Management Science and Information Systems 623 (RBS-N)

Courses

Courses

29:623:220 *Management Information Systems* (3)

Microcomputer-based course that provides a comprehensive understanding of computer systems and application software. Hands-on approach to learning widely used spreadsheet, database, word processor, and presentation application packages and internet tools.

29:623:311 *Production and Operations Management* (3)

Managerial ideas and techniques for scheduling and controlling production processes, planning, organizing, and controlling functions are developed through quantitative applications, interrelationships, behavioral aspects, and practical applications.

Prerequisite: 29:623:220, 21:220:231, or equivalent.

29:623:318 Systems Analysis and Design (3)

Presents a practical approach to systems analysis and design using a blend of traditional development with current technologies. Defines and describes in detail the five phases of systems development life cycle (SDLC): systems planning, systems analysis, systems design, systems implementation, and systems operations and support. Provides students with the tools for communication, economic analysis, and project planning across all phases of communication and SDLC. Furnishes students with an in-depth understanding of how information systems support business requirements in today's competitive environment.

Prerequisite: 29:623:220.

29:623:319 Database Management Systems for Business Applications (3)

Examines conceptual data modeling. Focus on identifying user information requirements and the use of commercial database management systems in designing and implementing database systems.

Prerequisite: 29:623:220.

29:623:321 Designing and Creating Websites (3)

Visual design and proper organization of interactive websites, including electronic commerce sites. Software tools for creating web material. Web design projects and critical analysis of existing website design and organization.

Prerequisite: 29:623:220.

29:623:335 Data Warehousing and Data Mining (3)

Introduction to data warehousing, mining, and knowledge management. The overall objective of this course is to introduce students to both technical and managerial issues and implications for business decisions of knowledge management, data mining, and data warehousing. Through lectures, discussions, and hands-on work, students learn to use as well as understand the strategic and effective application of these technologies. The knowledge discovery process includes data selection, cleaning, coding, using different statistical pattern recognition and machine learning techniques, and reporting and visualization of the generated structures. The course will cover all these issues and will illustrate the whole process by examples of practical applications. Some topics covered include: knowledge discovery in databases, traditional statistics, neural networks, decision trees, Bayesian learning, association rules, commercial tools, feature selection, and advanced techniques. A special emphasis is made on the application domain of each method. Important related technologies such as data warehousing and Online Analytical Processing (OLAP) will be also discussed.

Prerequisite: 29:623:319.

29:623:340 Introduction to Business Research Methods (3)

Focus on translating a business problem into a research project: formulate hypotheses, identify and locate data sources, consider ways to gather primary and secondary data, perform analysis using major statistical computer packages, effectively present findings and interpretation.

Prerequisites: 21:220:231 or equivalent; 29:623:220.

29:623:345 Cyber Security (3)

Introduces students to the emerging area of information security. Provides an understanding of the state-of-the-art security technologies for securing communications, securing access, and hacker attacks. Security requirements such as identification and authentication, authorization, and access control are discussed, along with technologies to enforce them. The course also discusses issues such as regulation, database security, secure electronic payments,

authentication technologies, host-based and network-based security issues, personnel and physical security issues, and issues of law and privacy.

Prerequisite: 29:623:319 or 375.

29:623:350 Structured Programming Applications (3)

Structured programming, systems development, and intermediate data structures using the C programming language. Object-oriented programming concepts and the C++ language. Emphasis on exercising these tools on business problem solving and business systems development.

Prerequisite: 29:623:220.

29:623:375 Computer Network Applications (3)

Introduction to features and resources of the internet, with hands-on approach to using tools such as Telnet; FTP; electronic mail, bulletin boards, talk, and computer conferencing; file servers; the web; browsers; search methods; and internet search engines. Also explored: construction of webpages using HTML and the UNIX operating system.

Prerequisite: 29:623:220.

29:623:385 Introduction to ERP

Provides an introduction to Enterprise Resource Planning (ERP) systems, and addresses how enterprise information systems are integrated and facilitated to improve business operations. This is a comprehensive course with an emphasis on hands-on experience of SAP R/3.

Prerequisite: 29:623:318 or 319.

29:623:496 MIS Internship (BA)

On-site MIS position in a corporate or not-for-profit organization.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:625:498 MIS Cooperative Education (6) (BA)

Three credits will count toward MIS elective credit, and 3 credits will count toward free elective credit. Internship program for six months (January to June or June to December) at a participating corporation. Must complete the co-op form and consult with an RBS career management specialist to receive credit. Evaluations by corporate supervisor in the participating organization and an RBS career management specialist determine final grade in the course.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:623:499 MIS Independent Study (BA)

Individual work by the student on a practical research problem supervised by a full-time faculty member. Presentation of a written report upon completion of the study.

Prerequisites: Requires application at the RBS undergraduate dean's office; senior status.

Core Requirements

Management Science and Information Systems Core Requirement

All majors are required to maintain a cumulative grade-point average of 2.75 and complete the following required courses:

- 29:623:318 Systems Analysis and Design (3)
- 29:623:319 Database Management Systems for Business Applications (3)
- 29:623:350 Structured Programming Applications (3)
- 29:623:375 Computer Network Applications (3)

Management Science and Information Systems 623 (RBS-N)

Electives

Management Science and Information Systems Electives

All majors are required to complete three of the following courses:

- 29:623:321 Designing and Creating Websites (3)
- 29:623:335 Data Warehousing and Data Mining (3)
- 29:623:345 Cyber Security (3)
- 29:623:355 Web and Data Management (3)
- 29:623:356 Studies in MIS (3)
- 29:623:357 Systems Simulation (3)
- 29:623:358 Decision Support Systems (3)

29:623:496 Management Internship (3) (must complete internship form and consult with the RBS Office of Career Management in advance of starting the internship to receive credit)

29:623:498 Independent Management Projects (6 credits: 3 credits will count toward Management Science and Information Systems elective credit and 3 credits will count toward free elective credit). Internship program for six months (January to June, or June to December) at a participating corporation. Students must complete the co-op form and consult with a RBS OCM in advance of starting the co-op to receive credit. Prerequisites: 29:010:204, 29:390:329, 29:620:300, 29:630:301, and junior standing.

29:623:499 Independent Management Projects (must complete the independent study form, receive signatures from faculty and MIS department chair, and consult with an academic advisor to receive credit)

Marketing 630 (RBS-N)

Marketing 630

Marketing 630 (RBS-N)

Courses

Courses

29:630:301 Introduction to Marketing (3)

Overview of marketing: the process of creating goods and services in response to consumer wants and needs. Study of the marketing function in organizations. Analysis of the marketing functions of price, promotion, place, and product.

Writing intensive. Prerequisite: 21:355:102 or 104 or 01:355:101.

29:630:363 Introduction to Advertising (3)

Advertising as a marketing tool and as a social force; principles of creating effective advertising and the techniques used in measuring its impact on the market; communications media studied and analyzed across marketing programs.

Prerequisite: 29:630:301.

29:630:368 Retail Marketing (3)

Analysis of retail strategy, including organization, location, layout, buying, pricing, advertising, inventory and stock control, credit, and personnel administration; study of retail institutional forms.

Prerequisite: 29:630:301.

29:630:369 New Product Planning (3)

Study of the functions, concepts, and decisions required in the introduction, maintenance, and discontinuation of products. Special attention given to the areas of new product needs, new product development, and product planning and strategy.

Prerequisite: 29:630:301.

29:630:370 Business-to-Business Marketing (3)

Analysis of business-to-business marketing, including organizational buying behavior, characteristics of industrial goods, and vendor and value analysis; study of industrial markets.

Prerequisite: 29:630:301.

29:630:371 International Marketing (3)

Important concepts about the special nature of service marketing and its differences from both consumer and industrial goods marketing. Emphasis on strategies for positioning services in such markets as finance, insurance, health care, and the professions.

Prerequisite: 29:630:301.

29:630:372 Services Marketing (3)

Addresses the challenge of marketing services and managing the service component of the product/services combination. Issues covered include service design, quality definition, satisfaction measurement, performance guarantees, and internal and external marketing planning and execution.

Prerequisite: 29:630:301.

29:630:374 Consumer Behavior (3)

Explores the roots of buyer behavior from a managerial perspective, drawing on the disciplines of psychology, sociology, and anthropology. Topics include perception, learning, communication, cognition, memory, motivation, and attitudes of consumers.

Prerequisite: 29:630:301.

29:630:385 Marketing Research (3)

Basic techniques of research in marketing, including problem definition, research design, questionnaire construction, sampling, data collection and analysis, and report preparation. Emphasizes the use of analytical techniques in the design and conduct of marketing research.

Prerequisites: 29:630:301 or 33:630:301 and 29:623:340.

29:630:401 Sales Management (3)

Analysis of sales strategy and adaptive selling methods; role of the sales manager in the development of a successful sales force. Topics include prospecting, communicating with customers, planning the sales call, territory and market analysis, compensation, and control.

Prerequisite: 29:630:301.

29:630:428 Marketing and Society (3)

Social issues that influence marketing activities; social responsibilities of marketing management; consumerism; marketing and urban issues; marketing ethics; political action and reaction; legal aspects of marketing; social gains and costs of marketing.

Prerequisite: 29:630:301.

29:630:452 Marketing Strategy (3)

Analysis of the planning, organization, and control of the marketing function in an organization; evolution of policies on pricing, selecting a channel of distribution, branding, product planning, and related activities. Case method used.

Prerequisites: (29:630:301 or 33:630:301) and 29:623:340.

29:630:475 The Branding of Fashion and Other Creative Pursuits (3)

The most sought-after fashion houses are those firms who are most aware of, and proactive with, their brand strategies. The purpose of this course is to develop an understanding of the roles, activities and responsibilities of the fashion brand manager--the person on the front lines of implementation of brand strategy. In some cases, this is a person who works in an organization as an employee who has been tasked with stewardship over an existing, and perhaps legacy, brand. In other cases, this is an entrepreneurial designer who is seeking to establish and build their own personal fashion brand. During the term, you will develop your analytical skills in making fashion branding decisions and your oral and written skills for communicating them. The classes will consist of case discussion, lectures, presentations and guest speaker.

Prerequisite: 29:630:301.

29:630:482 Advertising Strategy (3)

Study of the advertising campaign and the investigation and solution of real-world advertising problems by managers. Examination of integrated marketing communication, sales promotion, and advertising in relation to the firm's marketing plan.

Prerequisites: 29:630:301 and 363.

29:630:485 Introduction to Professional Selling (3)

The role of selling is a critical function in all industries and is responsible for driving revenue, share, and profit for an organization. Salespeople also serve as an important link between an organization and its customers. Professional selling requires a specific set of skills for an individual to execute the sales process successfully. This course will introduce you to the components of the sales process and the soft and hard skills necessary to thrive in Professional

Sales including: finding customers and developing relationships, using strategies and tools to meet client needs, solving customer problems, and the psychology of selling.

29:630:301

29:630:486,487 Independent Study in Marketing (BA)

Individual work by the student on a practical research problem supervised by a full-time faculty member. Presentation of a written report upon completion of the study. The topic and study have to be approved by the marketing chair.

Writing intensive. Prerequisite: Requires application at the RBS undergraduate dean's office.

29:630:490,491 Marketing Internship (BA)

On-site marketing position in a corporate or not-for-profit organization.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:630:495 Marketing Cooperative Education (6) (BA)

Three credits will count toward marketing elective credit, and 3 credits will count toward free elective credit. Internship program for six months (January to June, or June to December) at a participating corporation. Must complete the Co-op Form and consult with an RBS career management specialist to receive credit. Evaluations by corporate supervisor in the participating organization and an RBS career management specialist determine final grade in the course.

Prerequisite: Requires application at the RBS undergraduate dean's office.

29:630:497 Digital Marketing (3)

Introduces students to the growing world of digital marketing and provides knowledge of the digital media landscape, platforms, tools, and technologies. After completing the course, students will be able to understand the digital marketing industry, recognize and utilize a variety of digital tools and applications, as well as analyze, evaluate, and develop digital media programs.

Prerequisite: 29:630:301.

29:630:498 Brand Management (3)

Addresses the nature of brand management in the 21st century--the challenges and skills needed to run a branded business within the framework of a corporate environment. Many of the topics and issues discussed will have relevance whether the brand is one of many in the organization or just a single brand organization. The approach of this class will be from a classical brand management perspective, starting with an understanding of what a brand is, what it stands for, its positioning for maximum impact in the marketplace, and a more in-depth analysis of the traditional marketing mix elements. The course will utilize a combination of lectures, discussion, fieldwork, and role-playing.

Prerequisite: 29:630:301.

29:630:499 Marketing Consulting for Small Business (3)

This course builds upon academic marketing knowledge by working on real-life marketing consulting projects requested by small businesses enrolled with the Small Business Development Center program. Students in this course must identify and understand the key issues, formulate models, complete analyses, and apply course knowledge to solve real-world problems. Projects change each semester depending on the current requirements of the client, but always focus on specific issues within marketing. Client visits will be included to better understand the project scope and work with principals at the small businesses. The culmination of the assignment will be a

formal presentation to the client in the classroom and submission of a report on the same day. The presentation and report will include data analysis, findings, and recommendations.

Prerequisite: 29:630:301.

Marketing 630 (RBS-N)

Core Requirements

Core Requirements

All Marketing majors must complete the following required courses:

29:630:374 Consumer Behavior (3)

29:630:385 Marketing Research (3)

29:630:452 Marketing Strategy (3)

Marketing 630 (RBS-N)

Electives

Electives

All Marketing majors are required to complete three electives from the following list of courses:

29:630:363 Introduction to Advertising (3)

29:630:368 Retail Marketing (3)

29:630:369 New Product Planning (3)

29:630:370 Business-to-Business Marketing (3)

29:630:371 International Marketing (3)

29:630:475 Fashion Branding (3)

29:630:401 Sales Management (3)

29:630:428 Marketing and Society (3)

29:630:480 Special Topics: Social Media and Mobile Marketing (3)

29:630:497 Special Topics: Digital Marketing (3)

29:630:498 Special Topics: Brand Management (3)

29:630:499 Marketing Consulting for Small Business (3)

29:630:486/487 Independent Study in Marketing (must complete the independent study form, receive signatures from faculty and the Marketing Department Chair, and consult with their academic advisor to receive credit)

29:630:490/491 Marketing Internship (3) (must complete internship form and consult with the RBS Office of Career Management in advance of starting the internship to receive credit)

29:630:495 Marketing Cooperative Education (6 credits: 3 credits will count toward marketing elective credit, and 3 credits will count toward free elective credit). Internship program for six months (January to June, or June to December) at a participating corporation. Students must complete the co-op form and consult with the RBS Office of Career Management before starting the co-op. Prerequisites: 29:010:204, 29:390:329, 29:620:301, 29:630:301, and junior standing.

Supply Chain Management 799 (RBS-N)

Supply Chain Management 799

Supply Chain Management 799 (RBS-N)

Courses

Courses

29:799:301 Introduction to Supply Chain Management (3)

Provides an overview of supply chain management (SCM) and defines its role in the overall business strategy of a firm. It provides students with a comprehensive overview of the business processes and activities of a supply chain including sourcing, procurement, sales and operations planning, distribution, and demand management. The emphasis of this course is on identifying the SCM-related business processes, problems encountered in practice, and the new challenges facing SCM practitioners. It combines SCM business knowledge with analytical thinking and problem solving. The course serves as a road map to subsequent in-depth courses on SCM related topics.

Prerequisite: 21:355:102 or 104 or 01:355:101.

29:799:305 Global Procurement and Sourcing Strategies (3)

All companies in today's competitive global marketplace face unprecedented pressures to create both shareholder and customer value. A superior procurement and strategic sourcing process can increase shareholder returns by up to 15 percent while improving the level of service to the customer. The course material will focus on the fundamental tools, techniques, sourcing strategies, and processes used by world-class firms. Case studies are introduced to connect the course materials to the practices. Students who take this course will be thoroughly prepared for procurement and sourcing positions at global firms.

Prerequisite: 29:799:301.

29:799:310 Demand Planning and Fulfillment (3)

This course focuses on important planning strategies and tools that are commonly used in business practices. The major topics include demand forecasting, sales and operations planning (S&OP), inventory management, material requirement planning (MRP), and revenue management and pricing strategies.

Prerequisite: 29:799:301.

29:799:330 Business Logistics and Transportation (3)

An introduction to the fundamentals of logistics and transportation. Course coverage includes the design of channels of distribution, management of inventory, evaluation of transportation alternatives, information flows, facility location, outsourcing, and the rapidly expanding field of logistics information technology.

Open to supply chain majors. Prerequisite: 29:799:301.

29:799:380 Project Management (3)

Introduction to the classical foundations of project management. Explore modern real-life project problems and learn key concepts of initiating, planning, organizing, controlling, and running a project. Particular emphasis on projects in the area of supply chain management. Extensive use of case studies. This course follows accepted project management guidelines and applies these concepts to actual projects in the classroom.

Prerequisite: 29:799:301.

29:799:410 Service Management (3)

Introduction to both the operational and marketing perspectives of service management. Explore the nature of services in the real business world and learn key concepts of designing, managing, and supporting a service enterprise. Case studies and field trips are involved.

Prerequisites: 29:799:301 and 29:630:301.

29:799:420 SCMS Industry Client Projects (3)

The purpose of this course is to give students a thorough understanding of, firsthand knowledge of, and solid working experience in real-life industry supply chain management projects. Working closely with Rutgers' industry client contacts, projects are assigned to teams, and the team works directly with industry client to deliver required objectives. In addition to the projects, the course is supplemented with guest lectures by distinguished executives and faculty on recent best practices and new challenges in the supply chain management field.

Prerequisites: 29:799:301 and 29:799:320.

29:799:421 Co-op in Supply Chain Management (3)

Provides students with a solid working experience at a company within the supply chain management function. Students will work on a full-time basis, for up to six continuous months, in compliance with the RBS co-op policies and guidelines. The work will be in the area of supply chain with predefined objectives agreed to by both the client company and the faculty adviser. Students will gain practical hands-on experience that will supplement their academic learning in the area of supply chain.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

29:799:440 Supply Chain Environmental Management/Green Purchasing (3)

There are global experiences and examples that show how comprehensive organizational environmental sustainability and archaeological criteria integrated into the supply chain management/procurement process and decision-making of public and private agencies, organizations, and corporate entities can improve financial and environmental performance, while addressing ethics, social regeneration, resource/waste impacts, and economic development concerns. This course will allow students to participate in applied research projects that include designing supply chain management and procurement systems and products that address environmental, social, and ethical considerations in organizational and corporate policy, program, and reporting.

Prerequisite: 29:799:301.

29:799:450 Fundamentals of Supply Chain Solutions with SAP (3)

Provides a foundation for understanding the process integration of businesswide functions supported by Enterprise Resource Planning (ERP) systems; examines the benefits of implementing ERP; investigates the guidelines for ERP system implementation and application; introduces SAP ECC 6.0 to illustrate the basic concepts, capabilities, and advantages of ERP.

Prerequisite: 29:799:301.

29:799:460 Introduction to Six Sigma and Lean Manufacturing (3)

This course provides fundamentals of six sigma, lean manufacturing, and other important tools and strategies to improve the performance of business processes. Through case studies, team exercises, and simulations, students will practice solving business problems and improving processes using these powerful tools. Topics covered will include: six sigma improvement methodology and tools, lean thinking tools and approaches, process mapping, dashboards, and other business improvement techniques. Students will also gain an understanding of the strategic

importance of business improvement, the need for fact-based management, and how to deploy these tools in different parts of the value chain.

Prerequisite: 29:799:301.

29:799:470 Business Intelligence for Supply Chains and Marketing (3)

An overview of business intelligence in the field of supply chain management and marketing. Addresses how to leverage business intelligence systems to define key performance indicators (KPIs), sharpen the accuracy of forecasting and planning, track business activities, and deliver dashboards, scorecards, strategic reporting, and operational/real-time reporting to enhance decision-making for supply chain and marketing. SAP business intelligence solution is introduced to illustrate the concepts.

Prerequisite: 29:799:301.

29:799:475 Supply Chain Management I for Fashion and Other Creative Pursuits (3)

Supply chain management is a cross-functional discipline concerned with the movement of products, the use of business resources, the flow of information, and the deployment of services in the value chain. In this introductory course to fashion supply chain, students are provided with a comprehensive overview of the business processes, value-creating activities, and best practices for a supply chain; from forecasting and demand management, to sourcing and procurement, to sales and operations planning, and through logistics (i.e., warehousing, distribution, and transportation) out to the customer. The course focuses directly on the unique structure of a fashion supply chain, from raw materials to the various retail venues. This course seeks to: 1) provide an understanding of the history and development of supply chain, including its value to corporate success; 2) provide a comprehensive overview of fashion supply chain related business processes and problems and pinpoint the strategic role of SCM and relationship to other business disciplines; 3) equip students with an understanding of the variances of brand, private label, and license.

29:799:301

29:799:476 Supply Chain Management II for Fashion and Other Creative Pursuits (3)

Supply Chain Management for Fashion II will examine the current functions and trends in the fashion industry (e.g., designers, retail, business strategies, etc.) and in various fashion levels to determine the problems that traditional supply chain retail is facing (e.g., via shopping malls, eCommerce B2B, boutiques, entertainment industry, etc.) and explore methods and innovative strategies to address the future of the end-to-end fashion industry (including retail). This will include a better understanding of customer wants and needs, and how they align or conflict with traditional retail and industry configurations. The course will address trend analysis and problem solving in the fashion arena. This course seeks to: 1) provide an understanding of various retail markets; 2) provide an understanding of various fashion levels (local sourcing, arts and entertainment, communication, etc.); 3) equip students with SCM best practices and related analytical models/tools; 4) provide a roadmap to understanding and addressing changing needs in the fashion supply chain world.

29:799:480 Special Topics: Leadership in Supply Chain Management (3)

As a leader in the field of supply chain management, we will explore the necessary skills, abilities, and behaviors of successful supply chain management leaders. Emphasis in the course is on the *practice of leadership*. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, leadership assessment, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance by creating a leadership development plan.

29:799:490,492 Special Topics: Supply Chain Management (3,3)

The topics in this course sequence vary semester by semester. Sample topics include supply chain marketing and finance interfaces and supply chain management strategies in health care and pharmaceutical industries.

Prerequisite: 29:799:301.

29:799:491 Supply Chain Finance (3)

As Supply Chain organizations evolve from back office tactical operations into strategic functions driving bottom line profitability and enterprise value, it is becoming increasingly more important for supply chain professionals to engage as business partners and "speak the language" of the CFO. It is no longer sufficient for the supply chain organization to only assure continuous supply and drive down costs. This course is designed to teach supply chain students the correlation between supply chain actions and optimal financial health reflected on the P&L, balance sheet, and funds flow statements. This necessitates understanding the financial impacts of supply chain decisions and actions and identifying "the right levers" to improve the firm's financial scorecard.

Prerequisite: 29:799:301.

29:799:493 Internship in Supply Chain Management (1-3)

The purpose of the internship is to give students a solid working experience at a company within the supply chain management function. Students will work on a part-time basis for up to four continuous months, in compliance with the RBS internship policies and guidelines. The work will be in the area of supply chain with predefined objectives agreed to by both the client company and the faculty adviser. Students will gain practical hands-on experience that will supplement their academic learning in the area of supply chain.

By arrangement with the Career Development Center and an RBS career management specialist. Prerequisites: 29:010:203, 29:010:204, 29:390:329, 29:620:301, 29:623:220, 29:630:301, and 29:799:301.

Supply Chain Management 799 (RBS-N)

Curriculum

Curriculum

Students must take at least 24 major credits beyond the school core, including 15 credits of required courses and 9 credits of Supply Chain Management electives.

Supply Chain Management 799 (RBS-N)

Required Courses (15 Credits)

Required Courses (15 credits)

29:799:330 Business Logistics and Transportation (3)

29:799:310 Demand Planning and Fulfillment (3)

29:799:305 Global Procurement and Sourcing Strategies (3)

29:799:380 Introduction to Project Management (3)

29:799:493 Internship in Supply Chain Management (3)* or 29:799:421 Co-op in Supply Chain Management (3)* or 29:799:420 SCM Industry Client Projects (3)* (must complete internship/co-op form and consult with the RBS Office of Career Management in advance of starting the internship/co-op to receive credit)

*Note: Students may select either Internship in Supply Chain Management, Co-op in Supply Chain Management, or SCM Industry Client Projects as a required course. Students can select only one of these three courses toward the major required credits; any credits from these three courses that go beyond three credits will be counted toward major electives; any credits from these three courses that go beyond six credits will be counted toward general electives

Supply Chain Management 799 (RBS-N)

Electives (9 Credits)

Electives (9 credits)

Students have the option to choose any combination of the following electives.

Global Sourcing and Supply Management

- 29:799:305 Global Procurement and Sourcing Strategies (3)*
- 29:799:430 Supply Chain Risk and Disruption (3)
- 29:799:440 Supply Chain Environmental Management/Green Purchasing (3)

Demand Planning, Fulfillment, and Manufacturing

- 29:799:310 Demand Planning and Fulfillment (3)*
- 29:799:460 Introduction to Six Sigma and Lean Manufacturing (3)

Logistics and Customer Service

- 29:799:330 Business Logistics and Transportation (3)*
- 29:799:410 Service Management (3)

Project Management and Industry Experience

- 29:799:380 Introduction to Project Management (3)*
- 29:799:420 SCM Industry Client Projects (3)*
- 29:799:421 Co-op in Supply Chain Management (3)*
- 29:799:422 Elective Co-op in Supply Chain Management (3)
- 29:799:425 Elective SCM Industry Client Projects (3)
- 29:799:493 Internship in Supply Chain Management (3)*
- 29:799:498 Independent Studies in Supply Chain Management

Cross-Functional Enablers

- 29:799:380 Introduction to Project Management (3)*
- 29:799:320 Fundamentals of Supply Chain Solutions with SAP (3)
- 29:799:440 Supply Chain Environmental Management/Green Purchasing (3)
- 29:799:460 Introduction to Six Sigma and Lean Manufacturing (3)
- 29:799:470 Business Intelligence for Supply Chains and Marketing (3)
- 29:799:480 Supply Chain Finance (3)

Other Courses Related to SCM

29:630:370 Business-to-Business Marketing (3)

29:620:350 Negotiations (3)

29:630:369 New Product Planning (3)

29:630:368 Retail Marketing (3)

29:630:385 Marketing Research (3)

29:630:401 Sales Management (3)

*Note: Required courses.

Real Estate 851 (RBS-N)

Real Estate 851

Real Estate 851 (RBS-N)

Courses

Courses

29:851:350 Real Estate Law (3)

Provides an overview of the legal issues that confront the real estate executive from the commencement of a real estate transaction and throughout the relationship between the parties to such transactions. While many traditional real property law concepts will be covered, the course is intended as an introduction to the transactional aspects of the real estate business including acquisition, disposition, development, investment, management, leasing, tax implications, and negotiations. At the conclusion of the course, students will have the ability to function with respect to these matters in many of the various aspects of real estate business.

Prerequisites: 21:220:439 or 29:382:203 or 29:390:329 or 33:390:300; 2.5 GPA or higher.

29:851:430 Market Analysis and Valuation in Real Estate (3)

This course surveys the principles and tools of appraising various types of real estate as well as an analysis of value, price, property, and legal rights. Topics include principles of valuation; the real estate market; the relationship between real estate values and economic, social, and government trends; economics of urbanization, including location, value, and highest and best use; neighborhood analysis and approaches to cost, market data, and income valuation.

Prerequisite: 29:390:480.

29:851:432 Real Estate Development (3)

Provides an introduction and overview of real estate development of urban places, including the many challenges of the development process such as analyzing market sectors and development opportunities; comprehending the development context of regulation, public policy, and politics; raising investment capital; assembling land; program formulation; building types; construction management; marketing; and sales. Examples of development projects will be presented, each focusing on particular aspects of the overall process.

Prerequisites: 3.0 GPA or higher and departmental approval.

29:851:460 Property Management and Real Estate Investment Management (3)

The course is devoted to the management of real property and real assets. Property management: management, building systems, accounting and reporting, and contract management. Asset management: creating and implementing investment and portfolio strategies through the development, acquisition, underwriting, and operational stages of the investment, asset disposition.

Prerequisites: 29:851:350 and 29:390:480.

School of Criminal Justice (SCJ-U)

SCHOOL OF CRIMINAL JUSTICE

The School of Criminal Justice is located in Newark, the largest city in the state of New Jersey. Founded in 1666, Newark continues to be a commercial and industrial center, located approximately 20 minutes from midtown Manhattan.

The School of Criminal Justice shares the Center for Law and Justice at 123 Washington Street at Rutgers University-Newark with Rutgers Law School and the Chancellor's office. This facility provides state-of-the-art classrooms and libraries for both the criminal justice and law collections and incorporates cutting-edge computer and multimedia technology. The building opened in 1999.

In 1968, the state legislature authorized and directed Rutgers, The State University of New Jersey, to establish a School of Criminal Justice. The act states:

The legislature finds there is a need in New Jersey for academic contributions to the administration of criminal justice through teaching, research, and leadership, including the training of administrators and those requiring scientific background in this field, by study and searching inquiries into crime causation, juvenile delinquency, law enforcement procedure, criminal rehabilitation, and judicial doctrine relating to the trial of criminal cases, which dictate establishment of a school of criminal justice.

Thus, in authorizing the school, emphasis was given by the legislature to needs in three areas: instruction, research, and leadership. Similarly, the planning committee for the school, in its report to the president of the university, recommended equally weighted essential objectives of research, teaching, promotion, and outreach. The committee reported these objectives as both urgent and appropriate:

1. Address research into all aspects of the criminal justice system, both to increase our knowledge in general and to provide data on which to base institutional change.
2. Produce qualified teachers/scholars of criminal justice studies to staff training and educational programs created throughout the state to focus on criminal justice.
3. Train a pool of highly educated personnel available for planning, policy determination, and administrative positions within the criminal justice system.
4. Engage students through both academic studies and outreach programs in the criminal justice system.
5. Upgrade, educationally and professionally, practitioners now working within the criminal justice system.

6. Provide opportunities for improved training and education of entry-level personnel.

In addressing instructional needs, the committee emphasized the education of qualified teachers/scholars in this field, as well as the education of personnel for planning, policy determination, and management of criminal justice. The committee recommended that the instructional staff of the school concentrate on graduate education for practitioners within the criminal justice system, or for other individuals interested in focusing on criminal justice concerns, with such instruction leading toward graduate degrees. It emphasized the need for a broad perspective on the interactions of the elements comprising the criminal justice system and stressed an integrative approach in the improvement of the functioning of the criminal justice system.

In 1995, the school assumed responsibility for undergraduate instruction in criminal justice at Rutgers-Newark. Compatible with the graduate program, the undergraduate program's emphasis is on providing undergraduates with a broad educational foundation focused on issues of crime, deviance, law, and justice. These students, too, are exposed to research, community outreach, and criminal justice reform as part of their instructional program.

Message from the Dean (SCJ-U)

MESSAGE FROM THE DEAN

Welcome to Rutgers School of Criminal Justice!

Founded in 1974 by an act of the New Jersey Legislature, the School of Criminal Justice is committed to advancing education and scholarship on crime and justice at the highest level. Our mission is to prepare graduates to become thoughtful, effective, and respected professionals in the field. Our faculty are leaders in shaping criminal justice policy and advancing criminological theory, while our alumni rank among the most productive and influential scholars and professionals nationwide. We are driven by a deep concern for public safety and social justice, employing rigorous methodologies and diverse theoretical perspectives to address complex issues that impact people's lives. This commitment fosters meaningful engagement with communities, professionals, and policymakers, all in service of shaping both the understanding and the practice of justice.

Importantly, our school is committed to engaging in authentic partnerships in the Newark community, providing data analysis and research support to inform efforts to improve safety and access to justice in the city we call home.

If you have not already done so, please check the updates at the bottom of our [home page](#). There you will find news about our faculty and students' work, ranging from our publications and press releases, to awards we've been given to apps we've developed. Together, we are driven by a passionate concern about problems of crime, public security, inequality, and social justice and aim to apply our knowledge and scholarship to address these challenges. Our interests are as diverse as our backgrounds, our training, and the local environment within which we work.

As researchers and instructors, we are committed to supporting a more humane criminal justice system, to change the way people think about crime and justice, and to advance ideas for how better address inequalities.

All the best.

Nancy La Vigne, Dean

Rutgers University School of Criminal Justice

Programs, Faculty, and Courses (SCJ-U)

PROGRAMS, FACULTY, AND COURSES

[Criminal Justice](#)

[Justice Studies](#)

[Joint B.S./M.A. Degree Program](#)

Criminal Justice (SCJ-U)

Criminal Justice

Criminal Justice (SCJ-U)

Major Requirements

Major Requirements

Students must complete 42 credits for the major: 12 credits of required courses, a 3-credit criminal justice (CJ) writing-intensive course, and 27 credits of electives. *If you entered the CJ program prior to fall 2014, please refer to the appropriate catalog or contact the [School of Criminal Justice](#) for a complete list of the requirements. Students may also refer to [Degree Navigator](#) for a list of program requirements. Note, only grades of C or better will be counted toward the major.*

General Education Requirements: The School of Criminal Justice follows the [Core Curriculum Requirements](#) used by the Newark College of Arts and Sciences (NCAS) and University College (UC).

Required Courses (Four Courses):

Criminal justice (CJ) majors are required to complete 102 and 103. It is highly recommended that 102 and 103 be completed before taking other CJ courses.

202:102 Criminology

202:103 Introduction to Criminal Justice

202:301 Criminal Justice Research Methods

202:302 Data Analysis in Criminal Justice (prerequisites: 301 and 640:106, 640:107, 640:108 or 640:109).

Elective Courses (Nine 3-Credit Elective Courses. Note: Q denotes courses designated as writing intensive.):

Criminal justice (CJ) majors are required to complete eight 3-credit CJ elective courses and one 3-credit CJ writing-intensive course.

202:104 Cutting Edge of Criminology

202:203 Police and Society

202:204 Corrections

202:220 Reducing Local Crime

202:221 Case Processing, the Law, and the Courts

202:222 Constitutional Issues in Criminal Justice

202:223 Delinquency and Juvenile Justice
202:224 Community Corrections
202:225 Ethical and Philosophical Foundations
202:312 Comparative Criminal Justice Systems
202:313 Gender, Crime, and Justice
202:323 Cybercrime
202:324 Violent Crime
202:333 Race, Crime, and Justice
202:342Q Contemporary Policing
202:343Q White-Collar Crime
202:344Q Crime in Different Cultures
202:402 Contemporary Problems in Corrections
202:410 Environmental Criminology
202:411 Juvenile Gangs and Co-Offending
202:412 Organized Crime
202:420 Drug Policy
202:421 Crime Mapping
202:422 Youth Violence
202:423 Crime Over the Life Course
202:424 Mass Incarceration and Collateral Consequences
202:425 Miscarriages of Justice
202:466 Topics in Criminal Justice
202:499 Internship in Criminal Justice

Criminal Justice (SCJ-U)

Minor Requirements

Minor Requirements

(18 credits total requirement)

Required Courses:

102 and 103 plus any four courses offered

202:102 Criminology

202:103 Introduction to Criminal Justice

plus any four criminal justice (CJ) elective courses offered (Note: Q courses are writing intensive.):

It is required that CJ minors complete 102 and 103 before taking other CJ courses.

202:104 Cutting Edge of Criminology

202:203 Police and Society

202:204 Corrections

202:220 Reducing Local Crime

202:221 Case Processing, the Law, and the Courts

202:222 Constitutional Issues in Criminal Justice

202:223 Delinquency and Juvenile Justice
202:224 Community Corrections
202:225 Ethical and Philosophical Foundations
202:312 Comparative Criminal Justice Systems
202:313 Gender, Crime, and Justice
202:323 Cybercrime
202:324 Violent Crime
202:333 Race, Crime, and Justice
202:342Q Contemporary Policing
202:343Q White-Collar Crime
202:344Q Crime in Different Cultures
202:402 Contemporary Problems in Policing
202:410 Environmental Crime
201:411 Juvenile Gangs and Co-Offending
202:412 Organized Crime
202:420 Drug Policy
202:421 Crime Mapping
202:422 Youth Violence
202:423 Crime Over the Life Span
202:424 Mass Incarceration
202:425 Miscarriages of Justice
202:466 Topics in Criminal Justice: topics vary each semester
202:499 Internship

Criminal Justice (SCJ-U)

Courses

Courses

Note: The letter Q in the course number designates writing-intensive courses.

47:202:102 Criminology (3)

This course introduces an examination of the field of criminology. Major topics include definitions of and the basic assumptions that are used to formulate criminological theories. Causes of crime and crime rates, United States and international comparisons, and a review of the current direction of research within the study of crime are also discussed.

47:202:103 Introduction to Criminal Justice (3)

This course introduces the study of societal responses to crime as well as an explanation of why criminal justice should be thought of as a system. Specific topics include the study of the people and organizations that make up the criminal justice system including actors such as the police, prosecutors, defense attorneys, judges, and corrections officials. Major branches and functions of the criminal justice system including law enforcement and order maintenance, courts and sentencing, and corrections and reentry are covered.

47:202:104 *Cutting Edge of Criminology* (3)

This course features the research of faculty members and other researchers and policy makers involved in local, national, and international criminal justice. It offers an opportunity to interact with criminal justice stakeholders and gain knowledge about cutting-edge research within the fields of criminology and criminal justice.

47:202:203 *Police and Society* (3)

The course examines the function of police in contemporary society; the problems arising between citizens and police from the enforcement and nonenforcement of laws are covered in this course. The mechanisms by which social changes impact the law enforcement and order maintenance functions of the police, interactions between the public and the police, and how these interactions impact police legitimacy are major topics that will be discussed.

47:202:204 *Corrections* (3)

This course provides a general overview of the theory and practice of legal punishment in the United States. It documents the evolution of correctional institutions and correctional systems, including interactions between corrections and other components of state/federal criminal justice systems (i.e., courts, police, state legislatures). This course also explores theories on the various uses and functions of punishment, as well as approaches to prisoner management within and beyond prison walls (i.e., jails, parole, community corrections) with an emphasis on social, political, and economic dilemmas associated with mass incarceration and prisoner reentry.

47:202:220 *Reducing Local Crime* (3)

This course relates urban design and management to crime and crime prevention. The course is presented through the critical lens of problem-oriented policing and situational crime prevention to reduce local crime. It emphasizes data-informed decision-making, community engagement, efficient utilization of resources, transparency, and sustainability. This course provides a practical study of policies and programs that demonstrates how police and other organizations can address crime vulnerabilities and exposures in the communities they serve through strategies that go beyond specific deterrence of offending.

47:202:221 *Case Processing: The Law and the Courts* (3)

This course explores criminal laws and judicial opinions that influence the policies, procedures, personnel, and clients of the criminal justice system in the United States. Specific topics include, but are not limited to, the origin, development, and continuing changes in criminal law, administration of criminal justice, and the criminal courts.

47:202:222 *Constitutional Issues in Criminal Justice* (3)

This course explores the U.S. Constitution and how it regulates the criminal justice system processes. The course will provide a historical overview of the Constitution, the formation of the legal system, and the evolution of the Constitution through its Amendments.

47:202:223 *Delinquency and Juvenile Justice* (3)

This course explores the causes and rates of delinquent behavior. Investigates the nature and operation of the juvenile justice system, and provides comparisons between the purpose and functioning of the juvenile justice system in comparison to the adult criminal justice system. Issues of juvenile waiver to adult courts, important due process safeguards afforded to juveniles, and international comparisons are discussed.

47:202:224 Community Corrections (3)

This course examines the theory and practice of major community-based correctional responses (such as probation, parole, and diversion programs) to people convicted of criminal offenses. Discussions centering on why community corrections is an important social movement, and the countermovement to abolish the discretionary parole release function, are offered in this course.

47:202:225 Criminal Justice: Ethical and Philosophical Foundations (3)

This course explores ethical and philosophical issues and moral dilemmas within the field of criminal justice, including principles of justice, deontology and utilitarianism, philosophical issues in sentencing, police and ethics, ethics and research, and the scope of state control are discussed in this course.

47:202:301 Criminal Justice Research Methods (4)

This course develops the tools needed for conducting research and writing reports and scholarly papers in criminal justice. This course provides the tools to be an informed consumer of criminological research and to conduct basic research projects. Specific topics include the primacy of design, principles of reliability and validity, sampling theory, survey preparation, experiments and quasi-experiments, and qualitative designs (intensive interviews, content analysis, and ethnography).

47:202:302 Data Analysis in Criminal Justice (4)

This course examines the various types of data used within criminal justice and the fundamentals of statistics and analysis. It also provides an analysis of the appropriate use of data, the limits of various methods, how data are collected, and how to interpret findings. Policy implications of data will also be discussed.

Prerequisites: 47:202:301 and the basic undergraduate math requirement.

47:202:312 Comparative Criminal Justice Systems (3)

This course reviews theories and methods for comparative research, describes limits and advantages of comparative data, and discusses how comparative research can inform criminal justice policies. Specific topics include the role of history and politics in shaping approaches to law enforcement and punishment, the contribution of police and prisons to racial inequality, and the global diffusion of criminal justice ideas, laws, and practices.

47:202:313 Gender, Crime, and Justice (3)

This course provides an in-depth survey of changing social values about gender, changing criminal codes about sex crimes, changing law enforcement policies and procedures in prosecuting sex crimes, and emerging legal doctrines about privacy and sexual rights. Gender differences in crime commission and the types of crimes committed, as well as issues centering on criminal justice processing are explored.

47:202:322 Business and Crime (3)

This course examines the many roles that business takes in crime, and the methods by which businesses can prevent crimes from occurring. Topics include how business plays a central role in modern society, and how this role can create criminal opportunities. How businesses engage in criminal activities, and how and why crimes are committed against business are discussed in this course.

47:202:323 Cybercrime (3)

This course examines cybercrime, its prevention, and its significance for law enforcement. These types of crimes include illicit attacks on personal computers, on computer systems, on people via computers, and more. They include theft of information via computers, spreading of harmful code, and stealing credit and other information. Particular discussions about the level of technical proficiency in cybercrime is covered in this course.

47:202:324 Violent Crime (3)

This course provides an in-depth analysis of the relationship between violence and criminal behavior. It assesses the theoretical basis of violence by investigating its anthropological, biological, and sociological explanations and roots. It includes in-depth investigations of how and why violence occurs within the contexts of individuals, groups, and societies.

47:202:333 Race, Crime, and Justice (3)

This course examines how race is related to crime, victimization, punishment, and interactions with the criminal justice system. The course considers how race is defined at societal, cultural, and individual levels; how these definitions are malleable; and how this impacts criminal justice policy.

47:202:342Q Contemporary Policing (3)

This course covers various topics that are considered to be critical law enforcement problems. Specific areas of inquiry include how to police organized crime, alcohol and drugs, the policing of civil and natural disturbances, and the diffusion and multiplicity of police agencies. Discussion of issues within crime reporting by the police, assessment difficulties, and public reactions to law enforcement and order maintenance strategies used by the police are covered in this course. Administrative problems of staffing, supervision, employee morale and militancy, and public charges are also critically discussed.

47:202:343Q White-Collar Crime (3)

This course focuses on crimes organized by persons whose economic, political, and/or privileged positions facilitate the commission of illegal activities. The course will include critical assessments of how white-collar crime is defined and understood, and the similarities and differences between white-collar crimes and other criminal activities. The costs, investigative procedures, challenges with measuring, and long-term potential consequences of white-collar crimes are discussed.

Prerequisites: 47:202:102 and 47:202:103.

47:202:344Q Crime in Different Cultures (3)

This course explores crime through the critical lens of anthropology by situating criminal acts as consequences of the complexity and nuances of human interactivity and cultural heterogeneity. Crime and punishment in other societies, especially non-Western societies that lack institutional systems of criminal justice, and the social evolution of crime and crime-related institutions throughout the United States of America's history are particular topics that are discussed in this course.

Prerequisites: 47:202:102 and 47:202:103.

47:202:402 Contemporary Problems in Corrections (3)

This course explores the impact of alternatives to incarceration, the growing prisoner rights movement, strikes by correctional employees, and public resentment toward persistently high rates of recidivism. In addition, the class provides an in-depth study of issues concerning correctional education, job training, work release, and post-incarceration employment.

47:202:410 Environmental Criminology (3)

Environmental criminology is the study of crime, criminality, and victimization as they relate to interactions of people at particular places. This course considers how the environment and features of a landscape provide opportunities for illegal behavior and crime, as well as obstacles for carrying it out. The course covers important

research, theories, and strategies for reducing crime by modifying or planning the built environment. Discussions include how environmental design and intervention programming can be data-informed to produce places that are less vulnerable to crime.

47:202:411 Juvenile Gangs and Co-Offending (3)

This course explores juvenile street gangs, when they exist, when they are illusory, and public reactions to them. It also considers co-offending by juveniles who are not necessarily gang members. The course considers what gang membership means, and when gangs are cohesive or not. It examines variations among juvenile street gangs, and contrasts these with other groups of youth that are sometimes called "gangs."

47:202:412 Organized Crime (3)

This course provides a historical and theoretical overview of organized crime, as well as a specific understanding of its variety. It examines the structures of organized crime and the varieties of businesses associated with traditional and nontraditional organized crime groups.

47:202:420 Drug Policy (3)

This course examines how drug policies are formed, how they change over time, and how they travel across the world. You will engage with innovative research on the prevalence and nature of both legal and illegal drug use, the effects of drug trade on political instability, and how drug policies create and sustain inequality. We will also discuss relative merits and the evidence base for public health approaches to drug policy on the one hand, and punitive approaches on the other. Course topics may include prohibition of alcohol in the early 20th century, the effects of cannabis legalization, and the contemporary opioid epidemic. The course perspective will be decidedly comparative and global.

47:202:421 Crime Mapping (3)

This course provides a practical introduction to analyzing and mapping crime and other public safety data using open-sourced and web-based applications, as well as ArcGIS geographic information system (GIS) software. It provides opportunities to make and analyze maps and to develop a solid base upon which to build further expertise in crime mapping and GIS.

47:202:422 Youth Violence (3)

This course focuses on the assessment, development, prevention, and treatment of youth violence among children and adolescents. Understanding and preventing youth violence is a major focus of the nation's policy agenda and involves research and practice in the mental health, public health, psychiatry, and criminal justice communities. Using a multidisciplinary approach, the course reviews the biological, social, and psychological underpinnings of youth violence, and discuss how policy makers and practitioners at all levels deal with this problem.

47:202:423 Crime over the Lifecourse (3)

This course examines the development of anti-social and criminal behavior from childhood through old age, including patterns of onset, persistence, intermittence, and desistance. What is known about why and how people start and stop committing crime at various ages, and the different types of crimes that are typically committed by people at different ages are specific topics covered in this course.

47:202:424 Mass Incarceration and Collateral Consequences (3)

This course examines trends in mass incarceration, their sources, and their direct and indirect effects on society. Since 1970, incarceration rates in the United States have quintupled and are now higher than those in any other country in the world. These huge increases in mass incarceration over a short period of time have persisted through

periods when crime was rising, and even in the more recent time periods when crime has been falling. Apart from the dubious effects of mass incarceration on public safety suggested by these divergent trends, mass incarceration also has substantial collateral consequences across society, affecting families, communities, the labor market, the military, political processes, and the use of taxpayer dollars.

47:202:425 *Miscarriages of Justice* (3)

This course provides a critical and interdisciplinary examination of the current functioning of the American criminal justice system, focusing specifically on the procedures used by various criminal justice actors that can lead to errors in case processing and unjust outcomes. This course examines policies and practices of the United States' criminal justice system (e.g., police procedure, prosecution, jury selection, scientific evidence, appellate court procedures, etc.) that unintentionally contribute to the wrongful apprehension, prosecution, conviction, incarceration, and even execution of the innocent. The course explores the collateral consequences of punishing "false positives," including implications for undermining the legitimacy of the criminal justice system and allowing impunity for culpable offenders who remain at-large.

47:202:466 *Topics in Criminal Justice* (3)

Vary per semester.

47:202:499 *Internship in Criminal Justice* (3)

47:204:105 *The Pursuit of Justice* (3)

This course surveys philosophies and strategies regarding structures of justice. The class begins with a review of the differences between retributive and distributive justice and how they are related. This analysis leads to a broader discussion of "what justice means," both historically and in contemporary thinking. The course will explore an array of ideas about justice in social relations and in response to the law.

Required course for bachelor of arts.

47:204:220 *Inequality* (3)

American society tends to hold itself up as an arbiter of justice and equality, domestically and globally. Upon scrutiny, however, the topic of inequality reveals itself to be an epistemological aporia in which starkly oppositional ideas and frameworks are all held up as social goods, whether within American social practice, theoretical debate, academic discourse, or lived experience. This course addresses one, central question: How is it that institutions and nations with expressed intentions of achieving freedom, justice, fairness, and democratic thriving often end up both exacerbating injustice and deepening inequality?

Required course for bachelor of arts.

47:204:314 *Sex, Sexuality, Crime, and Justice* (3)

This course examines ways in which legal codes and the criminal justice system define, regulate, police and punish sexuality and sexual activity, reproduction, and sexual violence, both historically and in the present. It examines the criminalization and punishment of sexuality and sexual activity and related topics (e.g., nudity, erotica). It examines sex offending and victimization, and the criminal justice response to these.

47:204:430 *Conservation, Crime, and Environmental Justice* (3)

This course is an introduction to social science approaches to studying conservation and its relation to crime and environmental justice. It offers a critical examination of crimes against the environment, environmental injustices, and wildlife crime and conservation, both in the U.S. and internationally. Through case studies and comparative

literatures, we will survey a variety of topics that reveal the complex interactions between social structures of power and environmental harms. A prominent theme will be a focus on climate injustice, or the disproportionate injustices associated with climate change and environmental crimes.

47:204:466 Topics in Justice Studies (3)

Vary per semester.

47:204:481Q Senior Thesis I (3)

This course is a research-based seminar designed for students demonstrating the academic maturity and preparation to pursue a thesis project independently. Students will draw on their knowledge of theory, methods, and policy learned in core and elective courses to analyze and propose a research plan on an important topic in criminal justice.

Required course for bachelor of arts. Prerequisites: 47:202:301 and 47:202:302.

47:204:482Q Senior Thesis II (3)

The senior thesis must be a substantive piece of scholarship involving primary or secondary research, which serves to synthesize knowledge acquired in the justice studies major over the course of the student's undergraduate career. A senior thesis project should be an original work that ideally makes a contribution to the discipline of justice studies.

Required course for bachelor of arts. Prerequisite: 47:204:481Q.

Justice Studies (SCJ-U)

Justice Studies

Justice Studies (SCJ-U)

Major Requirements

Major Requirements

The justice studies major will be comprised of 120 credits in three content areas: 42 credits of justice studies and related courses, 38 credits of the Rutgers University-Newark [Core Curriculum](#), a second concentration, and credits of general university electives to meet the 120 required to graduate.

Note: Q courses are writing intensive.

REQUIRED COURSES

The justice studies core courses are as follows:

- 204:105 The Pursuit of Justice (3)
- 204:220 Inequality (3)
- 202:301 Criminal Justice Research Methods (3)
- 202:302 Data Analysis in Criminal Justice (3)
- 204:481Q Senior Thesis I (3)
- 204:482Q Senior Thesis II (3)

ELECTIVE COURSES

The justice studies electives (at least 24 credits) will include:

202:220 Reducing Local Crime
202:222 Constitutional Issues in Criminal Justice
202:225 Ethical and Philosophical Foundations
202:312 Comparative Criminal Justice Systems
202:313 Gender, Crime, and Justice
204:314 Sex, Sexuality, Crime, and Justice
202:324 Violent Crime
202:333 Race and Crime
202:343Q White-Collar Crime
202:344Q Crime in Different Cultures
202:405 Research Seminar in Criminal Justice
202:424 Mass Incarceration and Collateral Consequences
202:425 Miscarriages of Justice
204:430 Conservation, Crime, and Environmental Justice
204:466 Topics in Justice Studies
202:499 Internship Course

Justice Studies (SCJ-U)

Courses

Courses

Note: The letter Q in the course number designates writing-intensive courses.

47:202:220 Reducing Local Crime (3)

This course relates urban design and management to crime and crime prevention. The course is presented through the critical lens of problem-oriented policing and situational crime prevention to reduce local crime. It emphasizes data-informed decision-making, community engagement, efficient utilization of resources, transparency, and sustainability. This course provides a practical study of policies and programs that demonstrates how police and other organizations can address crime vulnerabilities and exposures in the communities they serve through strategies that go beyond specific deterrence of offending.

47:202:222 Constitutional Issues in Criminal Justice (3)

This course explores the U.S. Constitution and how it regulates the criminal justice system processes. The course will provide a historical overview of the Constitution, the formation of the legal system, and the evolution of the Constitution through its Amendments.

47:202:225 Criminal Justice: Ethical and Philosophical Foundations (3)

This course explores ethical and philosophical issues and moral dilemmas within the field of criminal justice including principles of justice, deontology and utilitarianism, philosophical issues in sentencing, police and ethics, ethics and research, and the scope of state control.

47:202:301 Criminal Justice Research Methods (3)

This course develops the tools needed for conducting research and writing reports and scholarly papers in criminal justice. This course provides the tools to be an informed consumer of criminological research and to conduct basic research projects. Specific topics include the primacy of design, principles of reliability and validity, sampling theory, survey preparation, experiments and quasi-experiments, and qualitative designs (intensive interviews, content analysis, and ethnography).

47:202:302 Data Analysis in Criminal Justice (3)

This course examines the various types of data used within criminal justice and the fundamentals of statistics and analysis. It also provides an analysis of the appropriate use of data, the limits of various methods, how data is collected, and how to interpret findings. Policy implications of data will also be discussed.

Prerequisites: 47:202:301 and the basic undergraduate math requirement.

47:202:312 Comparative Criminal Justice Systems (3)

This course reviews theories and methods for comparative research, describes limits and advantages of comparative data, and discusses how comparative research can inform criminal justice policies. Specific topics include the role of history and politics in shaping approaches to law enforcement and punishment, the contribution of police and prisons to racial inequality, and the global diffusion of criminal justice ideas, laws, and practices.

47:202:313 Gender, Crime, and Justice (3)

This course provides an in-depth survey of changing social values about gender, changing criminal codes about sex crimes, changing law enforcement policies and procedures in prosecuting sex crimes, and emerging legal doctrines about privacy and sexual rights. Gender differences in crime commission and the types of crimes committed, as well as issues centering on criminal justice processing are explored.

47:202:324 Violent Crime (3)

This course provides an in-depth analysis of the relationship between violence and criminal behavior. It assesses the theoretical basis of violence by investigating its anthropological, biological, and sociological explanations and roots. It includes in-depth investigations of how and why violence occurs within the contexts of individuals, groups, and societies.

47:202:333 Race, Crime, and Justice (3)

This course examines how race is related to crime, victimization, punishment, and interactions with the criminal justice system. The course considers how race is defined at societal, cultural, and individual-levels, how these definitions are malleable, and how this impacts criminal justice policy.

47:202:343Q White-Collar Crime (3)

This course focuses on crimes organized by persons whose economic, political, and/or privileged positions facilitate the commission of illegal activities. The course will include critical assessments of how white-collar crime is defined and understood, and the similarities and differences between white-collar crimes and other criminal activities. The costs, investigative procedures, challenges with measuring, and long-term potential consequences of white-collar crimes are discussed.

Prerequisites: 47:202:102 and 47:202:103.

47:202:344Q Crime in Different Cultures (3)

This course explores crime through the critical lens of anthropology by situating criminal acts as consequences of the complexity and nuances of human interactivity and cultural heterogeneity. Crime and punishment in other

societies, especially non-Western societies that lack institutional systems of criminal justice and the social evolution of crime and crime-related institutions throughout the United States of America's history are particular topics that are discussed in this course.

Prerequisites: 47:202:102 and 47:202:103.

47:202:424 *Mass Incarceration and Collateral Consequences* (3)

This course examines trends in mass incarceration, their sources, and their direct and indirect effects on society. Since 1970, incarceration rates in the United States have quintupled and are now higher than those in any other country in the world. These huge increases in mass incarceration over a short period of time have persisted through periods when crime was rising, and even in the more recent time periods when crime has been falling. Apart from the dubious effects of mass incarceration on public safety suggested by these divergent trends, mass incarceration also has substantial collateral consequences across society, affecting families, communities, the labor market, the military, political processes, and the use of taxpayer dollars.

47:202:425 *Miscarriages of Justice* (3)

This course provides a critical and interdisciplinary examination of the current functioning of the American criminal justice system, focusing specifically on the procedures used by various criminal justice actors that can lead to errors in case processing and unjust outcomes. This course examines policies and practices of the United States' criminal justice system (e.g., police procedure, prosecution, jury selection, scientific evidence, appellate court procedures, etc.) that unintentionally contribute to the wrongful apprehension, prosecution, conviction, incarceration, and even execution of the innocent. The course explores the collateral consequences of punishing "false positives," including implications for undermining the legitimacy of the criminal justice system and allowing impunity for culpable offenders who remain at-large.

47:202:466 *Topics in Criminal Justice* (3)

Vary per semester.

47:202:499 *Internship in Criminal Justice* (3)

47:204:105 *The Pursuit of Justice* (3)

This course surveys philosophies and strategies regarding structures of justice. The class begins with a review of the differences between retributive and distributive justice and how they are related. This analysis leads to a broader discussion of "what justice means," both historically and in contemporary thinking. The course will explore an array of ideas about justice in social relations and in response to the law.

47:204:220 *Inequality* (3)

American society tends to hold itself up as an arbiter of justice and equality, domestically and globally. Upon scrutiny, however, the topic of inequality reveals itself to be an epistemological aporia in which starkly oppositional ideas and frameworks are all held up as social goods, whether within American social practice, theoretical debate, academic discourse, or lived experience. This course addresses one, central question: How is it that institutions and nations with expressed intentions of achieving freedom, justice, fairness, and democratic thriving often end up both exacerbating injustice and deepening inequality?

47:204:314 *Sex, Sexuality, Crime, and Justice* (3)

This course examines ways in which legal codes and the criminal justice system define, regulate, police and punish sexuality and sexual activity, reproduction, and sexual violence, both historically and in the present. It examines the criminalization and punishment of sexuality and sexual activity and related topics (e.g., nudity, erotica). It examines sex offending and victimization, and the criminal justice response to these.

47:204:430 *Conservation, Crime, and Environmental Justice* (3)

This course is an introduction to social science approaches to studying conservation and its relation to crime and environmental justice. It offers a critical examination of crimes against the environment, environmental injustices, and wildlife crime and conservation, both in the U.S. and internationally. Through case studies and comparative literatures, we will survey a variety of topics that reveal the complex interactions between social structures of power and environmental harms. A prominent theme will be a focus on climate injustice, or the disproportionate injustices associated with climate change and environmental crimes.

47:204:467 *Topics in Justice Studies* (3)

Vary per semester.

47:204:481Q *Senior Thesis I* (3)

This course is a research-based seminar designed for students demonstrating the academic maturity and preparation to pursue a thesis project independently. Students will draw on their knowledge of theory, methods, and policy learned in core and elective courses to analyze and propose a research plan on an important topic in criminal justice.

Prerequisites: 47:202:301 and 47:202:302.

47:204:482Q *Senior Thesis II* (3)

The senior thesis must be a substantive piece of scholarship involving primary or secondary research, which serves to synthesize knowledge acquired in the justice studies major over the course of the student's undergraduate career. A senior thesis project should be an original work that ideally makes a contribution to the discipline of justice studies.

Prerequisite: 47:204:481Q.

Joint B.S./M.A. Degree Program (SCJ-U)

JOINT B.S./M.A. DEGREE PROGRAM

For highly motivated and qualified students who have determined early in their postsecondary education that they wish to pursue graduate studies or a career in criminal justice, this five-year joint bachelor of science/master of arts (B.S./M.A.) program makes it possible to earn a baccalaureate degree from the Newark College of Arts and Sciences (NCAS), University College-Newark (UC-N), or other participating institutions and a master's degree from the School of Criminal Justice (SCJ).

There are several requirements before one can be considered for admission into this program:

1. Completion of 96 undergraduate credits (can include transfer credits).
2. Satisfactory completion of the core curriculum requirements of NCAS, UC-N, or SCJ.
3. Completion of undergraduate criminal justice major requirements.

4. A cumulative grade-point average of 3.2 or better at NCAS, UC-N, or SCJ.
5. A Graduate Record Examination (GRE) test score (taken in the junior year) acceptable to the School of Criminal Justice or a personal statement.

Careful planning is necessary to complete the undergraduate requirements with just 96 credits.

Students interested in this program should contact the Office of Academic Programs and Student Services and the assistant dean for undergraduate studies. Application for early admission to the School of Criminal Justice is then made at the beginning of the second semester of the junior year. Applications, catalogs, and additional information are available from the School of Criminal Justice.

If you meet at least the minimum requirements listed above and are interested in the program, the next step is to secure three recommendation letters from past professors. These are forwarded to the School of Criminal Justice along with your application for admission. Meeting the requirements listed above does not guarantee admission into this program. In all cases, the School of Criminal Justice reserves the right to deny admission to applicants it deems unqualified. You must compete not only with other Rutgers students but also with those from other state colleges and universities whose institutions also participate in this program. If you do not qualify for admission to the joint B.S./M.A. graduate program at the end of your junior year, we strongly encourage you to apply to the M.A. program once you graduate with your B.S. degree.

Those students accepted by the School of Criminal Justice receive their B.S. degree from NCAS/UC-N and the School of Criminal Justice upon satisfactory completion of 24 credits maximum (some students may complete less) in the graduate program. Upon satisfactory completion of the remaining requirements of the School of Criminal Justice, the M.A. degree is awarded. Once students are admitted to the School of Criminal Justice, they are bound by the academic regulations and degree requirements of that school.

[Visit the Joint B.S./M.A. Degree Program website here.](#)

School of Public Affairs and Administration (SPAA-U)

SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION

The School of Public Affairs and Administration (SPAA) at Rutgers University-Newark educates and motivates students to choose careers in public service and administration through its innovative and comprehensive bachelor of arts in public and nonprofit administration, master of public administration (M.P.A.), executive M.P.A., doctoral degree, and professional and graduate certificate programs. The school's faculty generates knowledge and best practices in public service and administration, and collaborates with public and nonprofit sector organizations and professionals throughout the United States and the world. Guided by the principles of knowledge, competence, diversity, service, and ethics---with an emphasis on public service values and competencies for effective performance---SPAA promotes accountability, transparency, and performance in the public and nonprofit sectors. SPAA is highly ranked by *U.S. News & World Report* and is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

Admission to the School of Public Affairs and Administration (SPAA-U)

Admission

First-Year Students

First-year students should apply [online through the Office of Graduate and Undergraduate Admissions](#), indicating the public administration major within the School of Public Affairs and Administration (SPAA).

First-year students may be accepted into the School of Public Affairs and Administration with indication of public administration as their major on their initial Rutgers University-Newark application. SPAA students are jointly enrolled in Newark College of Arts and Sciences and the School of Public Affairs and Administration.

Transfer Students from Other Institutions

Transfer students may be accepted into the School of Public Affairs and Administration (SPAA) directly with indication of a public administration major on their initial Rutgers-Newark application. SPAA students are jointly enrolled in the Newark College of Arts and Sciences and School of Public Affairs and Administration.

Those applying from outside Rutgers as transfer students should apply [online through the Office of University Undergraduate Admissions](#), indicating the public administration major within SPAA.

Students transferring from other schools should consult with admissions counselors to learn if any articulation agreements are in place to define which courses at the school from which they are transferring are acceptable for meeting admission requirements. Please note the information below on [NJ Transfer](#).

Comprehensive Statewide Articulation Agreement

The agreement with New Jersey community colleges and New Jersey public four-year institutions provides a seamless transition from public associate to public baccalaureate degree programs and supports the successful acquisition of baccalaureate degrees by transfer students.

All students transferring with an associate in arts (A.A.) or an associate in science (A.S.) degree from a New Jersey community college within the past three years may have satisfied all general education requirements. Students may not be grandfathered into the program. Once a student is enrolled, they may not return to their prior institution to earn an A.A./A.S. degree. The A.A./A.S. degree must be completed before enrolling at Rutgers-Newark.

Under extenuating circumstances, a student may be allowed to take a course at Rutgers-Newark and transfer the credits back to the community college in order to earn their degree. Students must get approval in writing from both institutions prior to taking the course.

NJ Transfer

Rutgers participates with the NJ Transfer Articulation System. [NJ Transfer](#) is a computerized data information system designed to ease the transition from these institutions to Rutgers. Students attending one of New Jersey's two-year colleges can access the NJ Transfer website to obtain detailed information about transferring to Rutgers. Students may determine the transfer-ability of the courses they are completing at their community college.

School-to-School Transfer within Rutgers-Newark

In order to be formally accepted into the School of Public Affairs and Administration (SPAA) Undergraduate-Newark program, students from other divisions of Rutgers University-Newark such as the Newark College of Arts and Sciences, University College-Newark, Rutgers Business School-Newark, School of Criminal Justice, and the Rutgers School of Nursing (in Rutgers Biomedical and Health Sciences) must use the online [School-to-School Transfer Application](#) to apply.

School-to-School Transfer from Rutgers-New Brunswick or Rutgers-Camden

Students from Rutgers University-New Brunswick or Rutgers University-Camden should use the online School-to-School Transfer Application (see above) to apply.

Re-enrollment Guidelines for SPAA

School of Public Affairs and Administration (SPAA) students in good academic standing, who are not registered for one or more semesters, are required to formerly re-enroll through the [Re-Enrollment Application](#).

SPAA students who have not registered for two or more semesters are subject to the requirements in effect during the semester that they re-enroll at SPAA.

Programs, Faculty, and Courses (SPAA-U)

PROGRAMS, FACULTY, AND COURSES

[Undergraduate Major in Public and Nonprofit Administration \(B.A.\)](#)

[Accelerated Master of Public Administration Degree \(B.A./M.P.A. or B.S./M.P.A.\)](#)

[Online B.A. Program](#)

[Public Policy Minor \(838\)](#)

Public Administration (B.A.) (SPAA-U)

Public Administration (B.A.)

The undergraduate major in public administration is an interdisciplinary degree designed to bring students to a deeper understanding of their roles as public servants, broadly defined as employees of government and not-for-profits, elected officials, members of boards and communities at the local level, volunteers, philanthropists, etc., in the context of civic engagement and administration. The program provides students with substantive knowledge,

analytical skills, and perspectives needed to respond effectively and fairly to major contemporary social problems with a particular focus on urban issues that affect the community within which we live, work, and educate students at Rutgers University-Newark.

The curriculum is rooted in the concepts of civic engagement and the common good, fosters an understanding of the spirit of service already evident among many students, and suggests a broad array of professional careers and voluntary pathways to public and nonprofit administration.

Public administration attracts a special kind of individual and is often based on a sense of duty or an intense inner commitment to a cause that extends beyond the exigencies of the moment. These people are public servants who achieve internal satisfaction by making a contribution to society, as opposed to a self-serving commitment to achieving personal goals. Those who enter public service do so out of a desire to serve the public interest, and it is a vocation that links them to the larger community.

Public administration embodies the ethical principles of the common good, service to others, and social equity. It is important because the essential components of our society are largely carried out in the public sphere: public education, public health, justice and security, environmental protection, museums, business and administration, and science and universities.

Rutgers-Newark and the School of Public Affairs and Administration (SPAA) are steeped in the tradition of making a first-class college education available to bright, motivated, and industrious students of all origins, many of whom are the first in their families to attend college. SPAA provides students with more than academics: the public administration major was intentionally designed to provide practical, experiential, and hands-on experience through its service-learning component.

Public Administration (B.A.) (SPAA-U)

Curriculum

Curriculum

Bachelor of Arts in Public and Nonprofit Administration/Minor in Public Administration

The School of Public Affairs and Administration offers an undergraduate major and minor in public administration.

The bachelor of arts degree at Rutgers School of Public Affairs and Administration (SPAA) is an interdisciplinary degree designed to bring students to a deeper understanding of their roles as public servants--which, broadly defined, includes employees of government and not-for-profit organizations, elected officials, members of boards and communities at the local level, volunteers, and philanthropists, etc.--in the context of civic engagement.

The program provides students with the substantive knowledge, analytical skills, and perspectives needed to respond effectively and fairly to major contemporary social problems with a particular focus on urban issues that affect our communities. It is not an undergraduate degree solely in public administration or public management. Rather, the curriculum is rooted in the concepts of civic engagement and the common good and helps foster an understanding of the spirit of service already evident among many students, suggesting a broad array of career and professional pathways to public service.

Students majoring in public administration receive excellent preparation for further study in the graduate professional schools and careers in public service, policy, and management/administration.

The major requires 35 credits as follows (courses marked WI are writing-intensive courses):

1. Five 3-credit public service core courses (15 credits):

- 40:834:200 Understanding Public Administration and the Public Sector (3)* (Course updated as of Spring 2025; Formerly known as Introduction to Public Administration)
- 40:834:203 Understanding the World of Nonprofits (3)* (Course updated as of Spring 2025; Formerly known as Introduction to Nonprofit Administration)
- 40:834:301 Ethics in Public and Nonprofit Organizations [Writing Intensive] (3)* (Course updated as of Spring 2025; Formerly known as Ethical Public Service)
- 40:834:406 Organizational Dynamics (3)* (Course updated as of Spring 2025; Formerly known as Public Service Organizations)
- 40:834:408 Leadership in Public Service (3)* (Course updated as of Spring 2025; Formerly known as Leadership for the Service Professions)

2. Five credits in career exploration and service learning (5 credits):

- 40:834:429 Career Exploration in Public Service Seminar (1)
- 40:834:430 Service-Learning Internship I (4)

3. Five 3-credit elective courses (minimum of 15 credits):

- 40:834:201 Public Service as Responsible Citizenship (3)
- 40:834:302 United States and Global Urban Experience (3)
- 40:834:304 Technology and Public Service (3)
- 40:834:306 Grant Writing for Organizations (WI) (3)
- 40:834:402 The Arts and Culture of Public Service (3)
- 40:834:404 Philanthropy: Volunteerism, Fundraising, and Community Engagement (3) (previously Volunteerism and Philanthropy in Public Service)

(No more than 6 credits from the following):

- 40:834:330 Special Topics Course in Public Service (3)
- 40:834:331 Independent Study in Public Service (BA) (faculty approval required)
- 40:834:431 Service Learning Internship II (4)

4. Second Concentration:

All first-year and transfer students must complete a second academic concentration. Refer to [this webpage](#).

The second concentration can be met through completion of any of the following:

- a second major (within the School of Arts and Sciences-Newark)
- a minor
- the Urban Teacher Education Program (UTEP)

- the Honors College Program
- a bachelor's-master's dual-degree program

Students enrolled in SPAA must complete their second concentration in the School of Arts and Sciences-Newark or the bachelor of science or bachelor of arts/master of public administration (B.S. or B.A./M.P.A.) dual-degree program offered by SPAA.

Public Administration Minor Requirements

The minor in public administration program requires the completion of 18 credits with a grade of C or better, which include the following courses (courses marked WI are writing-intensive courses):

- 40:834:200 Understanding Public Administration and the Public Sector (3)
- 40:834:203 Understanding the World of Nonprofits (3)
- 40:834 301 Ethics in Public and Nonprofit Organizations (WI) (3)
- 40:834:406 Organizational Dynamics (3)
- 40:834:408 Leadership in Public Service (3)
- three additional credits from public administration elective course offerings

Public Administration (B.A.) (SPAA-U)

Courses

Courses

40:834:200 *Understanding Public Administration and the Public Sector* (3)

This course introduces students to the field and profession of public administration. By covering the economic, political, and social dynamics within which governments and public organizations operate, the course allows students to develop a broad understanding of the public sector. Moreover, the course addresses several administrative, managerial, and political challenges facing public organizations and related to human resources, finances, program development and evaluation, strategic planning, among others. By completing this course, students gain an initial understanding of the functioning of government that is necessary to make adequate decisions and effect change as public administrators.

40:834:201 *Public Service as Responsible Citizenship* (3)

This course is about people living together in democratic communities and the particular role community service plays in support of those communities. Community service in a wide variety of settings has become a significant way in which we accomplish public goals. Critically examines the community service approach to public work and seeks to understand how service might be more effective in improving community life. Students will learn basic strategies and tactics utilized by individuals, groups, and organizations to maintain and improve the quality of life in their communities.

40:834:203 *Understanding the World of Nonprofits* (3)

This introductory course will provide students with an understanding of the nonprofit sector in the United States and the distinct leadership and management challenges often faced by nonprofit managers. This course covers both general management practices that apply to all organizations such as marketing, strategic planning, human resources management, ethics, and financial accountability, as well as topics unique to nonprofit organizations such

as board governance, volunteer management, advocacy, and fundraising.

40:834:301 Ethics in Public and Nonprofit Organizations (WI) (3)

This course covers ethical considerations in public sector and nonprofit organizations, including conflicts of interest, confidentiality, deception, whistleblowing, human rights, and the moral responsibilities of leaders and citizens. The course combines theoretical studies and practical skills to help students gain the necessary understanding of ethical principles, and the tools required to navigate and manage complex ethical situations.

Note: Course is writing intensive. Prerequisites: 21:355:101 and 102.

40:834:302 The United States and Global Urban Experience (3)

Introduces students to the cultural, social, political, economic, and environmental elements and complexities of urban communities from a domestic and international perspective. Students will examine topics such as poverty, health care, education, environmental sustainability, employment opportunities, transportation networks, gentrification, and current social challenges. Through the lens of public service, students will explore the interconnection of world efforts in providing for the social, economic, and human service needs of local communities from an international comparative course of study.

40:834:304 Technology and Public Service (3)

Government and private organizations are recognizing the benefits of data-driven decision making. As such, all business and strategic operations of this era are deploying technologies to improve data integrity in order to better serve their constituency. The course introduces various technologies public organizations may use to collect, manage, and disseminate information used to inform and administer public services.

Prerequisite: 40:834:200.

40:834:306 Grant Writing for Organizations (WI) (3)

Grant writing for public and nonprofit agencies: proposal writing, promotional and support materials, budget development, fundraising sources, and grants-management system.

Note: Course is writing intensive. Prerequisites: 21:355:101, 102, and 40:834:200.

40:834:307 Servant Leadership (3)

This course examines the concept of the servant as leader, including examples of principles commonly associated with this philosophy of leadership: building community, empathy, foresight, persuasion, and stewardship. Students will review profiles of several historical and contemporary public figures that have utilized characteristics of the servant leader to transform society.

40:834:308 Society, Culture, and Public Health (3)

This course introduces students to public health and the complex interactions among health, culture, and society. The course describes the basic goals and approaches of public health, the social determinants of health, the role of society and culture in defining the content and meaning of an illness, and in structuring responses to illness. The course employs a case study approach to explore these relationships, including contemporary and historical health examples.

40:834:330 Special Topics in Public Service (3)

In-depth exploration of selected issues in public service of general relevance and specific interest to course participants.

40:834:331 Independent Study in Public Service (BA)

Supervised arrangement for readings, research, assignments, fieldwork, and/or internship as agreed upon by faculty instructor and academic dean. Credits awarded by arrangement.

Prerequisites: *Permission of instructor and academic dean.*

40:834:402 The Arts and Culture of Public Service (3)

Focuses on the connection between arts and cultural programs and community building, based on the perspective that arts and cultural programs can be a vehicle for community change and enhancement. This course will examine the role that arts and cultural programs have played in community development and consider that arts and cultural programs form a vital part of our public service commitment.

Prerequisite: 40:834:200.

40:834:404 Philanthropy: Volunteerism, Fundraising, and Community Engagement (3)

Examines the role of volunteers and philanthropy as vital to the success of nonprofit organizations. Different from the profit and public sector, the nonprofit sector is built upon the good deeds of volunteers and the private financial support of individuals. Student will have the opportunity to develop basic knowledge and skills in how nonprofits recruit, secure, and retain volunteers and financial contributors through a study of the art and science of this important work.

Previously titled Volunteerism and Philanthropy. Prerequisite: 40:834:200.

40:834:406 Organizational Dynamics (3)

This course is designed to provide students with a comprehensive understanding of organizational intricacies in the public and nonprofit sectors. The course content and activities support students in acquiring knowledge, skills, and tactics necessary for navigating organizational dynamics in these vital sectors. The course includes a focus on organizational theories, a review of pivotal issues and challenges, and discussions of effective managerial processes and strategies.

Prerequisite: 40:834:200.

40:834:408 Leadership in Public Service (3)

In this course students learn about different leadership typologies, traits, roles, and responsibilities. They are guided in developing leadership skills that include communication, conflict resolution, change management, adaptability, problem solving, and team building in the context of public and nonprofit organizations. By successfully completing this course, students are expected to be prepared to address leadership challenges that they will face as professionals in the public and nonprofit sectors.

Prerequisite: 40:834:200.

40:834:430 Service-Learning Internship I (4)

Designed to provide students field experiences with community agencies to link academic work with meaningful community service that will benefit both the agency and the student. Agencies will benefit from the infusion of enthusiastic students to assist in the delivery of services to their clients and students will develop a deeper understanding of their role as leaders in their communities as well as increase their civic and citizenship skills. The director of the undergraduate major will work in conjunction with the Career Development Center of Rutgers-Newark and other campus units to place students in a viable internship.

Prerequisites: *Successful completion of three core courses.*

40:834:431 Service-Learning Internship II (4)

Designed to provide students field experiences with community agencies to link academic work with meaningful community service that will benefit both the agency and the student. Agencies will benefit from the infusion of enthusiastic students to assist in the delivery of services to their clients and students will develop a deeper understanding of their role as leaders in their communities as well as increase their civic and citizenship skills. The director of the undergraduate major will work in conjunction with the Career Development Center of Rutgers-Newark and other campus units to place students in a viable internship.

Prerequisites: Successful completion of three core courses and 40:834:430.

Accelerated Master of Public Administration Degree (B.A./M.P.A. or B.S./M.P.A.) (SPAA-U)

Accelerated Master of Public Administration Degree (B.A./M.P.A. or B.S./M.P.A.)

The Accelerated MPA (BA/MPA or BS/MPA) as a second concentration is an undergraduate concentration that allows qualified students to take 18 out of 42 credits of the MPA degree as an undergraduate student. The 18 credits taken as an undergraduate may count as a student's second concentration, which is a requirement for many undergraduates at Rutgers University-Newark.

Program Quick Facts Program: On Campus | Online Credits: 18 (taken as an undergraduate for the second concentration requirement) Eligibility for Second Concentration: Students must: have completed at least 75 credits

- Have a cumulative GPA of 3.000 or higher
- Be a matriculating undergraduate student at a school on the Rutgers-Newark campus (School of Public Affairs and Administration, School of Arts and Sciences-Newark | University College, School of Criminal Justice, Rutgers Business School-Newark)
- Submit an application before they can begin taking Accelerated MPA classes

[For more information, please visit the SPAA website.](#)

Accelerated Master of Public Administration Degree (B.A./M.P.A. or B.S./M.P.A.) (SPAA-U)

Admission

Admission

Admission requirements for the joint bachelor of arts or bachelor of science and master of public administration (B.A. or B.S./M.P.A.) degree are:

- Completion of 75 undergraduate credits including all Core Curriculum and/or major requirements in any discipline
- Permission of major academic department
- Cumulative grade-point average (GPA) of 3.2 or higher
- Submission of graduate application for early admission to M.P.A. degree (in junior year)

- Submission of online admission application documents (application, personal statement, current résumé, three recommendation letters, official undergraduate transcript)

Documents for early admission should be filed within the first semester of the applicant's junior year. Once the applicant receives notice that they qualify for the joint program, they will be permitted to begin courses in the M.P.A. degree program in the second semester of the junior year.

Courses taken as an undergraduate are counted toward both the undergraduate and graduate degrees (must earn a grade of B or better to count toward graduate degree). M.P.A. courses taken as an undergraduate are charged at the undergraduate tuition rate during the fall and spring semesters only.

Accelerated Master of Public Administration Degree (B.A./M.P.A. or B.S./M.P.A.) (SPAA-U)

Registration

Registration

Students complete an MPA application during the first semester of the junior year. Students must receive written authorization from the assistant dean for undergraduate programs to register for graduate courses, regardless of academic major.

The Rutgers School of Public Affairs and Administration (SPAA) notifies successful applicants of authorization to register for graduate courses before the end of the first semester of their senior year.

Students must earn a grade of B or better in the graduate courses taken in their senior year to receive credit toward the master of public administration (M.P.A.) degree.

Graduate courses available to eligible undergraduate students include (*undergraduate students are limited to 15 graduate credits during their senior year*):

- 20:834:501 Introduction to Public Administration (3)
- 20:834:515 Ethical Challenges in Public Affairs (3)
- 20:834:523 Human Resources Management (3)
- 20:834:541 Economic Issues in Public Administration (3)
- MPA Program Elective I (3)
- MPA Program Elective II (3)

These graduate courses may be taken during the spring semester of their junior year and fall and spring semesters of a student's senior year. M.P.A. courses taken as an undergraduate are charged at the undergraduate tuition rate and are double-counted for undergraduate and graduate credits if students earn a B or better. If students take graduate courses during the Summer or Winter Session, they will be charged the graduate-level tuition rate.

After receiving their undergraduate degree, students continue in the M.P.A. program, taking M.P.A. courses until completion of the required 42 credits for the M.P.A. degree. Post-B.S./B.A. degree credits carry the graduate tuition rate.

Accelerated Master of Public Administration Degree (B.A./M.P.A. or B.S./M.P.A.) (SPAA-U)

Courses

Courses

Undergraduate students must obtain graduate course approval from the assistant dean for undergraduate programs before registering for master of public administration (M.P.A.) graduate courses.

20:834:501 *Principles of Public Administration & Democratic Governance* (3)

This course introduces students to what public administration is as a field of study and why it is critical to the practice of democratic governance. This learning process occurs through the identification of intellectual, theoretical, institutional, and constitutional foundations distinctly found in the study and practice of public administration in the United States, as well as in other democratic contexts. It also explores the intersection between public administration theory and practice, examines many of the practical challenges currently affecting civil servants at all levels of government, and emphasizes ways in which the boundaries of the administrative state evolve. At the course's conclusion students are able to: (1) identify seminal public administration scholars and theories as well as many of the political, economic, and social issues affecting public administration in the 21st century, (2) apply theories of democratic governance to the practice of public management, and (3) have developed an understanding for how the rule of law legitimizes public administration in theory and practice.

20:834:515 *Ethical Challenges in Public Affairs* (3)

Within this course, students will learn about public sector values and the role leaders play in working toward an ethical environment. Case studies of scandal, corruption, and run-of-the-mill unethical behavior will be discussed along with frameworks ethical decision making and leadership. The primary goals of this course are to: (a) introduce students to the role that ethics should play in the lives of public sector leaders, and (b) provide tools and strategies for identifying and addressing ethical issues in professional life.

20:834:523 *Human Resources Management* (3)

The course addresses public sector human resources management from multiple perspectives, including theoretical, legal, political, policy and practical. It covers the important contemporary issue of diversity, equity, and inclusion (DEI), as well as other critical issues such as public sector labor relations, performance management, ethics, and privatization.

20:834:541 *Economic Issues in Public Administration* (3)

This course introduces students to the basic principles of economic reasoning. Students will utilize the fundamentals of economic analysis to untangle the complex management and policy problems they will confront as policy makers, policy analysts, and public administrators.

20:834:XXX (2) *Two MPA electives* (6)

Two MPA electives must be completed as part of the accelerated MPA curriculum. Undergraduate students must obtain graduate course approval from the assistant dean for undergraduate programs before registering for master of public administration (M.P.A.) graduate courses.

Online B.A. Program (SPAA-U)

Online B.A. Program

The 100% Online B.A. program is an interdisciplinary degree designed to bring students to a deeper understanding of their roles as public servants, broadly defined as employees of government and not-for-profits, elected officials, members of boards and communities at the local level, volunteers, philanthropists, etc., in the context of civic engagement and administration. The program provides students with substantive knowledge, analytical skills, and perspectives needed to respond effectively and fairly to major contemporary social problems with a particular focus on urban issues that affect the community within which we live, work, and educate students at Rutgers University-Newark.

The curriculum is rooted in the concepts of civic engagement and the common good, fosters an understanding of the spirit of service already evident among many students, and suggests a broad array of professional careers and voluntary pathways to public and nonprofit administration.

Public administration attracts a special kind of individual and is often based on a sense of duty or an intense inner commitment to a cause that extends beyond the exigencies of the moment. These people are public servants who achieve internal satisfaction by making a contribution to society, as opposed to a self-serving commitment to achieving personal goals. Those who enter public service do so out of a desire to serve the public interest, and it is a vocation that links them to the larger community.

Public administration embodies the ethical principles of the common good, service to others, and social equity. It is important because the essential components of our society are largely carried out in the public sphere: public education, public health, justice and security, environmental protection, museums, business and administration, and science and universities.

Rutgers-Newark and the School of Public Affairs and Administration (SPAA) are steeped in the tradition of making a first-class college education available to bright, motivated, and industrious students of all origins, many of whom are the first in their families to attend college. SPAA provides students with more than academics: the public administration major was intentionally designed to provide practical, experiential, and hands-on experience through its service-learning component. at Rutgers SPAA is designed to prepare students for careers or advanced study in public and nonprofit administration. The program, which is rooted in the concept of experiential learning, is not solely focused on traditional academic coursework. Rather, the curriculum aims to give students a hands-on educational experience through internships and projects that provide the practical knowledge and skills required to enter rewarding careers in government or the nonprofit sector in a variety of policy areas.

Curriculum

Curriculum

The bachelor of arts degree at Rutgers School of Public Affairs and Administration (SPAA) is an interdisciplinary degree designed to bring students to a deeper understanding of their roles as public servants--which, broadly defined, includes employees of government and not-for-profit organizations, elected officials, members of boards and communities at the local level, volunteers, and philanthropists, etc.--in the context of civic engagement.

The program provides students with the substantive knowledge, analytical skills, and perspectives needed to respond effectively and fairly to major contemporary social problems with a particular focus on urban issues that affect our communities. It is not an undergraduate degree solely in public administration or public management. Rather, the curriculum is rooted in the concepts of civic engagement and the common good and helps foster an understanding of the spirit of service already evident among many students, suggesting a broad array of career and professional pathways to public service.

Students majoring in public administration receive excellent preparation for further study in the graduate professional schools and careers in public service, policy, and management/administration.

The major requires 35 credits as follows (courses marked WI are writing-intensive courses):

1. Five 3-credit public service core courses (15 credits):

- 40:834:200 Understanding Public Administration and the Public Sector (3)* (Course updated as of Spring 2025; Formerly known as Introduction to Public Administration)
- 40:834:203 Understanding the World of Nonprofits (3)* (Course updated as of Spring 2025; Formerly known as Introduction to Nonprofit Administration)
- 40:834:301 Ethics in Public and Nonprofit Organizations [Writing Intensive] (3)* (Course updated as of Spring 2025; Formerly known as Ethical Public Service)
- 40:834:406 Organizational Dynamics (3)* (Course updated as of Spring 2025; Formerly known as Public Service Organizations)
- 40:834:408 Leadership in Public Service (3)* (Course updated as of Spring 2025; Formerly known as Leadership for the Service Professions)

2. Five credits in career exploration and service learning (5 credits):

- 40:834:429 Career Exploration in Public Service Seminar (1)
- 40:834:430 Service-Learning Internship I (4)

3. Five 3-credit elective courses (minimum of 15 credits):

- 40:834:201 Public Service as Responsible Citizenship (3)
- 40:834:302 United States and Global Urban Experience (3)
- 40:834:304 Technology and Public Service (3)
- 40:834:306 Grant Writing for Organizations (WI) (3)
- 40:834:402 The Arts and Culture of Public Service (3)

- 40:834:404 Philanthropy: Volunteerism, Fundraising, and Community Engagement (3) (previously Volunteerism and Philanthropy in Public Service)

(No more than 6 credits from the following):

- 40:834:330 Special Topics Course in Public Service (3)
- 40:834:331 Independent Study in Public Service (BA) (faculty approval required)
- 40:834:431 Service Learning Internship II (4)

4. Second Concentration: The Accelerated MPA program allows students to complete eighteen (18) graduate credits during their senior year. SPAA has an established fully online MPA program and students are allowed to register for the online courses to complete the concentration.

The Accelerated MPA curriculum consists of:

- Principles of Public Administration & Democratic Governance (3)
- Ethical Challenges in Public Affairs (3)
- Human Resource Management (3)
- Economics for Public Administration (3)
- Two (2) MPA electives (6)

Online B.A. Program (SPAA-U)

Courses

Courses

40:834:200 *Understanding Public Administration and the Public Sector* (3)

This course introduces students to the field and profession of public administration. By covering the economic, political, and social dynamics within which governments and public organizations operate, the course allows students to develop a broad understanding of the public sector. Moreover, the course addresses several administrative, managerial, and political challenges facing public organizations and related to human resources, finances, program development and evaluation, strategic planning, among others. By completing this course, students gain an initial understanding of the functioning of government that is necessary to make adequate decisions and effect change as public administrators.

40:834:201 *Public Service as Responsible Citizenship* (3)

This course is about people living together in democratic communities and the particular role community service plays in support of those communities. Community service in a wide variety of settings has become a significant way in which we accomplish public goals. Critically examines the community service approach to public work and seeks to understand how service might be more effective in improving community life. Students will learn basic strategies and tactics utilized by individuals, groups, and organizations to maintain and improve the quality of life in their communities.

40:834:203 *Understanding the World of Nonprofits* (3)

This introductory course will provide students with an understanding of the nonprofit sector in the United States and the distinct leadership and management challenges often faced by nonprofit managers. This course covers

both general management practices that apply to all organizations such as marketing, strategic planning, human resources management, ethics, and financial accountability, as well as topics unique to nonprofit organizations such as board governance, volunteer management, advocacy, and fundraising.

40:834:301 Ethics in Public and Nonprofit Organizations (WI) (3)

This course covers ethical considerations in public sector and nonprofit organizations, including conflicts of interest, confidentiality, deception, whistleblowing, human rights, and the moral responsibilities of leaders and citizens. The course combines theoretical studies and practical skills to help students gain the necessary understanding of ethical principles, and the tools required to navigate and manage complex ethical situations.

Note: Course is writing intensive. Prerequisites: 21:355:101 and 102.

40:834:302 The United States and Global Urban Experience (3)

Introduces students to the cultural, social, political, economic, and environmental elements and complexities of urban communities from a domestic and international perspective. Students will examine topics such as poverty, health care, education, environmental sustainability, employment opportunities, transportation networks, gentrification, and current social challenges. Through the lens of public service, students will explore the interconnection of world efforts in providing for the social, economic, and human service needs of local communities from an international comparative course of study.

40:834:304 Technology and Public Service (3)

Government and private organizations are recognizing the benefits of data-driven decision making. As such, all business and strategic operations of this era are deploying technologies to improve data integrity in order to better serve their constituency. The course introduces various technologies public organizations may use to collect, manage, and disseminate information used to inform and administer public services.

Prerequisite: 40:834:200.

40:834:306 Grant Writing for Organizations (WI) (3)

Grant writing for public and nonprofit agencies: proposal writing, promotional and support materials, budget development, fundraising sources, and grants-management system.

Note: Course is writing intensive. Prerequisites: 21:355:101, 102, and 40:834:200.

40:834:307 Servant Leadership (3)

This course examines the concept of the servant as leader, including examples of principles commonly associated with this philosophy of leadership: building community, empathy, foresight, persuasion, and stewardship. Students will review profiles of several historical and contemporary public figures that have utilized characteristics of the servant leader to transform society.

40:834:308 Society, Culture, and Public Health (3)

This course introduces students to public health and the complex interactions among health, culture, and society. The course describes the basic goals and approaches of public health, the social determinants of health, the role of society and culture in defining the content and meaning of an illness, and in structuring responses to illness. The course employs a case study approach to explore these relationships, including contemporary and historical health examples.

40:834:330 Special Topics in Public Service (3)

In-depth exploration of selected issues in public service of general relevance and specific interest to course participants.

40:834:331 *Independent Study in Public Service (BA)*

Supervised arrangement for readings, research, assignments, fieldwork, and/or internship as agreed upon by faculty instructor and academic dean. Credits awarded by arrangement.

Prerequisites: Permission of instructor and academic dean.

40:834:402 *The Arts and Culture of Public Service (3)*

Focuses on the connection between arts and cultural programs and community building, based on the perspective that arts and cultural programs can be a vehicle for community change and enhancement. This course will examine the role that arts and cultural programs have played in community development and consider that arts and cultural programs form a vital part of our public service commitment.

Prerequisite: 40:834:200.

40:834:404 *Philanthropy: Volunteerism, Fundraising, and Community Engagement (3)*

Examines the role of volunteers and philanthropy as vital to the success of nonprofit organizations. Different from the profit and public sector, the nonprofit sector is built upon the good deeds of volunteers and the private financial support of individuals. Student will have the opportunity to develop basic knowledge and skills in how nonprofits recruit, secure, and retain volunteers and financial contributors through a study of the art and science of this important work.

Previously titled Volunteerism and Philanthropy. Prerequisite: 40:834:200.

40:834:406 *Organizational Dynamics (3)*

This course is designed to provide students with a comprehensive understanding of organizational intricacies in the public and nonprofit sectors. The course content and activities support students in acquiring knowledge, skills, and tactics necessary for navigating organizational dynamics in these vital sectors. The course includes a focus on organizational theories, a review of pivotal issues and challenges, and discussions of effective managerial processes and strategies.

Prerequisite: 40:834:200.

40:834:408 *Leadership in Public Service (3)*

In this course students learn about different leadership typologies, traits, roles, and responsibilities. They are guided in developing leadership skills that include communication, conflict resolution, change management, adaptability, problem solving, and team building in the context of public and nonprofit organizations. By successfully completing this course, students are expected to be prepared to address leadership challenges that they will face as professionals in the public and nonprofit sectors.

Prerequisite: 40:834:200.

40:834:430 *Service-Learning Internship I (4)*

Designed to provide students field experiences with community agencies to link academic work with meaningful community service that will benefit both the agency and the student. Agencies will benefit from the infusion of enthusiastic students to assist in the delivery of services to their clients and students will develop a deeper understanding of their role as leaders in their communities as well as increase their civic and citizenship skills. The director of the undergraduate major will work in conjunction with the Career Development Center of Rutgers-Newark and other campus units to place students in a viable internship.

Prerequisites: Successful completion of three core courses.

40:834:431 Service-Learning Internship II (4)

Designed to provide students field experiences with community agencies to link academic work with meaningful community service that will benefit both the agency and the student. Agencies will benefit from the infusion of enthusiastic students to assist in the delivery of services to their clients and students will develop a deeper understanding of their role as leaders in their communities as well as increase their civic and citizenship skills. The director of the undergraduate major will work in conjunction with the Career Development Center of Rutgers-Newark and other campus units to place students in a viable internship.

Prerequisites: *Successful completion of three core courses and 40:834:430.*

Academic Foundations Center (NUG)

ACADEMIC FOUNDATIONS CENTER

Academic Foundations Center
110 Warren Street, First Floor
973-353-3574

[Visit the Academic Foundations Center website.](#)

Administration

Suja Patel, M.S.W., Interim Associate Dean of Academic Affairs; Director of Academic Foundations Center/
Educational Opportunity Fund

Zabrina Songui, M.A., Assistant Dean of EOF Counseling Services

Educational Opportunity Fund (EOF) Program

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Student Support Services (SSS) Program

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Ronald E. McNair Scholars Program

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Partnerships & Engagement

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About the Academic Foundations Center (NUG)

About Us

The Academic Foundations Center (AFC) is comprised of academic and service programs that ensure the success of students enrolled at Rutgers University – Newark through college graduation. AFC combines strong instruction and tutorial services with the personal, financial and career counseling support necessary for academic and social advancement. These features are integral to the success of our students.

Additional pillars supporting our success are strong partnerships with academic departments, the Rutgers Learning Center (RLC) and student support units at the University. A deeply committed faculty at all levels within the AFC ensures the academic integrity of our programs and an equally committed counseling staff ensures appropriate high quality support for our students.

Programs offered by the Academic Foundations Center:

Educational Opportunity Fund Program

The New Jersey Educational Opportunity Fund was created by law in 1968 to ensure meaningful access to higher education for those who come from backgrounds of economic and educational disadvantage. The Fund assists low-income New Jersey residents who are capable and motivated but lack adequate preparation for college study. The Fund is distinctive in the comprehensiveness of its approach. To ensure the opportunity to attend college, the Fund provides supplemental financial aid to help cover college costs (such as books, fees, room and board) that are not covered by the state's Tuition Aid Grant program. To ensure a viable opportunity to succeed and graduate, the Fund supports a wide array of campus-based outreach and support services at 28 public and 13 independent institutions.

Student Support Services Program

The Student Support Services (SSS) Program provides supplemental tutoring, counseling, remediation and other support services to disadvantaged college students. The aim of the Program is to increase rates of college retention and graduation among disadvantaged college students. Student Support Services (SSS) is a TRIO Program federally funded by the United States Department of Education designed to assist students. The Program provides opportunities for academic development, assists students with college requirements, and serves to motivate towards the successful completion of their post-secondary education. The goal of our Program is to increase college retention, increase graduation rates of its participants, and facilitate the process of transition from high school to a four-year college or university.

McNair Scholars Program

The McNair Scholars Program, funded by a federal TRIO education grant, is designed to provide select college students with effective preparation for doctoral study. Admitted students will have approximately two years remaining until graduation. Program participants engage in research, seminars and educational activities that promote scholarly development and readiness for graduate studies. Services provided to students by the McNair Scholars Program include faculty-mentored research opportunities, graduate application assistance, academic

advising, college visits, non-credit workshops and exposure to cultural events. McNair Scholars receive a stipend of up to \$2,800 per academic year, based on completing specific program milestones. Additionally, McNair Scholars are provided support in securing admission and funding for graduate studies.

Partnerships & Engagement

Partnerships and Engagement manages collaborative relationships with various institutions, especially from Newark and greater Newark. This office ensures that current academic partner students attending Rutgers University-Newark receive support services needed to graduate. The goal is to engage these students as fully in the student development opportunities available on campus and in the community. This office primarily serves undergraduates from the Rutgers Future Scholars, Cooperman College Scholars, KIPP, Mayor's Leadership Academy Guaranteed Education Program, and TheDream.US Programs. The office also manages the relationship with Braven and coordinates pre-registration of eligible students into the Braven Leadership and Career Accelerator.

Academic Foundations Center Courses (NUG)

ACADEMIC FOUNDATIONS 003

21:003:060 College Algebra Support (N1.5)

Supplemental support course for the college algebra series. Under the guidance of an instructor, students develop insight and facility in functions, operations of functions, operations on polynomials, fractions, solution of linear and quadratic equations and inequalities, graphing of linear and quadratic functions, solution of word problems, elementary probability, and statistics. In addition, the syllabus for the course being supported is followed to supplement material covered in lecture.

Corequisites: 21:640:105 or 21:640:107-109. *Open to EOF students only.*

21:003:097 EOF English Tutorial Support (N1.5)

Tutoring support course follows the syllabus in Communication Skills 098, Communication Skills 099 or English Composition 101 from the Writing Program. The course is designed to review and reinforce reading with accuracy, recognizing main ideas, and the systematic organization of ideas in analytical essays.

21:355:098, 21:355:099, or 21:355:101. Open to EOF students only.

21:003:098 Math Tutorial Support (N1.5)

Tutoring support course for intermediate algebra and college algebra series offered by the mathematics department. The course topics will parallel the algebra course. The course is intended to build and strengthen essential mathematical skills.

Corequisites: 21:640:104-105 or 21:640:107-109. *Open to EOF students only.*

21:003:101,102 Strategies for Academic Success (1.5,1.5)

Focuses on the development of critical thinking. Under the guidance of EOF instructors, students use and evaluate frameworks and develop a set of critical attitudes and reasoning skills. The course assists students in thinking about and articulating thoughtful positions concerning contemporary issues, classroom discussions, and social situations.

Open to EOF students only.

21:003:147 Topics in Academic Success (4)

EOF summer bridge program that focuses on English, math, public speaking, and study skills. Under the guidance of EOF instructors, students develop and improve upon reading, writing, math, and leadership skills. The course goal is to ease the transition from high school to college by developing the critical skills necessary to achieve academic success.

Open to EOF students only; first year only.

Honors College (HC-N)

HONORS COLLEGE

Administration:

Dr. Laura Troiano, Dean

Ms. Ivette Rosario, Assistant Director

Mr. Michael Loeffler, Program Coordinator

Email: honorsn@newark.rutgers.edu

[Visit the Honors College website.](#)

Our Mission

Inclusive excellence in higher education is the mission of the Honors College at Rutgers University-Newark. Our expansive interdisciplinary liberal arts curriculum cultivates curiosity and fosters an environment of creativity and discovery, while nurturing engaged citizenry and community.

Our Approach

Grounded in an interdisciplinary liberal arts curriculum, honors courses challenge our students to embrace advanced engagement and research in the humanities, natural sciences, and social sciences. Our program culminates with a year-long thesis project where students produce an original piece of scholarly work.

Inside and outside the classroom, we encourage our students to actively participate in the intellectual dialogues happening across our campus and within the many communities to which they belong. To further foster a sense of citizenry, our students complete service work within these varied and diverse communities throughout their time in the Honors College.

We are committed to ensuring our students have the support to succeed in their undergraduate careers and in preparation for their next steps. This includes advising from our Honors College team and guidance from faculty mentors.

We strive to build relationships with integrity and trust with our students, faculty, and other units at the University, working together to support Rutgers University-Newark, a great urban, public university.

Curiosity. Creativity. Discovery. Excellence.

[The Honors College website can be found here.](#)

About the Honors College (HC-N)

ABOUT THE HONORS COLLEGE

[Academic Requirements](#)

[Cocurricular Requirements and Student Life](#)

Academic Requirements (HC-N)

Academic Requirements

The Honors College curriculum meets the university's requirement for an academic minor. Therefore, students in the Honors College are not required to enroll in a minor unless they choose to do so. Students enrolled in the Honors College must complete the curriculum in its entirety to receive credit for the minor and to graduate with Honors Distinction. Faculty from various disciplines on our campus contribute to the design of an evolving curriculum that stimulates intellectual growth and curiosity, develops special talents and interests, and provides a challenging academic environment.

Through our curriculum, we want to prepare our students to be effective, ethical researchers and scholars who can collaborate on teams, communicate and engage in work for and with the public, and contribute to the scholarship of their chosen disciplines and professions. We encourage our students to challenge themselves and one another, with our support. All students are required to complete 19 credits of coursework toward Honors Distinction.

Honors Colloquium (21:525:100,101); 2 courses; 6 credits total; first year

Interdisciplinary course with rotating topics; offers students an opportunity to develop critical thinking skills and to work closely with faculty on topics not usually covered in the undergraduate curriculum or covered at a greater level of detail than ordinarily is possible in a general course.

Seminar in Humanities (21:525:252,253), **Social Science** (21:525:254,255), or **Natural Science** (21:525:250,251); 2 seminars; 6 credits total; second, third year

Topic-based seminar; provides students opportunities for intellectual exploration, as well as an introduction to advanced techniques in critical analysis, research, projects, and/or fieldwork.

Junior Scholars Inquiry (21:300:395); 1 course; 1 credit; third year

Preparation for thesis.

Senior Honors Project Thesis (21:525:497,498); yearlong course; 6 credits total; fourth year

Culminate undergraduate experience with an individual project, or an individual thesis supervised by a faculty member; may be focused on a student's major area of study or may reflect a special interest or talent of the student outside of his or her major. Credit is given only upon completion of the project.

All Honors College students are required to complete a thesis project, in addition to their program requirements, for Honors Distinction. The thesis project is a culmination of a student's Honors experience and undergraduate education at Rutgers University-Newark. The thesis offers students the opportunity to contribute to and advance

their knowledge in their respective discipline, with greater insight and intensity. Moreover, a thesis demonstrates a student's experience with design, execution, analysis, and presentation in their field of study. Many Honors College students have published their theses or projects, participated in long-term research projects that carry into graduate or professional school, provided their project or thesis as a writing/research sample for graduate or professional school applications or as an in-depth project or thesis to discuss with a potential employer, and developed support systems postgraduate with their faculty mentors.

Cocurricular Requirements and Student Life (HC-N)

Cocurricular Requirements and Student Life

Cocurricular Requirements

Cocurricular activities are designed for Honors College students to engage with each other, with the university community, the City of Newark, and within communities where they live. Students are required to complete community service hours annually to encourage students to give back to the community. Our students are required to attend sponsored events throughout the academic year to expose them to a variety of cultural, social, and academic experiences. We also require students to complete an academic reflection each semester to reflect upon the trajectory of their education and make purposeful choices regarding their future.

Community Service

Students are required to complete twenty (20) hours of community service each year through volunteer hours.

Reflection

The reflections are a student's documentation of growth each semester. They include academic growth and challenges.

Event Attendance

Students are expected to attend eight Honors College or Honors College-sponsored events of their choosing per academic year.

Student Life

The Honors College provides numerous academic and social opportunities throughout the academic year.

Honors College students have access to the Honors-only Esterly Lounge in Engelhard Hall, which serves as a central gathering place for Honors students throughout their time at Rutgers University-Newark.

In addition, student-led activities and programs are organized and presented by the Honors College Student Council.

Honors Living-Learning Community (HLLC)

HONORS LIVING-LEARNING COMMUNITY

Honors Living-Learning Community Staff

Rutgers University

Timothy K. Eatman

Dean of the Honors Living-Learning Community

Associate Professor of Urban Education

Marta Elena Esquilin

Associate Dean of the Honors Living-Learning Community

Assistant Professor of Professional Practice, American Studies

Engelbert Santana

Assistant Dean, Dean of Advisement

Lecturer Spanish and Portuguese Studies

Macsu Hill, Ph.D.

Director of Special Projects

Mary Ann Vargas

Senior Student Program Coordinator

Yina A. Diaz

Program Coordinator

Visit the Honors Living-Learning Community website.

Established in 2015, the [Honors Living-Learning Community](#) (HLLC) is an innovative Rutgers University-Newark initiative that is revolutionizing honors, cultivating talent, and engaging communities. The HLLC is redefining the notion of "honors" by creating intergenerational and interdisciplinary learning communities comprised of students, faculty, and community partners focused on tackling some of the nation's most pressing social issues. Dynamic students are selected to join a living-learning community and intergenerational network across all intersections of identity focused on cultivating knowledge, fostering understanding across and within groups, and activating social, institutional, and cultural change.

As a transformational college access program, the HLLC is broadening pathways to college for promising local talent and reimagining the academy. The HLLC endeavors to increase access to higher education for academically promising, talented, and civic-minded individuals, some of whom may be overlooked by relying solely on standard academic indicators for college success. Utilizing a holistic admissions rubric, the HLLC identifies exceptional first-year students and community college transfers from Newark and Greater Newark, while also extending its reach to other national and international regions.

A State-of-the-Art Living and Learning Facility

The Honors Living-Learning Community is housed at 48 New Street, a 320,000-square-foot, state-of-the-art learning and residence facility that includes residences, classrooms, workspaces, street-level retail, and parking. The building houses 399 undergraduate students and provides an open space for RU-N students, faculty, staff, and community members to gather.

HLLC Scholars

The HLLC student body is comprised of dynamic, academically promising, and civic-minded scholars who desire to make a positive impact on their communities. The HLLC identifies exceptional incoming first-year and transfer students from the City of Newark, the Greater Newark Area, and beyond who have a broad range of academic interests, co-curricular involvements, and social justice interests, including equity in healthcare, LGBTQ rights, racial disparities, and mass incarceration. Its curriculum provides students with a framework to explore social inequities and themes related to citizenship, as they emerge within various academic disciplines. HLLC scholars exemplify the best of those who will become our future innovators and thought leaders.

Examples of HLLC students include, but are not limited to the following:

- High School Graduates
- First-Generation College Students
- Transfer Students
- Veterans
- Non-Traditional Students
- General Education Development (GED) Recipients
- Student-Parents
- Financially Independent Students

About the Honors Living-Learning Community (HLLC)

ABOUT THE HONORS LIVING-LEARNING COMMUNITY

[Curriculum](#)

[Benefits of Joining HLLC](#)

Curriculum (HLLC)

Curriculum

Honors Living-Learning Community (HLLC) scholars participate in a shared interdisciplinary curriculum built upon themes related to local citizenship in a global world. The curriculum promotes critical intellectual inquiry, increases cultural competence, and explores what it means to be a responsible citizen, both locally and globally. Rutgers University-Newark faculty members have been critical partners in the development of the HLLC and continue to play central roles as collaborators in its growth and success.

The HLLC curriculum serves as a second concentration and seamlessly intersects with each scholar's major curriculum, encouraging scholars to critically engage in how local and global issues emerge in their various fields of study. The curriculum also engages HLLC scholars in existing anchor institution collaborations in Newark, allowing them draw out the local-global connections in publicly engaged scholarship and education. The HLLC curriculum consists of a minimum of 18 credits in HLLC-designated courses (with the timing of courses subject to students' major and/or status as a first-year or transfer student). The curriculum includes four core classes and a combination of HLLC inter-disciplinary elective courses taught by world-renowned faculty from various academic departments, local community leaders, and public scholars.

REQUIRED HLLC CORE COURSES

21:526:301 Negotiating Space, Place, and Identities (1.5 credits)

This course is designed to allow scholars to gain insight into themselves, others, and their relationship to the communities around them. Through individual and group activities, scholars actively engage in what it means to be a culturally competent member of a diverse learning environment, and explore issues related to individual power and leadership, social and emotional intelligence, and group dynamics.

21:526:302 Voice, Citizenship, and Community Engagement (1.5 credits)

Through student involvement initiatives, special projects, and university collaborations, this course offers a variety of opportunities for scholars to explore and develop their voices, interests, and skills as community engaged citizens. This course challenges scholars to be active participants in the design and implementation of projects that contribute to the greater good of the campus community and help them to enact change based on shared passions and interests.

21:526:303 Local Citizenship in a Global World (4 credits)

An intensive semester-long course designed to give scholars an understanding of the impact of local citizenship on social and institutional change over time. Scholars are introduced to, and provided readings and assignments on perspectives of social justice and community activism, how local citizens have impacted social change, the history of Newark, national and international movements on educational reform, and the role of youth in social movements. Guest lecturers from local/national/international organizations speak to issues of school reform, eminent domain, environmental racism, etc.

Capstone (3/4 credits)

This capstone experience builds upon the foundations of both HLLC 301/302 and Local Citizenship in a Global World (HLLC 303) to engage scholars more deeply in how issues of social inequity can be addressed through the lens of their specific academic disciplines and community-engaged scholarship. Each scholar is expected to create a capstone project to be conducted at Rutgers University-Newark, in a local community (preferably Newark), or at an international site. Scholars may be involved in research projects, intern with local not-for-profits or government agencies, or engage in international academic or service learning projects, among others. Each project will be targeted to high-impact, cross-disciplinary community engagement or community-engaged scholarship. Each scholar is guided through this process by a faculty adviser and a secondary faculty "reader." Products of this project are negotiated with and evaluated by the two faculty members for a letter grade. Examples might include, but are not limited to: (1) creation and implementation of a mentoring program for local children; (2) spin-off independent projects in partnership with seed grants (with summaries); (3) research or policy white papers; (4) digital art or media advocacy projects.

HLLC ELECTIVES---SPECIAL TOPICS COURSES (9 Credits)

All HLLC elective courses are focused on themes related to local citizenship in a global world and course offerings vary from semester to semester. HLLC elective courses provide scholars with opportunities for intellectual exploration, as well as an introduction to advanced techniques in critical analysis, research, or fieldwork. Elective courses are intentionally cross-disciplinary and may satisfy requirements in a variety of academic majors.

Benefits of Joining HLLC (HLLC)

Benefits of Joining HLLC

The Honors Living-Learning Community (HLLC) offers a myriad of experiences designed to cultivate personal, social, and academic growth. By engaging a broad base of faculty, staff, students, and external stakeholders with wide-ranging professional expertise, the HLLC allow students to diversify their skill sets and explore new areas of learning. Challenging curricular and co-curricular experiences expand learning beyond the classroom and integrate it with daily campus and community life. HLLC students benefit from a number of opportunities including:

- Personalized academic mentoring and advisement
- Interdisciplinary curriculum dedicated to student success
- A close community of peers to enrich the college experience
- Dynamic internships, research assistantships, and community engagement opportunities
- International research and service opportunities
- Opportunities for leadership and professional development on and off campus
- Richly diverse experiences with individuals from many backgrounds

Program for Learning and Teaching (NUG-CR)

Program for Learning and Teaching

65:907:301 Braven: Leadership and Career Accelerator (030)

This is a foundational course, designed to begin preparing students for the increasingly competitive, globalized job marketplace. It is aimed at students in their sophomore year, junior year, or first year of transfer to Rutgers-Newark who have a hunger to attain a strong post-grad opportunity, though students of all levels and majors can participate. Through online and peer learning, interactive experiences, and reflection, students will build meaningful networks, discover their innate leadership, and cultivate the “hard” and “soft” skills and habits of mind needed to thrive in twenty-first century workplaces and make a positive impact through their careers upon graduation. This course will require your commitment. Nothing good comes easy but this course will be equally rewarding as it is challenging. What you get from this course will depend on what you give, and you need to want to give to this course to get the most out of it.

65:907:302 Career Development Internship (030)

Provide RU-N students an opportunity to earn credit through a supervised structured internship opportunity. An internship is defined as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied internship and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (NACE).

65:907:488 Rutgers Summer Service Internship (030)

This course is meant to ground students' experience in their public service internships, providing them with the theoretical foundation and professional and civic skillset to thrive in their internship site and their communities. Through readings, reflections, and virtual discussions, students will explore and engage with the topic of public service while building their career readiness and professionalism. Specifically, students will consider the connection between public service and democratic citizenship, learn from difference, and bring these lessons into their career journey.