RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

Rutgers University

2025-2026 New Brunswick Graduate Catalog

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Mission of the School (EJB-G)

MISSION OF THE SCHOOL

The mission of the Bloustein School is to create just, socially inclusive, environmentally sustainable, and healthy local, national, and global communities.

Edward J. Bloustein--Rutgers president, constitutional scholar, active citizen, philosopher, and teacher--lived a life of civic engagement that the school's ethic seeks to perpetuate. Research, teaching, and outreach at the Bloustein School aim for intellectual originality and practical rigor in an atmosphere of spirited and open debate. Bloustein activities are rooted in the diversity of experience and thought. They create settings where individuals and communities can flourish.

The Bloustein ethic strives to improve the quality of public discourse by producing ideas and measures that have impact and engages those who do their jobs not just honorably, but with a passion for their work that alters their surroundings. The Bloustein School seeks to foster new research and thinking that achieve both scholarly recognition and public acceptance. Visit here.

Education (EJB-G)

Education

The Bloustein School supports a wide variety of educational activities, from undergraduate, master's, and doctoral degree programs to continuing education courses and conferences for professionals and alumni. The school also hosts international fellows programs, which provide education and professional development opportunities for individuals from nations around the world.

The core purpose of all our educational programs is to enhance students' understanding of the theories, methods, and practices of urban planning, public policy, public health, informatics, and health administration. The school's educational programs encourage open discussion of all viewpoints, the application of quantitative methods for analysis, the careful study of history, and a thorough consideration of economic and demographic trends and political institutions and processes.

Full- and part-time students examine theories and methods in a variety of concentrations, including community and economic development, public health, workforce development, land use, housing, transportation, urban design, education, social policy, science and technology policy, and environmental policy.

Research (EJB-G)

Research

The Bloustein School serves as an intellectual focal point at Rutgers University for the examination of societal problems and solutions. Research undertakings are governed by a strong commitment to quality through the use of sound social science theory and methods and to full dissemination of results and peer review of findings.

Research is carried out on a wide variety of challenging topics. Specialized centers, established by the university's Board of Governors, carry out large-scale projects and are supported by external funding. The centers support the educational and public service mission by focusing research in substantive areas of the school's strength and by supporting students, faculty, and staff in those areas.

Service (EJB-G)

Service

The Bloustein School is committed to addressing community, regional, state, national, and international needs.

Faculty, staff, and students fulfill this commitment in a variety of ways: by preparing students for careers in public service, through continuing education courses and seminars; by serving as advisers to public officials and community organizations; by working to strengthen the capacity of governmental and nonprofit organizations through education and training; and by undertaking research projects that address the pressing needs and concerns of our society.

Academic Programs, Centers, and Institutes (EJB-G)

ACADEMIC PROGRAMS, CENTERS, AND INSTITUTES

The Bloustein School comprises two doctoral programs (planning and public policy, and health administration); four master's-level academic programs: public policy, urban planning and policy development, health administration, and public informatics; five undergraduate bachelor's degrees in city and regional planning, health administration, public health, public policy, and urban planning and design; and postbaccalaureate, nondegree granting certificate programs. The school's activities are augmented by its ongoing research and outreach.

Discovering new knowledge. Providing leadership. Setting standards of excellence. Rutgers' Edward J. Bloustein School of Planning and Public Policy is one of the premier institutions of its kind. The school is host to several nationally recognized research centers and collaborative programs. Many of these centers offer continuing education and training programs for government officials, nonprofit leaders, and career professionals, enabling the school to broaden its outreach endeavors.

ACADEMIC PROGRAMS

Undergraduate Programs
Christina Torian, Assistant Dean of Undergraduate Education

Doctoral Program in Planning and Public Policy
Michael Smart, Director

Public Policy Program
Julia Sass Rubin, Director

Urban Planning and Policy Development Program
Mi Shih, Director

Health Administration Program
Soumitra Bhuyan , Executive Director

Informatics Program
Jim Samuel, Executive Director

RESEARCH CENTERS AND INSTITUTES

Bloustein Center for Survey Research
Nancy Wolff, Director
Siobhan Power, Associate Director

Center for Urban Policy Research
Clinton J. Andrews, Director
David Listokin, Associate Director
Jennifer Senick, Executive Director

- Bloustein Local
- Built Environment and Green Building
- Infrastructure Networks
- Environmental Analysis and Communications Group
- Urban Policy

John J. Heldrich Center for Workforce Development
Carl Van Horn, Director
Andrea Hetling, Associate Director
Laurie Harrington, Executive Director

New Jersey State Policy Lab
Elizabeth Cooner, Executive Director

- Center for Negotiation and Conflict Resolution
- Rutgers Economic Advisory Service (R/ECON)
  Will Irving, Director

Rutgers Urban and Civic Informatics Lab
Piyushimita "Vonu" Thakuriah, Director

Alan M. Voorhees Transportation Center
Robert B. Noland, Director
Leigh Ann Von Hagen, Executive Director

- National Transit Institute
  Geisha Ester, Director
- New Jersey Travel Independence Program (NJTIP @ Rutgers)
  Andrea Lubin, Managing Director
- New Jersey Bicycle & Pedestrian Resource Center
- New Jersey Safe Routes to School

Ralph W. Voorhees Center for Civic Engagement
Kathe Newman, Director

Location (EJB-G)

LOCATION

In addition to being an integral part of the university, the Bloustein School is a vital part of the New Brunswick community. Designated as one of the state's most significant areas for education and health care, the city is home to Rutgers University-New Brunswick (including its historic Old Queens Campus) and Rutgers Robert Wood Johnson Medical School, Saint Peter's University Hospital, and Rutgers Cancer Institute of New Jersey.

The Bloustein School is situated at the Civic Square Building in downtown New Brunswick, where it occupies an essential place in central New Jersey's educational and cultural hub. The locale includes a thriving cultural area--the State Theatre and the New Brunswick Performing Arts Center, home to the George Street Playhouse, Crossroads Theatre, and the American Repertory Ballet--are steps away, and a wide variety of restaurants provide menus for every taste.

The Bloustein School's home, Civic Square, is within a five-minute walk of the city's train station. The New Brunswick train station, which has NJ TRANSIT and Amtrak connections, is approximately one hour from New York City and Philadelphia. To reach the Bloustein School from the train station, cross Albany Street (Route 27) and turn left. Walk a block and a half to George Street. Turn right onto George Street and walk four blocks to Livingston Avenue. Turn right onto Livingston Avenue; the Bloustein School is at the corner of Livingston Avenue and New Street.

Programs and Degrees (EJB-G)

PROGRAMS AND DEGREES

Doctoral

Public Policy

Urban Planning and Policy Development

Health and Administration

Public Informatics

Postbaccalaureate Certificates

Additional Degrees: Graduate Public Health

Doctoral Programs (EJB-G)

DOCTORAL PROGRAMS

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (School of Graduate Studies)

Comprehensive information about the Bloustein School's doctoral degree can be found at Ph.D. Planning and Public Policy.

Doctor of Health Administration (D.H.A.)

Comprehensive information about the Bloustein School's Doctor of Health Administration (D.H.A.) can be found at Doctor of Health Administration.

Public Policy (EJB-G)

PUBLIC POLICY

Master of Public Policy (M.P.P.)

Master of Public Affairs and Politics (M.P.A.P.)

Master of Public Policy (M.P.P.) / Master of City and Regional Planning (M.C.R.P.) (with the Bloustein School's urban planning program)

Master of Public Policy (M.P.P.) / Master of Public Informatics (M.P.I.) (with the Bloustein School's public informatics program)

Master of Public Policy (M.P.P.) / Juris Doctor (J.D.) (dual-degree program with Rutgers Law School in Camden or Newark)

Master of Public Policy (M.P.P.) / Master of Business Administration (M.B.A.) (dual-degree program with Rutgers Business School: Graduate Programs-Newark and New Brunswick)

Master of Public Policy (M.P.P.) / Master of Social Work (M.S.W.) (dual-degree program with Rutgers School of Social Work)

Master of Public Policy (M.P.P.) / Master of Public Health (M.P.H.) (dual-degree program with Rutgers School of Public Health, jointly administered with the Bloustein School)

Master of Public Policy (M.P.P.) / B.A. or B.S. (offered with Rutgers University-New Brunswick undergraduate schools and administered by the Bloustein School)

Comprehensive information about the Bloustein School's public policy master's programs may be found here.

Urban Planning and Policy Development (EJB-G)

URBAN PLANNING AND POLICY DEVELOPMENT

Master of City and Regional Planning (M.C.R.P.) (two-year program of study)

Master of City and Regional Studies (M.C.R.S.)

M.C.R.P./Master of Public Informatics (M.P.I.) (with the Bloustein School's public informatics program)

M.C.R.P./Master of Public Policy (M.P.P.) (with the Bloustein School's public policy program)

M.C.R.P./Juris Doctor (J.D.) (one-year program of study with Rutgers Law School in Camden or Newark)

M.C.R.P./Master of Business Administration (M.B.A.) (dual-degree program with Rutgers Business School: Graduate Programs-Newark and New Brunswick)

M.C.R.P./Master of Infrastructure Planning (M.I.P) (dual-degree program with New Jersey Institute of Technology [NJIT])

M.C.R.P. or M.C.R.S./Master of Science (M.S.) in food and business economics

B.A. or B.S./Master of City and Regional Planning (M.C.R.P.) (offered with Rutgers University-New Brunswick undergraduate schools and administered by the Bloustein School)

Comprehensive information about the Bloustein School's urban planning master's programs can be found here.

Health Administration (EJB-G)

HEALTH ADMINISTRATION

Master of Health Administration (M.H.A.), traditional program (two-year, 45-credit program) -- for students with bachelor's degrees planning to work in health care or those seeking to make a career change

Comprehensive information about the Bloustein School's health administration master's programs may be found at Health Administration.

Public Informatics (EJB-G)

PUBLIC INFORMATICS

Master of Public Informatics (M.P.I.) -- A STEM-designated master's program (18-month program)

M.P.I. / Master of City and Regional Planning (M.C.R.P.) (two and one-half year, dual-degree program with the Bloustein School's urban planning and policy development program)

M.P.I. / Master of Public Policy (M.P.P.) (two and one-half year, dual-degree program with the Bloustein School's public policy program)

Comprehensive information about the Bloustein School's public informatics master's programs may be found here.

Graduate Certificates (EJB-G)

GRADUATE CERTIFICATES

The Bloustein School's graduate certificate programs allow nonmatriculated students, who have completed an undergraduate degree from a nationally/internationally accredited program, to enhance skills by developing cross-disciplinary expertise in a particular subject area.

Early-career professionals may pursue a certificate in order to enhance specific skills and explore pursuing the Bloustein School's full master's degree programs. Mid-career professionals may find the certificates of interest in order to upgrade and advance particular skills.

Students who successfully complete the 12-credit curriculum for a certificate are eligible to apply for the Bloustein School's master's programs in the related field and, if admitted, use their credits as part of their degree requirements.

- Certificate in Public and Urban Informatics (enhances data and informatics skills to the application of planning and public policy topics)
- Certificate in Public Policy (enhances knowledge and skills in the applied and interdisciplinary field of public policy)

Comprehensive information about the Bloustein School's graduate certificate programs may be found at Graduate Programs.

Additional Degrees: Graduate Public Health (EJB-G)

ADDITIONAL DEGREES: GRADUATE PUBLIC HEALTH

The following program is administered by the Bloustein School:

- Bachelor of Science in Public Health (B.S.)

All graduate programs in public health are administered by the Rutgers School of Public Health unless otherwise noted:

- Master of Public Health (M.P.H.)
- Master of Science (M.S.)
- Bachelor of Science and Master of Public Health (B.A./M.P.H) -- *jointly administered with the Bloustein School*
- Juris Doctor and Master of Public Health (J.D./M.P.H.)
- Master of Public Health and Master of Social Work (M.P.H./M.S.W.)
- Master of Public Health and Master of Business Administration (M.P.H./M.B.A.)
- Master of Public Health and Master of Biomedical Science (M.P.H./M.B.S.)
- Master of Public Health and Master of Science in Physician Assistant (M.P.H./M.S.P.A.)
- Master of Public Health and Master of Public Policy and (M.P.H./M.P.P.) -- *jointly administered with the Bloustein School*
- Doctor of Philosophy (Ph.D.)

- Doctor of Public Health (Dr.P.H.)
- Doctor of Medicine and Master of Public Health (M.D./M.P.H.)
- Doctor of Pharmacy/Master of Public Health (Pharm.D./M.P.H.)
- Doctor of Psychology and Master of Public Health (Psy.D./M.P.H.)
- Certificate Programs

Financial Aid (EJB-G)

FINANCIAL AID

The Edward J. Bloustein School of Planning and Public Policy and the Office of Financial Aid at Rutgers, The State University of New Jersey, are committed to assisting students with funds to help defray educational expenses. Since a student's financial resources often determine whether or not he or she attends college, every effort is made to assist each student in finding alternative resources to finance an education.

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

Limited funds are available from scholarships, fellowships, assistantships, grants, low-interest loans, and part-time employment to students at the school. To apply for grants, loans, and employment, students must complete the Free Application for Federal Student Aid (FAFSA), which is available at Student Aid and from most college and university financial aid offices. At Rutgers, contact the Office of Financial Aid, Rutgers, The State University of New Jersey.

Information about merit-based scholarships, fellowships, and assistantships for graduate students at the Bloustein School can be found at Scholarships, Financial Aid, and Student Work Opportunities. The awarding of these funds are handled by the school with determinations from individual academic programs. In all cases, applicants are considered for all forms of aid for which they are eligible. For more information on financial aid, including how to apply for aid, sources of financial aid, and restrictions on financial aid and employment, visit here.

Academic Policies and Procedures (EJB-G)

ACADEMIC POLICIES AND PROCEDURES

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

Bloustein School Office of Student and Academic Services

General Degree Regulations

Registration and Course Information

Class Schedules and Hours

Cancellation of Classes

Grades and Records

Scholastic Standing

General Degree Regulations (EJB-G)

General Degree Regulations

Graduate Programs

During the academic year, a part-time student may register for a maximum of 6 credits. The normal and maximum load for a full-time student is 12 credits (15 for Master of Public Affairs and Politics [MPAP] and Master of City and Regional Studies [MCRS] students); registration for additional credits requires the advance approval of the graduate program director and the assistant dean for academic administration. During Summer Session, all students are limited to one (1) credit per week of attendance.

Graduate and Undergraduate Programs

The policy of the school is that credit for a course may not be applied toward both of two degrees pursued simultaneously at Rutgers, except when the student is enrolled in certain approved dual-degree programs. In those cases in which a student is authorized to include credits in his or her degree program for courses taken at the school prior to admission as a degree candidate, the date of the beginning of the coursework to be credited establishes the beginning of the time allowed to complete the degree.

The requirements for degrees and examinations and related program requirements are formulated by each program's faculty and are intended to provide the strongest possible professional preparation for students undertaking these programs.

Modifications to academic regulations may be necessary from time to time. New regulations supersede old regulations unless the student elects to be considered under the old regulations. Students should be encouraged to double-check with the program or school Office of Student and Academic Services for current information.

Registration and Course Information (EJB-G)

REGISTRATION AND COURSE INFORMATION

Formal admission to the Edward J. Bloustein School of Planning and Public Policy and payment of or arrangement with student accounts regarding payment of tuition and fees are a part of the registration process, and registration is a prerequisite for class attendance. All students who complete registration on time receive registration instructions by email for the following semester, and those who take part in preregistration receive term bills for the following semester. All students, regardless of method of payment, must make contact with student accounts each

semester or their registration will be canceled. Students who do not receive registration instructions by August 15 for the fall semester and by January 15 for the spring semester should contact the Office of Student and Academic Services. Newly admitted students receive registration instructions at the time of their admission.

Registration and Course Information (EJB-G)

Advising Procedures

Advising Procedures

Each student is assigned a faculty adviser to whom questions regarding academic program, instruction, and related concerns should be addressed. If and when a student believes that concerns have not been adequately addressed with the adviser, a conference with the program director is the appropriate next step. In addition, the Office of Student and Academic Services has advising staff that can help navigate academic and social advising questions and can be a resource for those not receiving such counsel.

Registration and Course Information (EJB-G)

Continuous Registration

Continuous Registration

All students in degree programs must maintain status in the school by registering each fall and spring semester in coursework, research, dissertation study, or in matriculation continued. Students who fail to maintain continuous registration in coursework, research, or matriculation continued must apply for reinstatement if they are to continue in good standing. Such students are charged an amount equal to the cost of registering for matriculation continued for each semester in which they failed to register. This registration is available only to students who were not present on campus and not using faculty time or university research facilities.

Registration and Course Information (EJB-G)

Matriculation Continued

Matriculation Continued

Students who are obliged to interrupt their studies may, with the approval of their graduate program director and Office of Student and Academic Services, register for matriculation continued (leave of absence). There is no tuition fee for this registration although a small student fee is charged. This category of registration is available only to students not present on campus and not using faculty time and university research facilities. All graduate students who are on campus and engaged in the completion of degree requirements must register for at least one (1) credit per semester. Late registration for matriculation continued is not allowed beyond the second week of the semester. After this time, the student is required to apply for reinstatement and, depending on degree status, may be subject to a restorative fee. Students wishing to drop all courses and add matriculation continued must do so prior to the first day of the semester.

Registration and Course Information (EJB-G)

Late Registration

Late Registration

Arrangements with student accounts regarding payment of tuition and fees are part of the registration process; registration is a prerequisite to class attendance. Continuing students who fail to register during the advance registration period may register late only during scheduled late registration periods and not later than the seventh calendar day following the start of the semester. A late fee of $75 will be assessed and must be prepaid for any late registration submitted after the published date.

Registration and Course Information (EJB-G)

Summer Registration

Summer Registration

The Edward J. Bloustein School of Planning and Public Policy offers a limited number of courses in the day and evening during the Summer Session. Full information is found from the Division of Summer Session, Rutgers, The State University of New Jersey.

The requirement that degree students must remain in continuous registration from the time they are admitted until their degrees are earned applies to the regular academic year only (Fall-Spring), not to the Summer Session.

Registration and Course Information (EJB-G)

Change or Registration and Withdrawal

Change or Registration and Withdrawal

After the second week of classes, the only routinely permissible changes of registration are withdrawals from individual courses or withdrawal from all courses. Both procedures are allowed without academic penalty until the end of the eighth week, and may be accomplished through WebReg or by a form that is available on the ScarletHub . The date on which the registrar receives notification of withdrawal from the student governs the academic and financial consequences of the withdrawal. Detailed information can be found in the University Withdrawal Process page . A student who stops attending a course without notifying the registrar will receive a grade of F in that course. A student who withdraws from courses may receive a partial refund according to the rules described on the Student Accounting website .

Registration and Course Information (EJB-G)

Transfer of Credit for the M.C.R.P., M.C.R.S., M.P.A.P., and M.P.P. Degrees

Transfer of Credit for the M.C.R.P., M.C.R.S., M.P.A.P., and M.P.P. Degrees

Credit for graduate courses taken at other institutions may not be transferred until 12 credits of graduate courses with grades of B or better have been completed in the Edward J. Bloustein School of Planning and Public Policy as a matriculated student. Transfer of up to 12 credits is allowed only for formal graduate-level coursework specifically related to the student's program of study and in which grades of B or better were received. No credit may be transferred for thesis research work, coursework done as independent study, or work in courses that were not graded. P or S grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter of equivalency from the instructor of the course. Special permission is required to transfer credit for courses taken more than six years prior to the application for transfer of credit. Quarter credits are converted to semester credits by reducing the total by one-third. For transfer of graduate courses taken as an undergraduate student or toward another graduate degree, a letter is required from the registrar of the institution involved stating that the course(s) was (were) not used toward another undergraduate or graduate degree. Applications for transfer of credit are available from the Bloustein School's Office of Student and Academic Services.

Registration and Course Information (EJB-G)

Interschool Registration

Interschool Registration

A student in the Bloustein School may register for a course offered by another division of the university with his or her adviser's approval. Other approvals may be required including the division where the course is offered, and the Bloustein School Office of Student and Academic Services.

It is not necessary to seek admission to another division of the university to take a course as part of the student's Bloustein School degree program. Students registering for courses at the New Brunswick Theological Seminary, the New Jersey Institute of Technology, or Princeton University also must complete appropriate forms available from the Office of Student and Academic Services.

Registration and Course Information (EJB-G)

Multiple School Registration

Multiple School Registration

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

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

This policy is in no way intended to abridge a student's freedom to pursue two or more degrees. Such students must take on one experience, followed by the other and change official enrollments when complete with the first. Only officially-approved dual degree or joint-degree programs between units can be registered in simultaneously, typically to a planned out official dual or joint degree.

Registration and Course Information (EJB-G)

Course Exchange Agreements

Course Exchange Agreements

Rutgers-Princeton Cooperative Exchange Program

Rutgers University and Princeton University have been engaged in an exchange program since 1964. The program is informal in that admission to and registration at the host institution are not required. No funds are exchanged between the two institutions; the student pays tuition only at the home institution. Bloustein School students will find the programs of the Princeton School of Public and International Affairs particularly of interest. Forms and policies are available from the Bloustein School's Office of Student and Academic Services.

NJIT/New Brunswick Graduate Student Exchange

Starting in spring 2006, students in the Edward J. Bloustein School of Planning and Public Policy and the Graduate School-New Brunswick were again permitted to take courses at the New Jersey Institute of Technology (NJIT) via a longstanding arrangement between Rutgers University-Newark and NJIT. The processes are outlined at the Office of the Registrar, New Brunswick website.

Registration and Course Information (EJB-G)

Graduate Enrollment in Undergraduate Courses

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the advanced degrees. Certain advanced undergraduate courses numbered in the 300s and 400s also may be approved for a given graduate student, either as a regular part of his or her graduate program or as a means of remedying a deficiency in preparation. When a matriculated graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the student's adviser is required and the credit prefix G, N, or E appears on the transcript. See Grades and Records later in this chapter for rules related to credit prefixes. Students registering in undergraduate courses are subject to the policies of the undergraduate division offering the course. See the Office of Student and Academic Services for appropriate forms and procedures.

Registration and Course Information (EJB-G)

Undergraduate Enrollment in Graduate Courses

Undergraduate Enrollment in Graduate Courses

Undergraduate seniors may take up to 6 credits (two courses, 3 credits each) of graduate coursework at the Bloustein School should they meet one of the following criteria: be a student in good standing with at least 90 credits and a cumulative grade-point average of at least 3.2; or are completing a college honors program and have special dispensation from the academic dean of their undergraduate school.

All undergraduate students seeking to register for a graduate course must have the approval of their college academic dean and the chair or director of their major department or program. In addition, both the director of the graduate program in question, as well as the Office of Student and Academic Services of the Bloustein School, must approve undergraduate registration in the school's graduate-level classes. Paperwork for such registration must be filled out in advance, and is available from the before-mentioned offices. It should be noted that graduate classes counted for credit toward an undergraduate degree cannot also be used toward credit for a future graduate degree (double counted).

Registration and Course Information (EJB-G)

Official Auditing of Courses

Official Auditing of Courses

A student may enroll in a course without receiving academic credit if (1) space is available, (2) the instructor has approved the audit, and (3) the graduate program director has given advance approval. At registration an N is placed in the credit-hour prefix of the registration. All course requirements except the final examination must be completed. 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 given toward a degree for the course.

Registration and Course Information (EJB-G)

Full-Time and Part-Time Students

Full-Time and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 9 or more credits. Those taking less than 9 credits are part-time students. All courses, including those taken not-for-credit, are counted in computing the credits taken, except for VA certification. In Summer Session, a credit load of 4.5 or more credits is considered full time.

If you are looking for a full-time credit determination for loan purposes, be sure to check with your loan carrier as well.

Registration and Course Information (EJB-G)

Teaching Assistants and Graduate Assistants

Teaching Assistants and Graduate Assistants

Teaching assistants and graduate assistants are required to register for at least 9 credits in coursework (if appropriate), but not more than 12 credits of coursework, per semester.

Teaching assistants and graduate assistants may register their assistantship approvals (per semester appointed) if they need to show 9 or 12 credits but are registered for less than that in coursework.

Graduate assistants register in subject number 970, 833 or 816, course number 866; and teaching assistants register in subject number 970, 833 or 816, course number 877.

Registration and Course Information (EJB-G)

Change of Degree Program

Change of Degree Program

A change of degree program within the school requires the approval of the director of the program to which the student is changing. Forms are available from the Bloustein School's Office of Student and Academic Services.

Registration and Course Information (EJB-G)

Change of Status

Change of Status

Students desiring a change of status from non-degree to degree must apply for admission through the Office of Graduate and Professional Admissions.

Students wishing to change their degree status (as from master's to doctorate) must request such a change using a form from the Bloustein School's Office of Student and Academic Services.

In both cases, proper admissions and approval processes do apply.

Registration and Course Information (EJB-G)

Communication with Students

Communication with Students

The importance of communication among students, faculty, and staff is not something to neglect. To that end, the school has made efforts over the last few years to coordinate information and provide ways of communicating with its students on a variety of timely topics.

The Bloustein School Office of Student and Academic Services serves full and part-time graduate students by maintaining an email listserv, which serves the student body, as well as faculty and staff. Participation in the listserv is mandatory for students in the programs. This is the primary means of communication with students with regard to special announcements, graduation, upcoming events, and the like.

Finally, the school governance structure provides a myriad of ways in which students can participate, stay informed, and engage in issues confronting the school. Participation in our student organizations is essential for beginning that involvement.

Class Schedules and Hours (EJB-G)

Class Schedules and Hours

Starting and closing dates for each semester, scheduled holidays, and important scheduling information can be found here. All class periods are 160 minutes in length, meeting once a week, unless otherwise specified. There are 15 weeks of instructional activity for each course.

One should check classes offered both at the University Schedule of Classes as well as the Bloustein School Course Offerings page.

Attendance

Attendance

Each instructor is required to maintain an accurate record of attendance for each class or section of which he or she is in charge. Students are expected to be present at each meeting of their classes. Exceptions to this rule may be made in the case of illness and in such other instances as seem justified to the instructor.

University examinations shall not be scheduled on Saturdays except in those courses that regularly meet on Saturday.

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

Cancellation of Classes (EJB-G)

CANCELLATION OF CLASSES

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

If weather conditions make it necessary to cancel classes, a message will be available on the operating status page.

Grades and Records (EJB-G)

GRADES AND RECORDS

Students in the Edward J. Bloustein School of Planning and Public Policy are graded in each course at the end of each semester as outlined below. All processes for grades, change of grades, modifications, and special circumstances are reviewed and established at the discretion of the dean and administered through the Office of Student and Academic Services:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

Grades and Records (EJB-G)

Other Grade Symbols

Other Grade Symbols

IN (Incomplete). May be assigned at the discretion of the instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Requires student and instructor to complete a form from the school's Office of Student and Academic Services in advance of the IN grade issued. Incomplete work may be made up and a change of grade may be authorized by the instructor for up to one year after the IN grade was assigned. After one year, an IN will be changed to PIN (Permanent Incomplete).

W (Withdrawal). Withdrawn without evaluation; used when a student officially drops a course or withdraws during the first 12 weeks of the semester.

Grades and Records (EJB-G)

Credit Prefixes

Credit Prefixes

The number of credits appearing on course records and registration forms may be preceded by a letter prefix as follows:

E. Course excluded from credit toward a degree. The student must complete all coursework, including the final exam. Automatically assigned to undergraduate courses not prefixed by G or N.

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

N. Course is taken "not-for-credit"; examination not required; final grade of S (satisfactory) or U (unsatisfactory) assigned.

Graduate students registering for undergraduate coursework are subject to the rules concerning credit prefixes of the undergraduate division offering the course.

Grades and Records (EJB-G)

Transcripts

Transcripts

Requests for official transcripts of a student's academic record should be made through the portal at Transcript/ Enrollment Certification & Term Grade Report System. At least 10 days should be allowed for processing the request.

Grades and Records (EJB-G)

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 and diplomas for any students having an outstanding obligation.

Grades and Records (EJB-G)

Grade Appeals

Grade Appeals

Student complaints about grades in any courses offered by the school are addressed using the following process:

Students wishing to file a complaint about a course grade, or a grade received for a particular piece of work in a course, should first attempt to resolve the matter through discussion or writing with the instructor of that course (her/his preference) **no later than two weeks after notification of the grade**. If the issue cannot be satisfactorily resolved between the student and the instructor, the student may specify in writing the basis for the complaint and request a review by the appropriate program director. A written complaint about a grade for work completed while the course is in progress must be submitted to the program director **no later than two weeks** after final determination by the instructor.
A student must submit a written complaint about a final course grade to the program director **no later than four weeks** after final determination by the instructor.

A student who wishes to appeal the decision of the program director should appeal once again in writing to the office of the dean, through the Assistant Dean for Student and Academic Services. Students should be directed to address the written appeal to:

Stephen Weston, Assistant Dean for Student and Academic Services
Bloustein School Dean's Office
33 Livingston Avenue
New Brunswick, NJ,
CAC.

Email is preferred at sdweston@rutgers.edu.

That second level appeal must be filed **within two weeks** of the date of the receipt of the initial Grade Appeal Outcome Statement.

Written notification of the action taken by either the program director or by the assistant dean will be sent to the student **no later than four weeks** of the filing of the appeal, excluding those weeks in which classes are not in regular session. With reference to the actions above, the program director or assistant dean may consult with other faculty, directors, etc., that may be relevant to a student's complaint.

Students who contact the Dean's office without following the above procedure will be referred back to the instructor or program, in order to preserve the integrity of the process and an independent student appeal review. Some things to keep in mind when appealing your grade with the instructor, director or dean include:

- Watch grade appeal timeframes; being busy is not a legitimate excuse.
- Raise issues when they happen, not at the end of the term.
- Stick to the facts of the situation; discuss formally your appeal and keep it professional.
- Avoid emotional language and personal attacks.
- When asking for a second chance, admit where you have been culpable.

- Mentioning your grades in your other classes is not relevant.
- Be leery of end of semester/year grade appeals as they impact graduation deadlines.

For questions about the grade appeal process, students, faculty and/or others are encouraged to speak to their instructor, program director or the assistant dean of the school for clarification.

Scholastic Standing (EJB-G)

SCHOLASTIC STANDING

Graduate

The following academic policy must be adhered to by every student enrolled in a graduate degree program at the Bloustein School:

Each student must maintain an overall grade-point average of 3.0. If a student grade-point average is below a 3.0 at the end of a semester, the student will have one semester to improve the average to 3.0 or greater. During the semester, the student will be placed on academic probation. The probation may have certain specific conditions for the student to meet. Additionally, a student cannot graduate with more than three courses (9 credits) of grades of C+ or below.

In addition to these school-wide policies, individual programs may also have specific requirements for their degrees, and each student should adhere to them in accordance with the program director's oversight.

Students should discuss academic matters (including academic and professional integrity items) with the instructor involved with the issue. Should the problem remain unresolved, the student should approach the program director for a second review. Should the student still not be satisfied with the outcome, the student may bring the matter to the assistant dean for academic administration. The assistant dean may then decide the issue or refer the matter to a university wide hearing for further review and decision.

Undergraduate

The following academic policy must be adhered to by every student enrolled in an undergraduate degree program at the Bloustein School:

Program Grade Requirements

Although there are a variety of different policies governing academic standing requirements at the university, there are some general Bloustein School undergraduate program requirements that must be met prior to graduation from the school and completion of the major.

In all undergraduate programs, the Bloustein School requires that courses used to complete the major of study must be completed with a grade of C or better. If a student receives a grade of D in a required course for the major, the course must be retaken and a grade of C or better received in order to satisfy the requirement.

Transfer Student Policy (Graduate)

Transfer Student Policy (Graduate)

The Bloustein School at Rutgers welcomes transfer students from other institutions into its graduate degree programs. As such, there are certain requirements in order to transfer from another program/institution to one of our programs.

First, all transfer students MUST apply with a graduate application to the program of choice, by stated deadlines, for the term in question. The application must contain all required documentation as outlined by the admissions website.

Second, upon admission and acceptance by the student, he or she must enroll and complete 12 credits in the program of study at Rutgers Bloustein School prior to officially transferring in credit from the previously undertaken degree program. The student would use the "Application for Transfer of Credit" form found in the Student and Academic Services Office.

You have completed 12 credits of graduate level course work with a grade of B or better in one of the Bloustein School graduate degree programs. Transfer of credit is allowed only for formal graduate level course work specifically related to the student's program of study in which a grade of B or better was received. No credit may be transferred for thesis research work, course work done as an independent study or work in courses which were not graded. Grades of P, R or S are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter from the instructor of the course testifying to that equivalency.

Credit is not normally transferred for courses taken more than six years prior to the application for transfer of credit. Appeals for waiver of this time limit may be made to your graduate director, with a statement verifying the current level of the student's information on the subject or that the course material is still current.

For transfer of graduate courses taken as an undergraduate student or toward another graduate degree, it must be shown that the course(s) was (were) not used toward another undergraduate or graduate degree.

In all cases, no more than 25% of the credits (required for the individual program degree may be transferred from an outside institution). Quarter credits will be converted o semester credits by reducing the total by ½ (i.e., 9 quarter credits = 6 semester credits.)

Bloustein School Student and Academic Services (EJB-G)

BLOUSTEIN SCHOOL STUDENT AND ACADEMIC SERVICES

Bloustein School Information Technology Services Office

Bloustein School Career Development

Student Organizations

Bloustein School Alumni

Bloustein School Information Technology Services Office (EJB-G)

BLOUSTEIN SCHOOL INFORMATION TECHNOLOGY SERVICES OFFICE

The Bloustein School has a modern computing infrastructure that includes workstation class computers that facilitate advanced data processing and analytics and utilize advanced software for statistical work and geoprocessing. The building contains a high-speed data network that includes a 10Gb collapsed backbone and 1Gb connectivity to workstations to facilitate the expeditious transmission of large data sets to and from our facility. There is also enhanced security that includes layered defenses, strong endpoint protection, and a state-of-the-art firewall that shields the environment while providing secure remote access. The school hosts a number of on-premise systems that include both physical and virtual servers providing services such as file, print, web hosting, database systems, and custom research environments. The building also has a high-speed wireless network that provides robust connectivity for all classrooms and conference rooms.

The Bloustein School maintains state-of-the-art computer labs that are used for both instruction and research. The school's computing facilities include a main instructional computer lab, a general-purpose lab, and three dedicated instructional and collaboration studios. Students attending the school have access to 91 high-powered workstation class computers, a printer/scanner facility that includes three scanners and two color laser printers, four networked black-and-white laser printers, two Hewlett Packard Design Jet large-format printers, and one Contex Large Format Scanner. Students also have access to advanced software such as Adobe Creative Suite, ArcGIS Pro, ArcGIS City Engine, AutoCAD, McTrans Highway Capacity Software, Nvivo , Qualtrics Online Survey Software, Rhino 3D Modeling Software, Sketch up Pro, SPSS, and STATA.

The facilities in the Civic Square Building, where the Bloustein School resides, provide an ideal site for conducting research as well as holding conferences and seminars. These facilities include a 154-seat auditorium with advanced audio-visual technology for special events. There is a nine-screen video wall in the lobby of the building that is used for communications purposes, and can be used to display events going on in the auditorium. All of the classrooms and conference rooms in the building are equipped with advanced audio-visual technology and there are specialized studio classrooms that have the ability to project content from multiple systems to multiple screens. Lecture capture technology is available in the auditorium as well as five classrooms.

The Bloustein School community receives support from a staff of highly experienced and knowledgeable IT personnel. The staff consists of a director, a system administrator, a desktop support manager, and an instructional course designer.

To learn more about information technology at the Edward J. Bloustein School of Planning and Public Policy, please visit Information Technology Services.

Bloustein School Career Development (EJB-G)

BLOUSTEIN SCHOOL CAREER DEVELOPMENT

Graduate Programs

The Bloustein School provides career development support to graduate students and alumni of the Bloustein School, and welcomes Bloustein School undergraduates to many of the school's career events and programs.

Committed to helping students and alumni achieve their career goals, this office conducts individual and group career advising regarding career planning and decision making, job and internship search support, and much more. Additionally, the office hosts regularly scheduled career development programs and events for graduate students and alumni.

Career Development services include:

- *Career Advisement:* Dedicated career management advisors for the graduate Planning/Policy/Informatics and Health Administration programs provide individual and group support to meet students' needs, wherever they are in the career planning process.
- *Résumé, Cover Letter, and LinkedIn Profile Critiques:* Personal review including stylistic recommendations, content, informational changes, and incorporating a personal brand.
- *Weekly eNewsletters:* Disseminated weekly to all students with career-related updates, resources, jobs and internship postings, events, and a career tip of the week.
- *Career Development Programs:* Career advisors host and moderate numerous career related events featuring alumni and employer partner organizations including panel discussions, information sessions, recruiting and networking events, mock interviewing and résumé clinics, professional development workshops, and more.
- *Bloustein Alumni Connections:* Career advisors connect students with a support network of alumni willing, interested, and ready to assist students in advancing their career goals.
- *Bloustein School Job Boards:* Two job boards are offered, one for graduate Health Administration students and one for graduate Planning/Policy/Informatics students and alumni. These boards include job, internship, and fellowship opportunities from employers in the private, public, and not-for-profit sectors who are seeking Bloustein students and alumni.

For more information, contact the Office of Student and Academic Services or visit Graduate Student Career Development.

Undergraduate Programs

Along with the many career events and programs offered by the Bloustein School, the Rutgers University Office of Career Exploration and Success (CES) provides career support for all Bloustein undergraduates. This includes developing career plans, support for finding internships and full-time jobs, résumé and interviewing strategies, access to Handshake, connecting with Rutgers alumni, and much more. For more information see Career Exploration and Success.

Bloustein School undergraduate programs require formal internship courses. For additional information about the Bloustein School Internship Program, visit Undergraduate Internships.

Student Organizations (EJB-G)

STUDENT ORGANIZATIONS

The Edward J. Bloustein School provides students with a variety of opportunities to participate in governance through membership on committees and in the University Senate and through attendance at faculty meetings.

Student Organizations (EJB-G)

Bloustein Enthusiasts and Advocates for Transportation (BEAT)

Bloustein Enthusiasts and Advocates for Transportation (BEAT)

Bloustein Enthusiasts and Advocates for Transportation (BEAT) is a student organization seeking to provide a conversation space relating to all modes of transportation and about current-day transportation-related topics and issues and to promote and produce change through advocacy in the transportation industry, potentially through interactions with current industry professionals, policymakers, and the community.

Student Organizations (EJB-G)

Bloustein Graduate Student Association (BGSA)

Bloustein Graduate Student Association (BGSA)

The **Bloustein Graduate Student Association** (BGSA) seeks to encourage and facilitate open communication among students, faculty, staff, and administration; to represent and advocate for the interests of planning, policy, and health administration graduate students; and to promote and enact necessary improvements, so as to enhance the overall educational experience.

Student Organizations (EJB-G)

Bloustein Social Justice Committee (BSJC)

Bloustein Social Justice Committee (BSJC)

The **Bloustein Social Justice Committee** (BSJC) provides an independent space for students to embody, integrate, and act upon principles of social justice within the Edward J. Bloustein School of Planning and Public Policy and the broader community. We provide opportunities for Bloustein students to voice their ideas and concerns, organize formal and informal social justice activities for Bloustein students, staff, and faculty, facilitate collaborative engagement between Bloustein and the surrounding community, and support the work of aligned institutional initiatives. For more information or to get involved, email the group at blousteinsjc@gmail.com.

Student Organizations (EJB-G)

EJB | DESIGNS

EJB | D E S I G N S

EJB| D E S I G N S began as a group of planning students and faculty looking to improve their hand-drawing skills and digital graphic methods. A social organization based out of the Bloustein School, the group encourages networking with professionals, faculty, and students interested in learning and teaching digital and hand-drawing techniques. Through practice and social networking its members prepare for the planning and urban design profession.

In addition, the group was established as the support system and resource center where students can seek help, challenge or discover urban design issues, learn professional development skills, and prepare to enter the professional workforce. It is open to both undergraduate and graduate students.

Student Organizations (EJB-G)

International Development Interest Group (IDIG)

International Development Interest Group (IDIG)

The **International Development Interest Group** (IDIG) aims to generate interest in urban planning and policy within the international sphere, with a special focus on engaging in topics around improving the standards of life in the developing world. IDIG functions as a forum for the exchange of ideas and information, as well as a platform for collaborative work around various themes and geographies of relevance in planning and policy work in low and middle-income countries.

Student Organizations (EJB-G)

Public Informatics Student Group (PISG)

Public Informatics Student Group (PISG)

The **Public Informatics Student Group** (PISG) is an interdisciplinary organization for students interested in topics that bridge the gaps between information technology and public service. The organization is open to undergraduate and graduate students with an interest in discovering how governments, education, healthcare, and social services are learning to be more agile in the age of Big Data, Artificial Intelligence, and the Internet of Things.

Student Organizations (EJB-G)

Rutgers Graduate Society of Healthcare Leaders (RUGSHL)

Rutgers Graduate Society of Healthcare Leaders (RUGSHL)

The **Rutgers Graduate Society of Healthcare Leaders** (RUGSHL) is a professional student organization for graduate students who are currently working or are interested in the field of health care administration. Its focus is on helping

turn students into future health care leaders through academic and social events at Rutgers. It seeks to bring together like-minded students to help them achieve their goals of being future leaders in the health care industry, through networking, academics, and community outreach.

Student Organizations (EJB-G)

Women's Leadership Coalition (WLC)

Women's Leadership Coalition (WLC)

The **Women's Leadership Coalition** (WLC)'s mission is to inclusively bring graduate students together from a variety of disciplines and backgrounds and promote personal, academic, and professional development. We strive to foster networking, collaboration, and career-driven educational opportunities for women in graduate programs across Rutgers University. Though the organization is geared toward female graduate students, any Rutgers student or faculty member with interest in the organization's mission may become a member. Members must attend at least one meeting or event per semester to retain membership. The Women's Leadership Coalition holds an annual one-day Women's Leadership Conference during the spring semester, aimed at empowering women leaders with hands-on workshops, interactive panels, and thought-provoking keynote addresses.

Bloustein School Alumni (EJB-G)

BLOUSTEIN SCHOOL ALUMNI

Alumni of the Bloustein School are distinguished leaders who skillfully solve real-world issues and produce results that matter.

The Bloustein School endeavors to forge a network that connects, engages, and involves alumni with the Bloustein School, and with one another, in support of the school's mission and goals. The school strives to link alumni from all majors and degree programs in order to strengthen the community of alumni; provide and maintain channels of communication among alumni, faculty, staff, and students; offer a system of contacts for Bloustein students as they embark on their search for internships and employment; uphold, support, and endorse the reputation of the school; assist in identifying prospective students; support the staff and faculty in the recruitment and admissions process; and serve as a resource promoting the events and activities sponsored by the school.

Bloustein School alumni strive to accomplish these goals through regional and affinity groups. These groups preserve the school's network as they build local ties, share social or professional resources, stay current with industry trends, and represent Bloustein in their region.

The school maintains a Slack board to stay actively engaged with the alumni community. This flexible message board allows Bloustein alumni from different disciplines and interests to read and post in channels that are meaningful to them.

In conjunction with its alumni, the Bloustein School hosts an Alumni Awards Celebration to recognize alumni, in various stages of their careers, who have made exemplary contributions to their professions and communities while demonstrating support of the school.

Doctoral Program (EJB-G)

DOCTORAL PROGRAM

About the Doctoral Program

Doctor of Philosophy (Ph.D) in Planning and Public Policy

Doctoral Program Course Listing

About the Doctoral Program (EJB-G)

ABOUT THE DOCTORAL PROGRAM

Since its first graduate in 1971, the doctoral program in planning and public policy has educated innovative scholars who wish to apply analytical skills to pressing concerns, seek new ways of thinking to anticipate an as-yet-unknown future, and hope to create a future that will improve on, rather than simply replicate, the past. The program prepares students for careers in university teaching and research, advanced policy research in the public and nonprofit sectors, and basic and applied research in the private sector.

Diverse disciplines--reflected in the backgrounds of incoming students, the academic and professional pursuits of the faculty, and the positions filled by program graduates--exemplify the breadth and flexibility of the doctoral program in urban planning and public policy at Rutgers. This intentional diversity reflects and supports the mission of the Ph.D. program: to pursue a variety of approaches in exploring the critical questions of planning and public policy and in preparing innovative and workable responses to those central questions.

Faculty members in the program hold doctorates in a wide range of fields including planning, political science, geography, economics, and public health, to name a few. In addition, some courses are taught by adjunct faculty who are practicing professionals and by research faculty within the school. Doctoral students find myriad opportunities for involvement in research through the many centers and institutes at the Edward J. Bloustein School of Planning and Public Policy.

Now in its fifth decade, the program has and will continue to graduate leading academics, researchers, practitioners, and administrators in planning and public policy.

Detailed information on the program is available at Ph.D. Planning and Public Policy.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

DOCTOR OF PHILOSOPHY (PH.D.) IN PLANNING AND PUBLIC POLICY

The Doctor of Philosophy (Ph.D.) degree in planning and public policy, offered through the Rutgers School of Graduate Studies, is an advanced scholarly degree appropriate for students seeking a career in university teaching and research, advanced policy research in the public or nonprofit sectors, and basic or applied research in the private sector.

Admission

Admission

Admission to the Ph.D. program is highly competitive and requires a formal application with supporting documents, a full résumé, and evidence of research ability. All applications are reviewed by the faculty of the doctoral program. In most cases, only applicants who have already completed a master's degree or its equivalent are considered for admission. In rare instances, exceptional students may be considered after they receive their bachelor's degree or, for students enrolled in Edward J. Bloustein School of Planning and Public Policy master's programs, after completion of 12 graduate credits. Information on the application process is available on the Rutgers School of Graduate Studies website and the graduate admissions website.

The number of students admitted to doctoral study is dependent upon

1. the number of applicants who display superior qualifications and ability and
2. the faculty's capacity to provide high-quality supervision in the students' areas of interest.

Normally, three to six doctoral students enter the program each year, selected from about 80 to 100 applicants. Applications are carefully reviewed by the Ph.D. program director and faculty who best match an applicant's research interests. As admission is highly competitive, students are urged to submit their application by no later than December 15. Applicants are notified of the admission decision between mid-February and early March.

Financial support for five years of doctoral study is available in the form of fellowships, teaching assistantships, and research assistantships. Many doctoral students obtain additional funding through appointment as adjunct instructors, in hourly work at research centers or on faculty research projects, and from other sources. Students should exercise initiative in contacting center directors and/or individual faculty members regarding opportunities for hourly work on research related to their interests.

Bloustein School doctoral students have received a wide variety of awards and fellowships. Program graduates have obtained senior positions in universities, research centers, governments, nonprofit organizations, and the private sector.

Coursework Requirements and Transfer of Credits

Coursework Requirements and Transfer of Credits

Students holding a master's degree must complete a minimum of 48 credits of coursework and an additional 24 credits of thesis research, yielding the School of Graduate Studies' minimum of 72 credits required for the doctoral degree.

Students in the doctoral program are **required** to take the following **six classes:**

COURSE REQUIREMENTS	CREDITS
Theory: 16:762:624 Planning, Public Policy, and Social Theory One additional Theory elective	 3 3
Methods: 34:833:628 Advanced Qualitative Methods 34:970:630 Discrete Choice Methods One additional advanced methods or research design course related to the student's dissertation research, subject to approval by the doctoral program director ***Recommended methods courses offered at the Bloustein School include:*** *34:833:635 Survey Research* *34:833:632 Cost Benefit Analysis* *34:970:591 Introduction to GIS* *34:970:592 Topics in GIS* *34:970:594 Program Evaluation* *These satisfy the additional methods requirement, but students are encouraged to take others offered throughout the university*	 3 3 3
Research Workshop: 16:762:626 Advanced Scholarly Research	3
General elective coursework	30
Research Credits (min. 24)	24
Total Ph.D. Credit Requirement	**72**

Students holding a master’s degree must complete a minimum of 48 credits of coursework and an additional 24 credits of thesis research, yielding the graduate school minimum requirement of 72 doctoral credits. Up to 24 of the 48 coursework credits may be transfer credits (subject to approval of the doctoral program director); however, these must not exceed half the credits applied toward the master’s degree.

Students who enter the program without a master's degree must complete a minimum of 63 credits (calculated as 45 credits for a master's degree, less 6 credits for the master's thesis, plus the 24 additional didactic credits required of a student already holding a master's degree) plus an additional 24 credits of thesis research (minimum of 87 credits).

First-year doctoral students are required to attend a doctoral seminar. Attendance at this seminar is expected for all doctoral students in the program.

All doctoral students should present a formal paper on their research at the Krueckeberg Doctoral Conference held annually at the Bloustein School. .

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Evaluation of Doctoral Students

Evaluation of Doctoral Students

Student progress is evaluated by the doctoral program faculty at the end of each semester. Failure to maintain a semester average of 3.5 or a cumulative grade-point average of 3.5 is cause for a student to be considered for dismissal. In the event of insufficient progress toward the degree, a conference will be called which will include four persons: the doctoral program director, a member of the faculty of the doctoral program (usually the student's adviser), the coordinator of student and academic services, and the student. The student will be frankly told of his or her strengths and weaknesses and the opinion of the faculty and staff present as to his or her prospects for completing the doctoral program. The doctoral program director will provide the student with a written statement of the assessment. If a student wishes to continue after being advised of his or her limitations, the doctoral program director has the right to prescribe courses or other remedial action for the student to take in the following semester. Failure to demonstrate an ability to meet the criteria for continuation in the next semester is just cause for dismissal.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Incomplete Grades

Incomplete Grades

A grade of Incomplete (IN) is given only when circumstances beyond the control of the student merit granting extra time for completing course requirements. Students must apply for an IN grade in writing. The application must include a statement of the circumstances meriting the IN grade and a contract that defines the nature of the work missed and the date it is due. The contract must be signed and dated by the student and the faculty member before the IN grade is assigned. Should a student require an extension of the contract, he or she must obtain permission for the extension from the doctoral program director. After one year, the IN grade automatically converts to a PIN (Permanent Incomplete). When this happens, a student will not receive a grade or credit for the course in question. Two IN grades will be allowed to stand for one semester only. If at least one is not converted to a final grade, the student will not be allowed to register for the following semester. Students who receive more than one IN within the first 12 credits of coursework in the program will be given a written warning and must meet with the review committee to discuss the problem. (See Evaluation of Doctoral Students)

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Student Advising

Student Advising

The student may select his or her own adviser among members and associate members of the Bloustein School graduate faculty, upon mutual agreement. In addition, students will meet periodically with the director of the doctoral program, who may suggest additional coursework or other preparation for program completion.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Preparing for the Qualifying Examination

Preparing for the Qualifying Examination

At least one semester (preferably more) before students present themselves for the qualifying examination, they must select (in consultation with their advisers and approval of the doctoral program director) an examination committee of four members. This committee must include one faculty member specializing in research methods, another Bloustein School faculty member specializing in theory, and two Bloustein School members from the student's special examination areas (see The Qualifying Examination). The student, in consultation with his or her adviser, may change the composition of the committee, subject to approval by the doctoral program director. The exam committee will come to a mutual agreement with the student as to the material to be covered by the qualifying examination.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Selection of a Dissertation Chair

Selection of a Dissertation Chair

The student may select a dissertation chair among members of the Bloustein School graduate faculty, who may or may not be the student's faculty adviser. Before presenting himself or herself for the qualifying examination, the student must procure a letter from a member of the faculty of the doctoral program expressing willingness to chair and supervise the student's dissertation. This letter is to be submitted to the director of the doctoral program and the Bloustein School's Office of Student and Academic Services.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Dissertation Proposal

Dissertation Proposal

Following successful completion of the qualifying examination, the student prepares a thesis proposal in consultation with his or her dissertation chair (see Selection of a Dissertation Chair). The proposal shall be formally

presented for approval at a public meeting of the dissertation committee within no more than four months of passing the qualifying examination. Immediately following the proposal presentation, the student's dissertation chair, in consultation with the rest of the student's dissertation committee, will provide the student with a written evaluation of his or her proposal, providing specific suggestions on how the student can improve his or her dissertation research.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Doctoral Dissertation

Doctoral Dissertation

Doctoral (Ph.D.) dissertations should make an original contribution to planning and public policy through the rigorous analytical examination of theory and evidence supporting a significant argument or testing a relevant hypothesis. The dissertation may draw from a broad array of quantitative and/or qualitative methods reflecting the multidisciplinary nature of the field.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

Dissertation Review and Defense

Dissertation Review and Defense

Upon completion of the first draft of a dissertation, and with the approval of the dissertation committee chair, the manuscript shall be circulated to the members of the dissertation committee for review. The student's dissertation committee chair will make the decision as to when the dissertation is ready for defense.

At that time, the dissertation shall be publicly presented and defended in an open public forum to be held at the Bloustein School. Scheduling information regarding dissertation defense must be submitted to the Office of Student and Academic Services no less than two weeks prior.

The dissertation shall be defended before the dissertation committee at a time and place approved by the committee members and the director of the doctoral program.

A final copy of the successfully defended thesis will be submitted to the School of Graduate Studies, and this shall complete the doctoral process.

Doctor of Philosophy (Ph.D.) in Planning and Public Policy (EJB-G)

The Qualifying Examination

The Qualifying Examination

The qualifying examination comprises written and oral components in the following areas:

1. Theory: of and in planning and public policy.

2. Methods: including research design, qualitative and quantitative analysis, and advanced methods in the student's field(s) of specialization.

3. Major field: a primary topical specialization within planning and public policy, requiring broad familiarity with substantive literature that is central to the student's anticipated dissertation research.

4. Minor field: a second topical or substantive specialization closely related to the student's anticipated dissertation research and defined so that the subject matter does not overlap with the major field (above); or a related field other than planning and public policy (e.g., civil engineering, computer science, economics, geography, political science, sociology, or another field) that the student can show is relevant to his or her degree program. Selection of primary and secondary specializations comprising the major and minor field examinations is the responsibility of the student together with his or her examiner, in consultation with and approved by the doctoral program director (**see Preparation for the Qualifying Examination**).

5. The oral component of the qualifying examination will be scheduled by the student in consultation with all members of his or her examination committee, upon satisfactory completion of the written component(s).

Students may take the written and oral qualifying examination in methods at any time after completing the required coursework in methods (**see Coursework Requirements**). To take qualifying examinations in theory, major field, and minor field, students must have completed 48 coursework credits (including transfer of credits), have a minimum GPA of 3.5, and have no outstanding Incomplete grades.

Should the student fail any part of the examination, the examination committee will advise the student to pursue one or more of the following options: (1) take additional courses or submit additional written and/or oral work; (2) retake part(s) or all of the exam at a specified time; (3) resign from the doctoral program.

Passing the qualifying examination constitutes formal admission to candidacy for the Ph.D. degree.

Dissertation Committee

Dissertation Committee

Upon approval of the thesis topic (see Dissertation Proposal), a candidate, in consultation with the chair of the thesis committee and the doctoral program director, shall form a dissertation committee of four faculty members, including one member from outside of the Bloustein School. The members need not be the same as the comprehensive examination committee. Once the committee is constituted, the student should write a memo to the doctoral program director specifying the committee membership. This memo must be approved by both the faculty member who is denoted as chair of that thesis committee and the doctoral program director, and will then be placed in the student's file.

Doctoral Program Course Listing (EJB-G)

DOCTORAL PROGRAM COURSE LISTING

Rutgers School of Graduate Studies

16:762:624 ***Planning, Public Policy, and Social Theory (3)***
Contemporary social theory applied to planning and policy; uses and abuses of theory in the process of knowledge creation; theoretical perspectives on power, knowledge, states and markets, democracy, ethics, and social justice.
Required course for Ph.D. program.

16:762:626 ***Advanced Scholarly Research (3)***
Doctoral-level study of scholarly exposition, peer research review, and the preparation of research proposals. Students prepare proposals encompassing doctoral-level synthesis of theory and analytic methods.
Prerequisite: Permission of instructor. Required course for Ph.D. program.

16:762:701,702 ***Research in Planning and Policy (BA, BA)***
Required research credits.

Edward J. Bloustein School of Planning and Public Policy

34:833:628 ***Advanced Qualitative Methods (3)***
Students apply techniques of qualitative research, including interviewing, ethnography, and phenomenology, to help them gain an understanding of which techniques are appropriate for what specific research needs.
Required course for Ph.D. program.

34:970:630 ***Discrete Choice Methods (3)***
This course begins with a review of linear regression and focuses on categorical dependent variables. Methods include linear probability, logit, probit, multinomial, and conditional logit models.
Required course for Ph.D. program.

Health Administration Program (EJB-G)

HEALTH ADMINISTRATION PROGRAM

About the Health Administration Program

Doctor of Health Administration (D.H.A.)

Doctor of Health Administration (D.H.A) Course Listing

Health Administration Degree Options

Health Administration Academic Standing and Procedures

Health Administration Course Listing

About the Health Administration Program (EJB-G)

ABOUT THE HEALTH ADMINISTRATION PROGRAM

At the graduate level, the Bloustein School offers a Master of Health Administration (M.H.A.) and a Doctorate of Health Administration (D.H.A.)

The M.H.A. degree program prepares graduates to enter, or grow, in healthcare management careers with a comprehensive skill set and a commitment to the highest levels of professionalism. Our competency model emphasizes professionalism and leadership, an understanding of health and health care delivery, operations and financial management, communication skills, and strategic planning, all essential to success in the healthcare sector.

The D.H.A.program is designed to facilitate mid-level and senior health care professionals' clinical and/or administrative experiences into opportunities to teach, shape public policy, and lead complex organizations. Successful applicants must possess relevant master's or post-baccalaureate professional degrees and significant practical experience in the field.

Doctor of Health Administration (D.H.A.) (EJB-G)

Doctor of Health Administration

The Doctor of Health Administration (D.H.A.) program is designed to facilitate mid-level and senior health care professionals' clinical and/or administrative experiences into opportunities to teach, shape public policy, and lead complex organizations. Successful applicants must possess relevant master's or post-baccalaureate professional degrees and significant practical experience in the field.

The D.H.A. is a 66-credit-hour curriculum with new cohorts beginning each fall. Students with a Master of Health Administration (M.H.A.) or any other relevant graduate degree may be permitted to transfer up to 24 credits towards the D.H.A. degree. The program utilizes a hybrid format, combining online and in-person instruction. D.H.A. students take a core curriculum focusing on advanced leadership in healthcare, professional development, finance for health administration, health systems operations, and applied quantitative and qualitative research methods.

Doctor of Health Administration (D.H.A.) (EJB-G)

Admission Requirements

Admission Requirements

Applicants are recommended to possess the following:

- At least three years of health care experience, utilizing a master's or post-baccalaureate degree, is required. This may include clinical care, administration, management, or another health care-related field. Students from a wide variety of academic backgrounds may apply.
- A post-baccalaureate degree or master's degree from an accredited institution.

After the initial screening, final candidates may be interviewed by the DHA Admissions Committee.

Doctor of Health Administration (D.H.A.) (EJB-G)

Coursework Requirements

Coursework Requirements

The DHA requires a minimum of 66 credit hours organized as follows:

- 45 credit hours of didactic coursework

- 21 credit hours of Doctoral Project credit hours (minimum requirement)

Courses

- 34:501:701 Principles of Health Administration (3)
- 34:501:702 Research Methods in Healthcare Administration (3)
- 34:501:703 Finance for Health Administration (3)
- 34:501:704 Health Systems Operations (3)
- 34:501: 707 Basic Quantitative Methods (3)
- 34:833:525 Applied Multivariate Methods (3)
- 34:501:705 Advanced Leadership Development (3)
- 34:501:706 Agility, Resiliency & Sustainability in Healthcare Delivery (3)
- 34:833:628 Advanced Qualitative Methods (3)
- 34:501:708 Advanced Scholarly Research for Healthcare Administration (3)
- Elective Courses (15)
- Doctoral Project (21)

Total Credit Hours 66

Doctor of Health Administration (D.H.A.) (EJB-G)

Comprehensive Examination and Doctoral Project Requirements

Comprehensive Examination and Doctoral Project Requirements

The Comprehensive Examination is a pivotal milestone in the DHA program and integrates the student's DHA project proposal and his/her knowledge of the core/methods coursework.

DHA Comprehensive Examination

Each student is required to form a comprehensive examination and doctoral project committee consisting of at least three members.

- A minimum of three faculty members from the Edward J. Bloustein School of Planning and Public Policy
- One faculty member will serve as the committee chair
- All committee members must hold a doctoral degree

This committee serves as the student's advising group throughout the doctoral project. The committee is responsible for regularly reviewing research progress and approving the completed DHA project before the student is eligible for defense and program completion.

Purpose of the Comprehensive Examination

The Comprehensive Exam assesses the doctoral student's:

- Competence in health services research and administration course work
- Readiness to undertake independent research
- Integration of the DHA project proposal with core and methods coursework

Components of the Doctoral Project

The DHA project serves as a culmination of the student's academic and professional expertise, bridging research with real-world applications in health administration.

- DHA Project Proposal
- Comprehensive Examination
- Oral Examination (Proposal Defense)

Evaluation Criteria for the DHA Proposal

The DHA project should include the following:

- Originality – Introduce new knowledge or innovative approaches in health administration.
- Quality – Demonstrate rigorous methodological planning and a strong theoretical foundation.
- Integration with Coursework – Effectively apply concepts and methods from core coursework.
- Feasibility – Ensure the research is achievable within the DHA students and program's resources and timeframe.

Final DHA Project Defense

As students near completion of their DHA project, they must submit draft sections of their work to their doctoral project committee chair.

- Committee Review: Once approved by the committee chair, these sections should be submitted to other committee members.
- Feedback Process: Committee members will provide written comments on the drafts within a reasonable timeframe.
- Final Defense: After completing the DHA project, candidates must defend their work before the committee to demonstrate its validity, significance, and contribution to the field.

More information and specific admission/application instructions may be found on the Bloustein School website.

Doctor of Health Administration (D.H.A) Course Listing (EJB-G)

Doctor of Health Administration (D.H.A) Course Listing

The Doctor of Health Administration degree is a 66 credit-hour curriculum. D.H.A. students take a core curriculum focusing on advanced leadership in healthcare, professional development, finance for health administration, health systems operations, and applied quantitative and qualitative research methods.

34:501:510 Human Resource Policy and Practice in Health Care (3)
ELECTIVE
The course analyzes core human resource functions like recruitment and retention, diversity, performance management, compensation, and workforce development in the health care environment, while aligning human resources strategy to the business strategy's goals.

34:501:512 Health Care Economics (3)
ELECTIVE
This course will analyze the supply and demand theory while examining profitability, cost analysis, and the economic factors that influence health care delivery at the micro and macro level.

34:501:515 Financial Accounting for Managers (3)
ELECTIVE
This course helps students to apply major concepts in health care finance to align operational functions with the financial objectives within an organization.

34:501:520 Community Assessment for Health Administration (3)
ELECTIVE
This course analyzes the complex economic, environmental, social, and behavioral causes affecting the health of populations. It explores how health care organizations plan and evaluate the impact of their participation in community health improvement programs.

34:501:525 Artificial Intelligence Challenges in Health Administration (3)
ELECTIVE
This course presents an overview of artificial intelligence challenges in healthcare management. It is a comprehensive and inclusive review of a wide array of health care management issues and opportunities in the evolving field of artificial intelligence.

34:501:530 Data Analytics in Health Care (3)
ELECTIVE
This course will allow students an opportunity to analyze and interpret hospital and public data sets for use in strategic decisions-making, trend analysis, and business presentations. Advanced Excel and other tools will be used to mine data sets, identify patterns, and create data summaries.

34:501:533 Lean Six Sigma Green Belt (3)
ELECTIVE
This course is designed to prepare students for the Lean Six Sigma Green Belt certifying exam under the Council for Six Sigma Certification requirements.
Prerequisites: 34:501:501 and 34:501:515

34:501:534 Health Care Six Sigma Black Belt (3)
ELECTIVE
This course is designed to prepare students for the Lean Six Sigma Black Belt certifying exam under the Council for Six Sigma Certification requirements.

34:501:540 Intro to Pharma, Biotech, and the Medical Technology Industry (3)
ELECTIVE
This course provides a framework for understanding the process of product development from conception to commercialization for students interested in health care administration, government/non-profit health agencies, and health-related business.

34:501:542 Long Term Care Management (3)
ELECTIVE
This course will acquaint students with the dynamic and increasingly important field of long-term care. The course provides a comprehensive overview of programs, policies, finances and services, and examines the issues, challenges and dilemmas confronting long term care management.

34:501:554 Marketing for Health Care Organizations (3)
ELECTIVE
This course provides a strong foundation in marketing principles, tools, and techniques to develop a strategically designed marketing plan for health care organizations.

34:501:556 Health Care Ethics and Law (3)
ELECTIVE
This course provides a systematic analysis of contemporary ethical and legal issues in health care. During this interdisciplinary course, students will be required to differentiate ethical issues from other types of issues; demonstrate sound moral reasoning; formulate and defend an ethical position; and summarize the historical, legal, and healthcare policy dimensions of current health care issues of ethical concern.

34:501:565 Information Systems for Health Care (3)
ELECTIVE
An exploration of the types and uses of information systems; their management and strategic application; related privacy policies and their transformative role in health care delivery.

34:501:572 Managing People and Organizations (3)
ELECTIVE
This course is an introduction to organizational theory and concepts of management. It explores approaches that promote and hinder effective management in public and nonprofit organizations.Credit not given for both this course and 34:833:681.

34:501:575 Understanding Health Care Payer Systems (3)
ELECTIVE
This course provides a fundamental understanding of the three predominant forms of health insurance coverage in the United States (Medicare, Medicaid, and commercial).

34:501:587 Healthcare Administration Consulting) (3)
ELECTIVE
This course will allow students to work on real-world healthcare cases involving strategic, organizational, financial, and operational challenges. In this course, 3-4 students will be assigned as a part of the team to solve a healthcare case (clinical, financial, and growth strategy) and provide recommendations. You will conduct environmental scans, market analysis, review regulatory policies and conduct client interviews (if appropriate), final projections, and recommendations.

34:501:588 Corporate Compliance in Health Administration (3)
ELECTIVE
This course provides an overview of healthcare compliance from conceptual, substantive, and operational perspectives. Students will learn the seven elements of an effective healthcare corporate compliance program. Students will explore the need for compliance programs within healthcare organizations.

34:501:701 Principles of Health Administration (3)

CORE COURSE

This course covers current challenges faced by the U.S. health care delivery system and how health policy has sought to address these challenges. Consideration of health care concerns associated with population health and public health, including social determinants and how the behavior of individuals and groups influence health

34:501:702 Research Methods in Healthcare Administration (3)

CORE COURSE

The purpose of this doctoral seminar is to provide an overview of research design and research methods for the Doctor of Health Administration students. This course provides a comprehensive introduction to research processes, including conceptualization of a research study, research design of methods and measures, data collection, data analysis, and guidelines for writing and presenting results in health services research/health administration.

34:501:707 Basic Quantitative Methods (3)

CORE COURSE

Introduction to applied statistics. Includes descriptive and inferential statistics, regression and correlation analysis, and computer-based analytic tools for planning and policy analysis

34:501:703 Finance for Health Administration (3)

CORE COURSE

This course reviews financial management tools for various healthcare delivery settings to allow students to interpret financial information, assess financial department processes, and explore health leaders' financial management responsibilities.

34:501:704 Health Systems Operations (3)

CORE COURSE

This course provides a macro and micro view of healthcare operations, focusing on critical management theory, fundamental economic principles, employee management, and the art of negotiations.

34:501:705 Advanced Leadership Development (3)

CORE COURSE

This course takes an in-depth look at leadership styles, traits, and strategies using critical thinking and complex analysis that addresses multifaceted healthcare case studies involving best practices and change management.

34:501:706 Agility, Resiliency & Sustainability in Healthcare Delivery (3)

CORE COURSE

Students will characterize and analyze the emerging healthcare trends and incorporate agile and resilient managerial practices to build a more sustainable healthcare ecosystem.

34:501:708 Advanced Scholarly Research for Health Administration (3)

CORE COURSE

Doctoral-level study of scholarly exposition, peer research review, and the preparation of research proposals. Students prepare proposals encompassing doctoral-level synthesis of theory and analytic methods.

34:833:525 Applied Multivariate Methods (3)
CORE COURSE
Covers applied skills in data management and advanced multivariate analysis, with a focus on multiple linear regression, factor analysis, and logistic regression.

34:833:628 Advanced Qualitative Methods (3)
CORE COURSE
Students apply techniques of qualitative research, including interviewing, ethnography, and phenomenology, to help them gain an understanding of which techniques are appropriate for what specific research needs.

Master of Health Administration (M.H.A.) (EJB-G)

MASTER OF HEALTH ADMINISTRATION (M.H.A.) DEGREE

The Bloustein School's Master of Health Administration (M.H.A.) degree program prepares graduates to enter, or grow, in healthcare management careers with a comprehensive skill set and a commitment to the highest levels of professionalism. Our competency model emphasizes professionalism and leadership, an understanding of health and health care delivery, operations and financial management, communication skills, and strategic planning, all essential to success in the healthcare sector.

Rutgers' Master of Health Administration (M.H.A.) degree program is tailored for students who have completed a bachelor's degree and who work, or plan to work, in the health care industry. The M.H.A. is also suitable for those seeking to make a career change, or for the health practice professional moving into a management position.

Participants complete the 45-credit program at their own pace, full or part time. Classes are conveniently scheduled Monday through Thursday evenings, with a face-to-face, hybrid, or synchronous online format during each of the fall, spring, and summer semesters

Requirements for the Master of Health Administration, and the complete list of Master of Health Administration courses and electives offered, may be found at the Bloustein School website here.

CURRICULUM

The Rutgers MHA curriculum meets the **Commission on Accreditation of Healthcare Management Education** (CAHME) standards.

Core Courses

- 34:501:501 Principles of Health Administration (3)*
- 34:501:510 Human Resources Policy and Practice in Health Care Management (3)
- 34:501:515 Financial Accounting for Managers (3)*
- 34:501:520 Community Assessment for Health Administration (3)
- 34:501:533 Lean 6 Sigma Green Belt (3)
- 34:501:554 Marketing for Health Care Organizations (3)
- 34:501:556 Health Care Ethics and Law (3)
- 34:501:563 Health Systems Operations (3)
- 34:501:565 Information Systems for Health Care (3)

- 34:501:571 Finance for Health Administration (3)
- 34:501:590 Leadership and Professional Development (3)
- 34:501:595 Professional Practicum with Seminar (6)**

**501:501 and 501:515 must be taken in the first semester in which students are enrolled in the program.*

***Professional Practicum with Seminar is a capstone field project which can be completed at a healthcare related work environment or as a field internship.*

Electives

The six (6) credits of electives, chosen from a broad range of courses, allows the program to provide a degree of customization for each student's interest and need while doing so within accreditation requirements.

Current "automatically approved" electives include:

- 34:501:512 Health Care Economics (3)
- 34:501:516 Directed Study (3)
- 34:501:525 Artificial Intelligence Challenges in Healthcare Management (3)
- 34:501:530 Data Analytics in Health Care (3)
- 34:501:534 Lean 6 Sigma Black Belt (3)
- 34:501:540 Intro to Pharma, Biotech, and the Medical Technology Industry (3)
- 34:501:542 Long Term Care Management (3)
- 34:501:572 Managing People and Organizations (3)
- 34:501:575 Understanding Health Care Payer Systems (3)
- 34:501:587 Seminar in Health Administration (Health Consulting) (3)
- 34:501:588 Corporate Compliance in Healthcare (3)

Master of Health Administration Academic Standing and Procedures (EJB-G)

MASTER OF HEALTH ADMINISTRATION ACADEMIC STANDING AND PROCEDURES

Successful completion of the Master of Health Administration (M.H.A.) degree program requires satisfactory completion of 45 approved core and elective credits beyond the baccalaureate.

Grade-Point Average Requirement

Students enrolled in the Rutgers M.H.A. program must achieve a final Grade Point Average of 3.000 or better in order to be awarded the M.H.A. degree.

Health Administration Course Listing (EJB-G)

HEALTH ADMINISTRATION COURSE LISTING

This list includes the required core courses and electives for the Master of Health Administration (501) offered at the Bloustein School as of September 1, 2025. Elective courses are taught by multiple instructors and may not be offered every semester.

Requirements for the Master of Health Administration, and the complete list of Master of Health Administration courses and electives offered, may be found at the Bloustein School website.

Students should refer to WebReg for information about special topics courses.

34:501:501 ***Principles of Health Administration (3)***
CORE COURSE
This course covers current challenges faced by the U.S. health care delivery system and how health policy has sought to address these challenges. Consideration of health care concerns associated with population health and public health, including social determinants and how behavior of individuals and groups influence health.

34:501:510 ***Human Resources Policy and Practice in Health Care Management (3)***
CORE COURSE
The course analyzes core human resource functions like recruitment and retention, diversity, performance management, compensation, and workforce development in the health care environment, while aligning human resources strategy to the business strategy's goals.

34:501:512 ***Health Care Economics (3)***
ELECTIVE
This course will analyze the supply and demand theory while examining profitability, cost analysis, and the economic factors that influence health care delivery at the micro and macro level.

34:501:515 ***Financial Accounting for Managers (3)***
CORE COURSE
This course helps students to apply major concepts in health care finance to align operational functions with the financial objectives within an organization.

34:501:520 ***Community Assessment for Health Administration (3)***
CORE COURSE
This course analyzes the complex economic, environmental, social, and behavioral causes affecting the health of populations. It explores how health care organizations plan and evaluate the impact of their participation in community health improvement programs.

34:501:525 ***Artificial Intelligence Challenges in Health Administration (3)***
ELECTIVE
This course presents an overview of artificial intelligence challenges in healthcare management. It is a comprehensive and inclusive review of a wide array of health care management issues and opportunities in the evolving field of artificial intelligence.

34:501:530 ***Section, Data Analytics in Health Care (3)***
ELECTIVE
This course will allow students an opportunity to analyze and interpret hospital and public data sets for use in strategic decisions-making, trend analysis, and business presentations. Advanced Excel and other tools will be used to mine data sets, identify patterns, and create data summaries.

34:501:533 ***Lean Six Sigma Green Belt (3)***
CORE COURSE
This course is designed to prepare students for the Lean Six Sigma Green Belt certifying exam under the Council for Six Sigma Certification requirements.
Prerequisites: 34:501:501 and 34:501:515

34:501:534 ***Health Care Six Sigma Black Belt (3)***
ELECTIVE
This course is designed to prepare students for the Lean Six Sigma Black Belt certifying exam under the Council for Six Sigma Certification requirements.

34:501:540 ***Intro to Pharma, Biotech, and the Medical Technology Industry (3)***
ELECTIVE
This course provides a framework for understanding the process of product development from conception to commercialization for students interested in health care administration, government/non-profit health agencies, and health-related business.

34:501:542 ***Long Term Care Management (3)***
ELECTIVE
This course will acquaint students with the dynamic and increasingly important field of long-term care. The course provides a comprehensive overview of programs, policies, finances and services, and examines the issues, challenges and dilemmas confronting long term care management.

34:501:554 ***Marketing for Health Care Organizations (3)***
CORE COURSE
This course provides a strong foundation in marketing principles, tools, and techniques to develop a strategically designed marketing plan for health care organizations.
Prerequisites: 34:501:501 and 34:501:515

34:501:556 ***Health Care Ethics and Law (3)***
CORE COURSE
This course provides a systematic analysis of contemporary ethical and legal issues in health care. During this interdisciplinary course, students will be required to differentiate ethical issues from other types of issues; demonstrate sound moral reasoning; formulate and defend an ethical position; and summarize the historical, legal, and healthcare policy dimensions of current health care issues of ethical concern.
Prerequisites: 34:501:501 and 34:501:515

34:501:563 ***Health Systems Operations (3)***
CORE COURSE
This course provides a macro and micro view of health care operations with a focus on critical management theory, fundamental economic principles, employee management, and the art of negotiations.
Prerequisites: 34:501:501 and 34:501:515.

34:501:565 ***Information Systems for Health Care (3)***
CORE COURSE An exploration of the types and uses of information systems; their management and strategic application; related privacy policies and their transformative role in health care delivery.
Prerequisites: 34:501:501 and 34:501:515

34:501:571 ***Finance for Health Administration (3)***
CORE COURSE
This course is a review of financial management tools for various health care delivery settings to allow students to interpret financial information, assess the processes performed by financial departments, and explore the financial management responsibilities of health leaders.
Prerequisites: 34:501:501 and 34:501:515

34:501:572 ***Managing People and Organizations (3)***
ELECTIVE
This course is an introduction to organizational theory and concepts of management. It explores approaches that promote and hinder effective management in public and nonprofit organizations. **Credit not given for both this course and 34:833:681.**

34:501:575 ***Understanding Health Care Payer Systems (3)***
ELECTIVE
This course provides a fundamental understanding of the three predominant forms of health insurance coverage in the United States (Medicare, Medicaid, and commercial).

34:501:588 ***Corporate Compliance in Health Administration (3)***
ELECTIVE
This course provides an overview of healthcare compliance from conceptual, substantive, and operational perspectives. Students will learn the seven elements of an effective healthcare corporate compliance program. Students will explore the need for compliance programs within healthcare organizations.

34:501:590 ***Leadership and Professional Development (3)***
CORE COURSE
An in-depth look at leadership styles, traits, and strategies using critical thinking and complex analysis that addresses multifaceted healthcare case studies involving best practices and change management.
Prerequisites: 34:501:501, 34:501:515, 34:501:533, 34:5901:563 and34:501:571

34:501:595 ***Professional Internship Practicum (6)***
CORE COURSE
A capstone field experience in an approved health care facility designed so students apply health care theory to practice in a real-world setting. Students complete an outcomes-driven project that is presented as a written business analysis and a formal presentation in a public forum.
Prerequisite: 34:501:563 , 34:501:571 and 34:501:590

Public Informatics Program (EJB-G)

PUBLIC INFORMATICS PROGRAM

About the Public Informatics Program

Public Informatics Degree Options

Public Informatics Academic Standing and Procedures

About the Master of Public Informatics Program

About the Master of Public Informatics Program (EJB-G)

ABOUT THE MASTER OF PUBLIC INFORMATICS PROGRAM

The Master of Public Informatics (M.P.I.) degree is an advanced data science and artificial intelligence (AI) program with a focus on public good and socioeconomic value creation.

The Master of Public Informatics (M.P.I.) degree is designed specifically for students with undergraduate degrees in a wide range of fields, with sufficient quantitative skills via coursework, work experience, or a combination thereof. Prior programming or data management skills would be valuable, but are optional. The M.P.I. program educates professionals in the competencies needed in public informatics: advanced data science, statistics, programming, data analytics, visualization, spatial analysis, applied machine learning, text analytics, natural language processing, artificial intelligence (AI), and generative AI.

Public Informatics Degree Options (EJB-G)

PUBLIC INFORMATICS DEGREE OPTIONS

Graduates of the M.P.I. program will bring state-of-the-art knowledge, cutting-edge skills, and a deep, integrated understanding of context, data, technology, and AI for strategic insights generation across a broad range of MPI program concentrations in GIS, AI strategy, healthcare informatics, robotics, transportation, and others. The M.P.I. program prepares candidates for careers in public organizations, government agencies, private corporations, and businesses.

Full-time students are expected to complete the 36 credits required for the M.P.I. degree in three semesters (16 months), with an option to extend to 4 semesters for research, internships, and career enhancement purposes. Flexible part-time study options are available for working professionals.

More information may be found on the Bloustein School website.

Curriculum

Core Courses (18 credits)

- 34:816:502 Theory and Practice of Public Informatics (3)
- 34:816:680 Advanced Informatics Quantitative Methods * (3)
- 34:833:525 Applied Multivariate Methods or equivalent (3)
- 34:970:637 Global Data Analytics (3)
- 34:816:634 Machine Learning for Public Informatics (3)
- 34:816:645 Artificial Intelligence (3)
- 34:816:638 Command Line GIS for Public Informatics (3)
- 34:816:516 Data Science for Socioeconomics *(Required as prerequisite)*
- 34:816:510/511 Studio in Public Informatics *
- 34:816:510/511 Studio in Public Informatics *

**Advised*

Electives (18 credits)

A broad range of additional electives within the Bloustein School and other Rutgers University schools and colleges will be offered; some topics will be covered under future seminar, studio, and special topics courses.

Note: Students who opt for concentrations and tracks, and dual degree students, may need to fulfill additional track, concentration, or dual degree-specific requirements.

Joint Degrees and Graduate Certificate Program

The Bloustein School offers joint degrees with both the public policy and urban planning and policy development master's programs, and a graduate certificate program for those wishing to enhance their data and analytics skills and explore the possibility of a master's program in informatics.

The scheduled time frame for the completion of a joint Master's degree is usually shorter than what it would be to complete both degrees individually. In almost all cases, students must apply and be accepted to each degree program independently. Typically, dual degree programs are completed as part of full-time study.

The most current information for public informatics joint degree and certificate options, including course requirements, may be found on the school's website.

M.P.I. / Master of City and Regional (M.P.I./M.C.R.P.)
Combining the Bloustein School's Master of City and Regional Planning (M.C.R.P.) and Master of Public Informatics (M.P.I.) leads to a three-year dual degree option. Admission to the dual M.C.R.P./M.P.I. degree program is highly selective and requires simultaneous, separate applications to and acceptance by each program. A total of 60 credits must be completed in a minimum of three years of full-time study.

M.P.I. / Master of Public Policy (M.P.I./M.P.P.)
Combining the Bloustein School's Master of Public Policy (M.P.P.) and Master of Public Informatics (M.P.I.) degree leads to a two-and-a-half year dual degree option. Admission to the dual M.P.P./M.P.I. degree program is highly selective and requires separate applications to and acceptance by each program. A total of 60 credits must be completed in a minimum of two and a half years of full-time study.

Graduate Certificate in Public and Urban Informatics
The Graduate Certificate in Public and Urban Informatics allows non-matriculated students, who have completed an undergraduate degree from a nationally/internationally accredited program, to enhance their data and informatics skills to the application of planning and public policy topics.

Professionals who are starting their careers may pursue this certificate to enhance their skills and explore pursuing the Bloustein School's master of public informatics; mid-career professionals may find this certificate of interest in order to upgrade and advance their quantitative and informatics capabilities.

The Bloustein School will award a Certificate in Public and Urban Informatics to students who successfully complete the 12-credit curriculum. Students that complete the certificate would be eligible to apply for the Bloustein School's 36-credit Master of Public Informatics and, if admitted, use their credits as part of their degree requirements.

Concentrations

The M.P.I. program offers multiple areas of concentration that allow students to focus on domain-specific career advancement. These concentrations are intended to help students develop knowledge and skills in specializations that will help them to be successful in their individual careers. As an additional option, students can consider a custom concentration related to public informatics, advanced data science, and AI. The custom concentration requires approval from the advisor and program director and is for MPI students only.

- Geographic Information Science
- Artificial Intelligence Strategy
- Social Robotics
- Transportation Analytics
- Healthcare Informatics.

For the most current configuration of courses for Master of Public Informatics concentrations, please see the school's website.

Public Informatics Academic Standing and Procedures (EJB-G)

PUBLIC INFORMATICS ACADEMIC STANDING AND PROCEDURES

The Master of Public Informatics program is committed to an excellent education for all students. All students in the program must achieve certain academic standards in order to continue in the course of study. If a student fails to meet these standards, due process on academic standing may lead to dismissal from the program.

Grade-Point Average Requirement

A student must maintain an overall grade-point average of 3.0 and a grade-point average of 3.0 in the required courses in order to graduate with an M.P.I. degree (A=4.0 and F=0). If, at the end of a semester, the grade-point average is below 3.0 according to either criterion, the student will have one semester to improve the average to 3.0 or greater. During this semester, the student will be on probation. At the end of the probation semester, if the student has not achieved a grade-point average of 3.0 overall and in the required courses, the program director may recommend dismissal to the dean.

Additionally, the Bloustein School requires that no more than 9 credits of C or C+ grades may be used in meeting the requirements of the degree. In calculating the grade-point average, all courses taken while a matriculated student in the M.P.I. program will be counted. Courses taken as a nonmatriculated student that are to be counted for the degree will also be included in the grade-point average.

Undergraduate Courses for Graduate Credit

Undergraduate courses may be taken for graduate credit while a student is matriculated in the program. They may be taken only when no comparable graduate courses are available within Rutgers University and only under the guided supervision of the student's faculty adviser or program director.

Undergraduate courses to be taken for graduate credit must be reviewed and approved by the faculty adviser and by the program director. The faculty adviser supervises the writing of a paper that integrates the material in the undergraduate course with the coursework taken under the student's area of concentration. In general, no more than 3 credits of undergraduate coursework taken while the student is in the graduate program may be applied to the graduate degree. A form is available from the Office of Student and Academic Services. When registering, the student must insert a G-prefix before the course number in order to receive graduate credit. Students who have taken an undergraduate course without the G-prefix will find that the transcript indicates the course does not count toward their graduate degree.

Course Requirement Waiver

Students may be excused from a required course if they demonstrate equivalent mastery of the subject matter. An application for waiver should be made to the program director, who may consult with the principal faculty members in charge of the required course. The required course waiver form is available from the Office of Student and Academic Services.

A maximum of 12 graduate credits earned outside of the program may be transferred into the M.P.I., all subject to approval by the program director.

For additional details and policies, please see the school's website.

Public Informatics Course Listing (EJB-G)

PUBLIC INFORMATICS COURSE LISTING

This list includes the required core courses and electives for the public informatics (816) master's degree offered and graduate level certificate offered at the Bloustein School as of September 1, 2025. Elective courses are taught by multiple instructors and may not be offered every semester.

Requirements for the Master of Public Informatics, and the complete list of Master of Public Informatics courses and electives offered, may be found at the Bloustein School website.

Students should refer to WebReg for information about special topics courses.

34:816:502 ***Theory and Practice of Public Informatics (3)***
CORE COURSE
Engages in critical discussion of the data, methods, context and application of public informatics. It explores logical, ethical, legal, and political dimensions while considering how to anticipate and avoid unintended consequences of deploying public informatics tools.
Credit not given for this and 34:970:502.

34:816:503 ***Data Visualization (3)***
ELECTIVE
This course introduces students to Data Visualization with R. It will cover important data visualization techniques which will be useful for a broad range of applications across public, government, social and business domains. Students will learn to work with a broad variety of datasets to create advanced visualizations and professional report-ready data visualizations.

34:816:510, 511 ***Studio in Public Informatics I, II, III (3, 3)***
ELECTIVE
These courses provide a hands-on project experience in natural language processing (NLP).

34:816:516 Data Science for Socioeconomics ***(3)***
REQUIRED PREREQUISITE
This course lays the data science foundations for public informatics and AI, with an emphasis on using data and quantitative methods for socioeconomic analyses and public good.

34:816:614 ***Research Internship (3)***
ELECTIVE

34:816:616 ***Directed Study (Research) (3)***
ELECTIVE
This course provides an opportunity for students to conduct research under faculty guidance.

34:816:634 ***Machine Learning for Public Informatics (3)***
CORE COURSE
This course provides an overview of applied machine learning.

34:816:638 ***Command Line GIS for Public Informatics (3)***
CORE COURSE
This course is the main GIS course for public informatics students and introduces the use of GIS with Python and open-source tools, usually delivered in an online format.

34:816:640 ***Robotics and Society (3)***
ELECTIVE
This course provides an introduction to robotics in human society.

34:816:641 ***Socially Cognizant Robotics (3)***
ELECTIVE
This course provides an overview of social interaction with robots.

34:816:642 ***Design Methods in Socially Cognizant Robotics (3)***
ELECTIVE
This course provides insights into the design methods used for robotics in society.

34:816:645 ***Artificial Intelligence (AI): Practice, Principles & Strategies (3)***
CORE COURSE
This course provides a strategic overview of artificial intelligence and generative AI concepts.

34:816:680 ***Advanced Informatics Quantitative Methods*** **(3)**
CORE COURSE
This course prepares students in the advanced quantitative methods that will be needed for public informatics careers with an emphasis on explainability and depth of quantitative and programmatic understanding.

Public Policy Program (EJB-G)

PUBLIC POLICY PROGRAM

About the Public Policy Program

Public Policy Degree Options

Public Policy Academic Standing and Procedures

Field Experiences and Independent Study

Public Policy Course Listing

About the Public Policy Program (EJB-G)

ABOUT THE PUBLIC POLICY PROGRAM

The Bloustein School offers two graduate policy master's degrees and a graduate policy certificate. All three are designed to prepare students for careers in government, politics, and policy, with required coursework in the public policy process, quantitative and qualitative research methods, and economic analysis as well as a broad range of electives. Six dual-degree programs are also offered with the M.P.P.

The Master of Public Policy (M.P.P.) is a 48-credit degree program offering advanced methods training, an applied internship, and concentrations in various policy areas. The first M.P.P. class graduated in 1999, and program alumnae/alumni have developed a strong record of achievement in the public, private, and nonprofit sectors. The M.P.P. program is accredited by NASPAA, which sets the global standard in public service education and is the membership organization for graduate education programs in public policy, public affairs, public administration, and public and nonprofit management.

The Bloustein School also offers the 30-credit Master of Public Affairs and Politics (M.P.A.P.) degree. This program, which has been training students in politics and public affairs since 1958, is designed for professionals who have worked in public policy or politics for at least five years.

The Graduate Certificate in Public Policy is intended for students who want to strengthen their understanding of the policy process as well as those considering enrolling in one of Bloustein's policy master's programs. Certificate students must complete four courses that cover the dynamics of public policy formation, economics, and research design, as well as an elective in their specific interest area. All certificate courses may be counted towards the MPP or MPAP degrees.

The Bloustein School faculty is world-renowned for its policy expertise. Many Bloustein faculty members focus on using policy to improve life for vulnerable groups and reduce economic inequality. As the policy program is affiliated with an urban planning program ranked in the top five nationally, the Bloustein School is an excellent place in which to study fields where urban planning and public policy intersect, such as environmental policy, housing policy, and community development. In addition to an exceptional full-time faculty, the program engages several high-ranking current and former government officials and other practitioners to teach courses. A number of faculty members in the program also hold positions with research centers--including the John J. Heldrich Center for Workforce Development, the Center for State Health Policy, and the New Jersey State Policy Lab.

The Bloustein School offers six dual-degree programs in the policy program.

- M.P.P./M.B.A. (Master of Business Administration) with the Rutgers Business School: Graduate Programs-Newark and New Brunswick;
- M.P.P./M.C.R.P. (Master of City and Regional Planning) with the Bloustein School urban planning program
- M.P.P./M.P.I. (Master of Public Informatics), with the Bloustein public informatics program
- M.P.P./M.P.H. (Master of Public Health) with the Rutgers School of Public Health
- M.P.P./M.S.W. (Master of Social Work) with the Rutgers School of Social Work
- M.P.P./J.D. (Juris Doctor) with the Rutgers Law School.

More information about graduate public policy degree options may be found on the Bloustein School website.

Public Policy Degree Options (EJB-G)

PUBLIC POLICY DEGREE OPTIONS

The mission of the public policy program is to further and strengthen innovation, rigor, and justice in the field of public policy through teaching, research, and service. The program prepares students for careers in government, politics, and public affairs within the public, nonprofit, or for-profit sectors. It provides students with conceptual and analytical tools to build their competencies in four areas: public policy, research methods, economics, and politics, as well as training in leadership, values, and ethical behavior that guide the responsible application of these competencies in the field.

Graduate Certificate in Public Policy

Graduate Certificate in Public Policy

The Bloustein School has two options for this certificate:

1. Current graduate students already enrolled in a formal Rutgers degree program, and
2. Applicants who are NOT currently enrolled in a Rutgers graduate program but who have completed a bachelor's degree.

The Graduate Certificate in Public Policy is designed for individuals who are interested in applied policy-related work and wish to expand their understanding of the policy-making process and of the forces that influence public debates, stimulate policy change, and build the public good.

Certificate students complete three required courses, covering the dynamics of policy formation, economics, and research design, and one elective in their specific interest area. All four certificate courses count towards the Bloustein Master of Public Policy (48 credits) or the Master of Public Affairs and Politics (30 credits) degrees, for those who decide to continue their studies after completing the certificate.

CURRICULUM

- 34:833:510 Public Policy Formation (3)
- 34:833:530 Research Design (3)
- 34:833:543 Economics for Public Policy (3)
- 34:833:5xx Public Policy Elective (3)

For the most current configuration of courses for Graduate Certificate in Public Policy and the appropriate method of application for the certificate, please see the school's website.

Public Policy Degree Options (EJB-G)

Master of Public Policy (M.P.P.)

Master of Public Policy (M.P.P.)

The primary objective of the Master of Public Policy (M.P.P.) degree program is to prepare students for careers in policy analysis, politics, and advocacy within public, nonprofit, and for profit sectors. If pursued on a full-time basis, the M.P.P. typically takes two years to complete.

Students must complete 16 courses (48 credits), including ten courses of required coursework and six elective courses. Three of the six electives must comprise a concentration in a substantive policy area. There is no thesis requirement. To graduate, a student must maintain an overall grade-point average of 3.0, with no more than three grades (9 credits) of C+ or below.

Core Courses (30 credits)

- 34:833:510 Public Policy Formation (3)

- 34:833:543 Economics for Public Policy (3)
- Management/Organizational Behavior requirement (3), fulfilled by one of the following:
    - 34:833:681 Managing People and Organizations ***or***
    - 34:833:570 Nonprofit Management ***or***
    - 34:833:571 Public Management
- Finance/Budgeting requirement (3), fulfilled by one of the following:
    - 34:833:540 State and Local Public Finance ***or***
    - 34:833:567 Budgeting and Public Policy ***or***
    - 34:833:612 Nonprofit and Community Development Finance
- 34:833:515 Basic Quantitative Methods (3)
- 34:833:525 Applied Multivariate Methods (3)
- 34:833:530 Research Design (3)
- 34:833:661 Applied Field Experience 1 (0)
- 34:833:662 Applied Field Experience 2 (0)
- 34:833:663 Applied Field Experience 3 (3)
- 34:833:640,641 Policy Research Practicum I, II (3, 3) (taken simultaneously)

Electives (18 credits)

- Three elective courses (9 approved concentration credits) (3, 3, 3)
- Up to 12 elective credits from elsewhere at Rutgers University. Up to six of those elective credits may be (by special arrangement) from the School of Public and International Affairs at Princeton University. For the most current configuration of courses for the Master of Public Policy degree, please see the school's website.

Concentrations
Master of Public Policy (M.P.P.) students are required to present a three-course (9-credit) concentration to complete their degree requirements. These concentrations can be in one of the existing policy areas or students can, with the advice of a faculty member, design their own concentration. A list of current concentrations and advisors is available at Master of Public Policy.

Students must demonstrate basic competency in their three-course area of concentration by achieving a B+ or better on average. Students are welcome to design their own concentration of cross-cutting substantive concerns, subject to the approval of the program director. Courses offered toward the policy area may be drawn from offerings within the public policy program, the Bloustein School, or Rutgers generally, with the permission of the adviser or the program director.

Public Policy Degree Options (EJB-G)

Master of Public Affairs and Politics (M.P.A.P.)

Master of Public Affairs and Politics (M.P.A.P.)

The Master of Public Affairs and Politics (M.P.A.P.) degree is designed to help students develop or refine analytic and quantitative skills and to form a more thorough understanding of the political institutions and processes through

which public policies are implemented and formulated. The M.P.A.P. is available to those with a bachelor's degree and five or more years of work experience in politics or public policy. If pursued on a full-time basis, the M.P.A.P. can be completed in one year.

Students must complete 30 credits, including a required core of 12 credits in policy, research methods, economics, and analysis. There is no thesis requirement. Students cannot graduate with more than three courses (9 credits) with grades below a B.

Core Courses (12 credits)

- 34:833:510 Public Policy Formation (3)
- 34:833:515 Basic Quantitative Methods (3)
- 34:833:530 Research Design (3)
- 34:833:543 Economics and Public Policy (3)

Electives (18 credits)

- Six elective courses (18 credits)

For electives, students may choose from a wide array of graduate public policy courses. Some of the electives may also be from courses offered by other Bloustein School programs, courses offered elsewhere at Rutgers University, and courses offered by the School of Public and International Affairs at Princeton University.

For the most current configuration of courses for the Master of Public Affairs and Politics degree, please see the school's website.

Public Policy Degree Options (EJB-G)

M.P.P./J.D. Dual-Degree Program

M.P.P./J.D. Dual-Degree Program

Rutgers Law School in Newark and Camden and the Bloustein School offer a dual Master of Public Policy /Juris Doctor (MPP/JD) degree, designed for students who are interested in law and public policy.

This four-year program is a savings of 24 credits (one year) relative to completing both degrees independently.

Rutgers Law School and the Bloustein School each accept 12 credits from the other toward their respective degrees.

Students may begin the dual degree at either the Bloustein School or Rutgers Law School.

To be considered for the dual degree program, students must apply and be accepted separately into the Bloustein School's Master of Public Policy Program in New Brunswick and into Rutgers Law School in Camden or Newark. The dual degree program is also available to students currently enrolled at either the Bloustein School or Rutgers Law School.

The most current program information can be found on the Bloustein School website.

Public Policy Degree Options (EJB-G)

M.P.P./M.B.A. Dual-Degree Program

M.P.P./M.B.A. Dual-Degree Program

The Master of Public Policy (M.P.P.) and Master of Business Administration (M.B.A.) dual degree may be completed in three years of full-time study. This is a savings of 24 credits (8 courses) compared to separately earning the 48-credit M.P.P. and the 60-credit M.B.A. degrees.

The M.P.P. program accepts approved M.B.A. economics, budgeting and management courses in place of those M.P.P. requirements. Dual-degree students also may substitute the M.B.A. Marketing Research course for the M.P.P. Research Design requirement. The Rutgers Business School: Graduate Programs-Newark and New Brunswick accepts 12 M.P.P. credits (4 courses toward the M.B.A. degree.)

The most current program information may be found at the Bloustein School website.

Public Policy Degree Options (EJB-G)

M.P.P./M.C.R.P. Dual-Degree Program

M.P.P./M.C.R.P. Dual-Degree Program

The Master of Public Policy (M.P.P.) and Master of City and Regional Planning (M.C.R.P.) dual-degree may be completed in three years of full-time study. This is a savings of 24 credits (8 courses) compared to separately earning the 48-credit M.C.R.P. and the 48-credit M.P.P. degrees.

The dual-degree program consists of 10 elective courses and 13 to 14 policy and planning core courses (Public Policy Formation; Basic Quantitative Methods; Research Design, Applied Multivariate Methods; Planning Methods; Urban Economy and Spatial Patterns; History and Theory of Planning; Economics of Public Policy; Survey of Planning Law Principles; a policy management requirement; a policy finance requirement; two Graduate Planning studios or one 6-credit Practicum; and the Applied Field Experience sequence). Four of the electives must constitute a planning concentration.

The most current program information may be found at the Bloustein School website.

Public Policy Degree Options (EJB-G)

M.P.P./M.P.H. Dual-Degree Program

M.P.P./M.P.H. Dual-Degree Program

The Master of Public Policy (M.P.P.) and Master of Public Health (M.P.H.) dual-degree may be completed in three years of full-time study. This is a savings of 24 credits (8 courses) compared to separately earning the 48-credit M.P.P. and the 45-credit M.P.H. degrees.

The M.P.P. program accepts two M.P.H. required courses (Introduction to Biostatistics and Health Services Research Evaluation) in place of two M.P.P. required courses (Research Design and Basic Quantitative Methods). The M.P.P. program also accepts four M.P.H. electives in place of four M.P.P. electives and counts Fieldwork II hours toward the 300 hours of required internship experience for the Applied Field Experience course. The M.P.H. program accepts two M.P.P. electives in place of two M.P.H. electives.

The most current program information can be found at the Bloustein School website.

Public Policy Degree Options (EJB-G)

M.P.P./M.P.I. Dual-Degree Program

M.P.P./M.P.I. Dual-Degree Program

This dual-degree program leads to a Master of Public Informatics (M.P.I.) degree and a Master of Public Policy (M.P.P.) degree in two and a half years. This is a savings of 24 credits (8 courses) compared to earning the 36-credit M.P.I. and the 48-credit M.P.P. degrees separately.

The dual-degree program consists of the 16 M.P.P. courses and six M.P.I. courses (Theory and Practice of Public Informatics; Big Data Analytics; Intro to GIS for Planning or an equivalent course; Advanced Graphical Communication for Planners or an equivalent course). The most current program information may be found at the Bloustein School website.

Public Policy Degree Options (EJB-G)

M.P.P..M.S.W. Dual-Degree Program

M.P.P./M.S.W. Dual-Degree Program

This 81-credit dual-degree program leads to a Master of Public Policy (M.P.P.) and a Master of Social Work (M.S.W.) degree in three years of full-time study. This is a savings of 27 credits (9 courses) compared to earning the 48-credit M.P.P. and the 60-credit M.S.W. degrees separately. The Bloustein School accepts four M.S.W. courses towards the M.P.P. degree and the School of social work accepts five M.P.P. courses towards the M.S.W. degree.

The M.S.W.-M.P.P. dual-degree program offers students the opportunity to develop advanced policy practice skills with a focus on social justice and social welfare policy. It complements and enhances both the Rutgers School of Social Work's M.S.W. program and the Bloustein School's M.P.P. program by contributing to specialized knowledge and practice skills and supporting expanded career opportunities for students.

The most current program information may be found at the Bloustein School website.

Public Policy Academic Standing and Procedures (EJB-G)

ACADEMIC STANDING AND PROCEDURES

All students in the public policy program must achieve certain academic standards in order to continue in the course of study. The program is committed to an excellent education for all students; however, a student will occasionally have difficulty. The program director, in consultation with other faculty, administers student standing. If a student fails to meet these standards, the program director may recommend dismissal to the dean.

Grade-Point Average Requirement

Grade-Point Average Requirement

A student must maintain an overall grade-point average of 3.0 in order to graduate with any degree or receive a certificate. If, at the end of a semester, the grade-point average is below 3.0, the student will have one semester to improve the average to 3.0 or greater. During this semester, the student will be on probation. At the end of the probationary semester, if the student has not achieved a grade-point average of 3.0 overall, the graduate program director may recommend dismissal to the dean.

Additionally, the Edward J. Bloustein School of Planning and Public Policy requires that no more than 9 credits of C or C+ grades may be used in meeting the requirements of either masters program. In calculating the grade-point average, all courses taken while a matriculated student in the master public policy (M.P.P.) or master of public affairs and politics (M.P.A.P.) degree programs will be counted. Courses taken as a nonmatriculated student that are to be counted for the degree also will be included in the grade-point average.

Universal Review
All students enrolled in the master of health administration (M.H.A.) program, both matriculating and non-degree, shall be evaluated each semester vis-a-vis satisfactory progress toward the M.H.A. degree. Students having a qualitative deficiency shall be notified and required to develop a remediation plan.

Course Requirement Waiver

Course Requirement Waiver

Students may be excused from a required course if they demonstrate equivalent mastery of the subject matter. Application for waiver should be made to the program director who will consult with the principal faculty members in charge of the required courses on the waiver of course requirement form available from the Office of Student and Academic Services. When waivers are granted, the student then must substitute other courses to fulfill the total credit requirement for the degree.

A maximum of 12 graduate credits earned outside of the program may be transferred in and applied toward the master of public policy (M.P.P.); 9 credits for the master of public affairs and politics (M.P.A.P.). All transfer credits are subject to approval by the program director.

Undergraduate Courses for Graduate Credit

Undergraduate Courses for Graduate Credit

Undergraduate courses may be taken for graduate credit while a student is matriculated in the program. They are taken only when no comparable graduate courses are available within the Rutgers University system and only under the guided supervision of the student's faculty adviser or program director. Undergraduate courses to be taken for graduate credit must be reviewed and approved by the faculty adviser and by the program director. The faculty adviser supervises the writing of a paper that integrates the material in the undergraduate course with the coursework taken under the student's area of concentration. In general, no more than 3 credits of undergraduate coursework taken while the student is in the graduate program may be applied to the graduate degree. A form is available from the Office of Student and Academic Services. When registering, the student must insert a G prefix before the course number in order to receive graduate credit. Students who have taken an undergraduate course without the G prefix will find that the transcript indicates the course does not count toward their graduate degree.

Public Policy Course Listing (EJB-G)

COURSE LISTING

This list includes the graduate public policy (833) and graduate certificate in public policy courses offered at the Bloustein School as of September 1, 2025. These courses are taught by multiple instructors and may not be offered every semester.

A broad range of additional electives is offered by other graduate programs at the Bloustein School, other graduate programs at Rutgers University, and our partner institutions.

Requirements for graduate public policy programs and the most up-to-date list of graduate public policy core courses and electives offered may be found on the Bloustein School website.

Students should refer to WebReg for information about topics of Seminars in Public Policy.

34:833:510 ***Public Policy Formation (3)***
CORE COURSE
Formulation and implementation of public policy, with emphasis on federal policy making, models for policy choice, and intergovernmental policy problems. Analysis of the formulation and implementation of a governmental program.

34:833:513
Health Disparities (3)
ELECTIVE The overarching goal of this class is to provide a broad overview of health disparities in the United States, with a focus on the "trifecta" of inequality--race/ethnicity, socioeconomic position, and gender.
Cross-listed with 34:832:513 and 10:832:413.

34:833:515 ***Basic Quantitative Methods (3)***
CORE COURSE
Introduction to applied statistics. Includes descriptive and inferential statistics, regression and correlation analysis, and computer-based analytic tools for planning and policy analysis.
Credit not given for both this course and 34:970:515.

34:833:520
Legislative Policy Making (3)
ELECTIVE Examines policy making in the states with a special focus on governors and state legislatures and the processes by which policies are determined (including legislative representation, lobbying, agenda setting, issue campaigning, etc.)

34:833:522
Public Policy Advocacy (3)
ELECTIVE Role and process of organized advocacy by private interests in the formation and implementation of public policy. Strategies and methods used to influence the policy process.

34:833:525 ***Applied Multivariate Methods (3)***
CORE COURSE
Covers applied skills in data management and advanced multivariate analysis, with a focus on multiple linear regression, factor analysis, and logistic regression.
Credit not given for both this course and 34:970:525.

34:833:530 ***Research Design (3)***
CORE COURSE
Examines scientific method of study; the processes of conceptualization and measurement; "experimental design," or how social programs are structured so they may be effectively studied; and survey research and qualitative methods including focus groups, interviews, and case studies.

34:833:535 ***Data Visualization & Storytelling (3)***
ELECTIVE
This course introduces students to Data Visualization. It will cover important data visualization techniques that will be useful for a broad range of applications across public, government, social, and business domains. Students will learn to work with a broad variety of datasets to create advanced visualizations and professional, report-ready data visualizations.
Cross listed with 10:833:394.

34:833:540 ***State and Local Public Finance (3)***
CORE COURSE
Theory and practice of state-local public finance; link between regional economy and subnational governments; fiscal federalism; major state-local spending programs; revenues, including property, sales, and income taxes and gambling; intergovernmental grants.

34:833:543 ***Economics of Public Policy (3)***
CORE COURSE
Basic microeconomic analysis with applications to current policy issues. Models of consumer and firm behavior applied to issues such as assistance programs for low-income individuals, tax incentives for firms and workers, and environmental regulation. Examines public goods, externalities, and the role of government in economic markets.

34:501:552 ***Education Policy and Social Justice (3)***
ELECTIVE
Examines the intersection of education policy and social justice, including the impacts on equity of school segregation, changes to school funding and policies such as charter schools, forced school closings, and using high-stakes standardized testing to evaluate students, teachers, and public schools.

34:833:553 ***LGBTQIA+ Policy (3)***
ELECTIVE
Explores the history of LGBTQIA+ political movements, their impact on public policy, how intersecting identities correlate to public strategy, and how the media has affected the movement.

34:833:554 ***Children, Law & Public Policy (3)***
ELECTIVE
Explores two key tensions in public policy about children: Parental rights to raise their children vs. state duties to protect children and mold future generations; and children as small adults with a full range of adult autonomy vs. children as a uniquely vulnerable class of people requiring special protection.

34:833:555 ***Labor Market Policy (3)***
ELECTIVE
Examines labor markets and policies. Topics include wage inequality, discrimination, unions, and employment and training programs.

34:833:556 ***Higher Education Policy (3)***
ELECTIVE
Examines the historic and contemporary policy debates in higher education and the tradeoffs between affordability, access, quality, academic freedom, and accountability. Covers federal, state, and local roles in policymaking and addresses a key challenge in applying policy theory to higher education policy because of the limited role of the federal government.

34:833:557 ***Criminal Justice Policy & Social Justice (3)***
ELECTIVE
Explores the criminal legal system's far-reaching impact on housing, employment, education, child rearing, and healthcare, particularly for lower-income and otherwise marginalized groups. Students formulate comprehensive policy proposals aimed at rectifying disparities and promoting social justice.

34:833:558 ***Media, Democracy & Public Policy (3)***
ELECTIVE
Examines how our democracy is influenced by the media and the impact that has on our politics, our elected officials, and public policy.

34:833:559 ***Political Communications and Public Policy (3)***
ELECTIVE
Explores how to translate often complex policy ideas into readily understandable language. Focuses on framing policies, testing messaging through focus groups and polling, and winning public approval through public statements and social media.

34:833:561 ***The Racial Wealth Gap and Why It Persists (3)***
ELECTIVE
Explores policies and practices that worsen the racial wealth gap, identifies the barriers that prevent stakeholders from changing those policies, and introduces experts and advocates currently working to tackle those barriers.

34:833:565 ***Regulatory Policy (3)***
ELECTIVE
Studies the role that executives, legislators, bureaucrats, courts, and others play in policies for regulating the environment, privacy, worker safety, and other areas.

34:833:567 ***Budgeting for Public Policy (3)***
CORE COURSE
Provides an overview of budgeting and related financial management issues in the public sector. Focuses primarily on federal and state levels of government.

34:833:570 ***Nonprofit Management (3)***
CORE COURSE
Applies management concepts to nonprofit organizations, emphasizing the challenges faced by managers under resource scarcity and uncertain boundaries among public, for-profit, and nonprofit sectors.

34:833:571 ***Public Management (3)***
CORE COURSE
Explores fundamental tasks and responsibilities of management in the public sector, with an emphasis on the external and internal environments in which managers implement public policies.

34:833:572 ***Negotiation and Conflict Resolution (3)***
ELECTIVE
Examines non-adversarial concepts and techniques of conflict resolution-negotiation, mediation, consensus-building dialogues considered in public contexts, from courts, prisons, and schools to other institutional and non-institutional settings. Issues include controversial subjects such as siting resource recovery plants, implementing economic redevelopment plans, enacting environmental protection measures, and devising grievance mechanisms.

34:833:577 ***Immigration Policy (3)***
ELECTIVE
Explores the roots of today's modern immigration policy, including border and citizenship policy as well as how states and localities have responded to changes in federal immigration policy.

34:833:580 ***Health Care Policy (3)***
ELECTIVE
Current issues in U.S. health care policy with in-depth case examples from New Jersey policy. Provides an overview of the financing, regulation, and delivery of health care in the United States, with discussion of current policy topics including health insurance coverage, quality of care, and racial/ethnic disparities in care.

34:833:585 ***American Social Policy (3)***
ELECTIVE Focuses on the development of social welfare politics in the United States. Places the American case within the larger international and historical context, explores the major dilemmas in contemporary social policy making including agenda setting, institutional choice, and implementation design. Examines dilemmas in greater depth by analyzing specific policy issues, such as child support enforcement, nutrition programs, and medical care.

34:833:586 ***Impacted Folks Leading Policy Change (3)***
ELECTIVE
Focuses on the realities faced by impacted folks that advocate for policies at all levels of government. Particular attention paid to the role of power, politics, poverty, and educational access and attainment.

34:833:591 ***Women, Inequality, and Public Policy (3)***
ELECTIVE
Gender is one of the most important ways through which American life, both private and public, is defined. This course will primarily explore the historical evolution of women's role in both the family and the labor market, following a life course approach.
Cross-listed with 10:762:335 and 10:833:335.

34:833:612 ***Nonprofit and Community Development Finance (3)***
CORE COURSE
Covers general underwriting parameters, various loan types and loan terminology, and real estate finance topics from a nonprofit and community development perspective. Topics include project evaluation, development budgets, financing strategies, valuations, and capital market issues, as well as reading and understanding financial statements and tax returns.

34:833:619 ***Environmental Economics and Policy (3)***
ELECTIVE
Scarcity and choice are basic economic conditions that are inevitably present when determining environmental goals and implementing environmental policies. The role of economics in environmental issues and, especially, in the formation of environmental policy including environmental problems in air, water, land use, and natural environments.
Credit not given for this course and 34:970:619.

34:833:632 ***Cost-Benefit Analysis (3)***
ELECTIVE
Introduction to, and issues in, using cost-benefit analysis. Identify costs and benefits, and understand discounting, dealing with uncertainty, and valuing health and human life.

34:833:635 ***Survey Research (3)***
ELECTIVE
How to conduct, analyze, and evaluate surveys. Topics covered include problem formation, sample design and selection, questionnaire wording and layout, modes of survey administration, field procedures, data reduction, and data analysis.

34:833:640, 641 ***Policy Research Practicum I, II (3,3)***
CORE COURSE
Students participate in a directed research project that applies analytical techniques of policy analysis and evaluation or survey research to public policy problems.
Students must register for both courses simultaneously.

34:833:661, 662 ***Applied Field Experience 1, 2 (0,0)***
CORE COURSE
Students attend class sessions on career and other life skills.

34:833:663 ***Applied Field Experience 3 (3)***
CORE COURSE
Students complete 300 hours of public policy or public affairs related work experience.
Pre-requisite: Applied Field Experience 1 and 2

34:833:670 ***Independent Study in Public Policy (3)***
ELECTIVE

34:833:671 ***Internship in Public Policy (3)***
ELECTIVE

34:833:680 ***Energy, Sustainability, and Policy (3)***
ELECTIVE
Examines energy policy and planning through a timely, critical, and practical approach. Students gain insight into the factors that shape energy policy.
Credit not given for this course and 34:970:620.

34:833:681 ***Managing People and Organizations (3)***
CORE COURSE
Designed to enhance understanding of one's own motivation and behavior as well as that of others, to increase effectiveness in present and future positions and career satisfaction.
Credit not given for both this course and 34:501:572.

34:833:684-691, 693 ***Seminars in Public Policy (3 each)***
ELECTIVE
Topics vary. See WebReg for current offerings. These courses are designed to address current issues in public policy.

Urban Planning and Policy Development Program (EJB-G)

URBAN PLANNING AND POLICY DEVELOPMENT PROGRAM

About the Urban Planning and Policy Development Program

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Concentrations, Studios, and Internships

Urban Planning and Policy Development Academic Standing and Procedures

Urban Planning and Policy Development Course Listing

About the Urban Planning and Policy Development Program (EJB-G)

ABOUT THE URBAN PLANNING AND POLICY DEVELOPMENT PROGRAM

Founded in 1967, the urban planning and policy development program educates the next generation of planners who wish to combine social concerns with analytic skills. While planners work on a wide range of problems, they are also likely to focus on a particular issue or specialization in building individual careers, thus concentrating their professional expertise. For this reason, the trained planner is often called "a generalist with a specialty." That phrase is more than just a cliché. It suggests that a useful curriculum will contain a productive application of faculty disciplines and other program resources. It defines the approach to graduate study in urban planning and policy development at Rutgers.

Planning is future-oriented, comprehensive, and problem-solving. It seeks to link knowledge and action in ways that improve the quality of public and private development decisions affecting people and places. Because of its future orientation, planning embraces visionary and utopian thinking, yet also recognizes that the implementation of plans requires the reconciliation of present realities to future states. To become effective and ethical practitioners, students must develop a comprehensive understanding of cities and regions, and of the theory and practice of planning. They must also be able to use a variety of analytic methods in their practice. They must become sensitive to the ways in which planning affects individual and community values, and must be aware of their own roles in this process.

Urban Planning and Policy Development Degree Options (EJB-G)

URBAN PLANNING AND POLICY DEVELOPMENT DEGREE OPTIONS

Master of City and Regional Planning Degree

MASTER OF CITY AND REGIONAL PLANNING DEGREE

The Master of City and Regional Planning (M.C.R.P.) degree is generally recognized as the professional degree in the field. The M.C.R.P. program prepares students for practice in planning as well as policy and program development through a curriculum designed to develop an understanding of the linkages between the social, economic, and political factors of urban society and the physical and environmental framework of regions and communities.

The program requires two years of full-time coursework, with a total of 48 credits earned during that time. Reflecting the school's philosophy of providing an interdisciplinary approach for each student, a minimum of 24 elective credits is included in the 48-credit total.

Core Courses (24 credits)

- 34:970:501 History and Theory of Planning (3)
- 34:970:509 Urban Economy and Spatial Patterns (3)
- 34:970:510,511 Graduate Planning Studios (3, 3)
- 34:970:515 Basic Quantitative Methods (3)
- 34:970:516 Planning Methods (3)
- Additional methods course* (3)
- 34:970:517 Survey of Planning Law Principles (3)

**Chosen from an extensive list of qualitative and quantitative courses approved by the program director.*

Electives (24 credits)
For the most current configuration of courses and available electives for the Master of City and Regional Planning degree, please see the school's website.

Master of City and Regional Studies Degree

MASTER OF CITY AND REGIONAL STUDIES DEGREE

The Master of City and Regional Studies (M.C.R.S.) is a 30-credit degree offered under specialized circumstances. Applicants must hold an advanced degree and are seeking auxiliary knowledge in planning, or be international

practicing planners.

Requirements and standards for admission are comparable to the M.C.R.P. two-year degree. The 30 credits required for this degree include core required courses in theory and urban economy and two semesters of methods, including Basic Quantitative Methods (34:970:515).

Studio courses are not required. Course concentration can be determined with faculty advising. All M.C.R.S. candidates are required to pass an extensive comprehensive examination.

Core Courses (18 credits)

- 34:970:501 History and Theory of Planning (3)
- 34:970:509 Urban Economy and Spatial Patterns (3)
- 34:970:515 Basic Quantitative Methods (3)
- 34:970:516 Planning Methods (3)
- Additional methods course* (3)
- 34:970:517 Survey of Planning Law Principles (3)

**Chosen from an extensive list of qualitative and quantitative courses approved by the program director.*

Electives (12 credits)

For the most current configuration of courses and electives for the Master of City and Regional Studies degree, please see the school's website.

International Students

International students often take coursework from other Rutgers units to complement the nature of their program of study. In addition, *international students take on a series of professional work and internship experiences (practical training)* throughout their program of study with outside planning and public policy private, non-profit and government sector organizations.

International students must register (0-3 credits) for 34:970:844 Research Internship or 34:970:636 Internship in Urban Planning during semesters of professional work experiences (fall-spring-summer). All practical training experiences must be approved by the advisor/director using school paperwork through Handshake as well as with the Rutgers Global center for proper CPT paperwork approval. These experiences are monitored and reviewed by the program director.

Post-study OPT opportunities are also available if approved by Rutgers Global and the Bloustein Student and Academic Services Office (note early application deadlines). Students should see the Office of Student and Academic Services prior to engaging in any outside opportunity for consultation.

International students may be *waived* from 34:970:517 Survey of Planning Law Principles, and instead could take an elective course specific to their interests and in conjunction with their advisor's approval.

Joint Degree Options

Joint Degree Options

Within the urban planning program the Bloustein School offers joint degrees with both the public policy and public informatics master's programs, as well as an accelerated option for exemplary undergraduates. Dual degree programs are also offered in conjunction with other schools and departments at Rutgers University, including business, law, and food and business economics. A dual degree in infrastructure planning, offered with New Jersey Institute of Technology, provides a broad professional education intended to draw students from architecture, engineering, and the social sciences.

The scheduled time frame for the completion of a joint master's degree is usually shorter than what it would be to complete both degrees individually. In almost all cases, students must apply and be accepted to each degree program independently. Typically, dual degree programs are completed as part of full-time study.

For the most current configuration of courses for all urban planning joint and dual degrees, please see the school's website.

Joint B.A. or B.S. and Master of City and Regional Planning Program

The Bloustein School, in cooperation with the School of Arts and Sciences and the School of Environmental and Biological Sciences, offers a joint program that enables students to earn the bachelor of arts or science and the Master of City and Regional Planning in five years rather than the normal six. This (3-1-1) five-year program gives exemplary students the opportunity to complete their liberal arts education and prepare themselves for a career in urban planning and development.

Admission to the joint program is competitive and highly selective. Successful applicants for admission will have a GPA of 3.5 or better, a dedication to public service, and outstanding recommendations. Interested students who fulfill the above qualifications should contact the Bloustein School's Office of Student and Academic Services to discuss the program and the application process and schedule an interview.

Urban Planning and Public Policy (M.C.R.P./.M.P.P.)

Combining the Bloustein School's Master of City and Regional Planning (M.C.R.P.) and Master of Public Policy (M.P.P.) leads to a three-year dual degree option. Students are accepted independently to both graduate programs after providing a separate application to each, but share concentrations, course electives, and requirements. This is a savings of 24 credits (8 courses) compared to separately earning the 48-credit M.C.R.P. and the 48-credit M.P.P. degrees.

Urban Planning and Public Informatics (M.C.R.P./M.P.I.)

Combining the Bloustein School's Master of City and Regional Planning (M.C.R.P.) and Master of Public Informatics (M.P.I.) leads to a three-year dual degree option. Admission to the dual M.C.R.P./M.P.I. degree program is highly selective and requires simultaneous, separate applications to and acceptance by each program. A total of 60 credits must be completed in a minimum of three years of full-time study.

Rutgers Law School (M.C.R.P./J.D.)

The Rutgers Law Schools at Camden and Newark and the Bloustein School offer a dual-degree program designed for students who are interested in law, politics, and public policy.

A four-year course of study, this program leads to the Master of City and Regional Planning and Juris Doctor (M.C.R.P./J.D.) degrees offered by the Bloustein School and the law schools at the Newark and Camden campuses of Rutgers. Two and a half years are spent at the law school and one and a half years in the planning program. Students are accepted independently for both graduate professional programs after separate applications to each.

Rutgers Business School (M.C.R.P./M.B.A.)

The 84-credit dual M.C.R.P./M.B.A. degree program with the Rutgers Business School: Graduate Programs-Newark and New Brunswick can be completed in three years of full-time study. The total of 108 credits that would be required to obtain the two degrees separately (48 for M.C.R.P. and 60 for the M.B.A.) is thus reduced by 24 credits (12 credits each way), and the time from four to three years.

The dual degree combines the complementary strengths of the two programs and provides a broad professional education ranging from city and regional policy planning to business administration and management. It is intended to produce professionals who will make meaningful contributions to the improvement of cities and regions with a full foundation of business principles.

New Jersey Institute of Technology (M.C.R.P/M.I.P.)

To expand educational opportunities in the urban planning field, an agreement between the Bloustein School and the New Jersey Institute of Technology (NJIT) implemented a dual Master of City and Regional Planning and Master's in Infrastructure Planning degree program (M.C.R.P./M.I.P.). The Bloustein School's planning program offers a broad array of courses in such areas as housing, transportation, community development, environment, urban and regional economics, and information technology, as well as concentrations in several specialized areas. The M.C.R.P. degree is fully accredited and widely recognized.

Urban Planning and Food & Business Economics (M.C.R.P. or M.C.R.S. / M.S.)

The dual degree leads to either a Master of City and Regional Planning (M.C.R.P.) degree or a Master of City and Regional Studies (M.C.R.S.) degree in and a Master of Science (M.S.) degree in food and business economics. Students are accepted independently for each graduate program after separate applications. Students must meet the degree requirements of each program; however, with proper course selection, 9 credits of coursework from each program may be applied to the other degree, thus reducing by one and one-half semesters the length of time required to obtain the two degrees.

Certificate Programs

Certificate Programs

Certificates are groupings of five or so courses, offered by key multiple departments, that, if taken, indicate that the student has developed cross-disciplinary expertise in a particular subject area. The Bloustein School offers eight graduate certificate programs.

Climate Change and Resilience Certificate
The Bloustein School, the Institute of Earth, Ocean, and Atmospheric Sciences (EOAS), the Department of Human Ecology, and the Department of Civil Engineering have developed a certificate in coastal climate risk and resilience. The certificate focuses on the theories, methods, practical skills, and contextual knowledge needed to work productively on coastal areas and their populations which are extremely vulnerable to effects of climate change, ranging from sea-level rise to intensified storm events, and understanding both the risks and the adaptation opportunities requires knowledge from several disciplines.

Energy Certificate
The graduate certificate in energy, offered by the Bloustein School and Rutgers Energy Institute, is designed to give Rutgers students a strong background in the timely topic of energy. By taking advantage of the many energy-related courses offered at Rutgers as well as ongoing research involving all aspects of energy, the certificate builds on the diversity, magnitude, and variety of Rutgers resources in science, engineering, and public policy by enabling graduate students to cross over to courses outside their graduate program and enrich their background in energy. Students receiving this certificate will have received a broad exposure to the topics and challenges in energy, and will have stronger qualifications to pursue a career in industry, government, and academia upon graduation, as well as become leaders in innovation. Currently, Rutgers is unique in New Jersey offering a Graduate Certificate in Energy.

Human Dimensions of Environmental Change Graduate Certificate
The Department of Human Ecology coordinates an interdisciplinary graduate certificate on human dimensions of environmental change. The program is open to any student enrolled in a Rutgers University graduate program. The certificate program represents a collaboration among faculty from several graduate programs, and allows students to examine the political, cultural, economic, historical, and other human dimensions of environmental change while carrying out studies in an existing graduate program. The certificate is designed to help students access theoretical perspectives, skills, and/or other resources provided by various programs and departments at Rutgers while simultaneously creating spaces for interdisciplinary interaction.

Real Estate Development and Redevelopment Certificate
The graduate-level certificate program in real estate development and redevelopment, developed jointly by the Bloustein School and Rutgers Business School: Graduate Programs-Newark and Center for Real Estate, focuses on the theories, methods, practical skills, and contextual knowledge needed to work at a high level within this industry. The innovative and interdisciplinary program integrates existing coursework offered in the Bloustein School's graduate programs in planning and public policy, Rutgers Business School Center for Real Estate, and the Rutgers Business School M.B.A. program.

The real estate industry is economically important and has unique characteristics that tie it firmly to specific places and their attributes. This is especially true when redeveloping existing sites. The urban planner's domains of land-use planning, transportation, housing policy, property tax regimes, and local politics set the context for the real estate industry as it carries out development and redevelopment. The business of real estate drives the development and redevelopment processes that create the need for urban planning, urban design, and land-use regulation. By combining the strengths of Bloustein's urban planning graduate program with the RBS M.B.A. real estate concentration, this certificate offers students in both programs an unparalleled learning opportunity. This collaboration, these perspectives, and skills are the focus of this certificate program.

Transportation Studies Certificate
The Bloustein School, in partnership with the School of Engineering, offers a cross-disciplinary program leading to the graduate certificate in transportation studies. The certificate is open to matriculated graduate students at the Bloustein School and in the School of Engineering's Department of Civil and Environmental Engineering. The certificate is offered with two concentrations: technology and design and policy and planning. The technology and design concentration focuses on analysis and design issues and is directed at students with an interest in transportation and traffic engineering and facility design. The policy and planning concentration focuses on the policy and planning process and is directed at students with these interests. In general, the student enrolls in one of the programs at the master's level and, upon graduating, receives a transportation studies certificate signifying completion of the program at the same time the student receives his or her master's degree. Under some circumstances, doctoral students may be admitted to the certificate program.

Geospatial Information Science Certificate
A certificate program in geospatial information science is offered by a faculty drawn from the Bloustein School, the Department of Geography at the School of Arts and Sciences, and the School of Environmental and Biological Sciences. The certificate program provides an in-depth, interdisciplinary examination of the emerging discipline of geospatial information, focusing both on the development of theory and on the application of geographic information systems.

Historic Preservation Certificate
The graduate certificate in historic preservation is a cross-disciplinary graduate program administered by the Bloustein School and the Department of Art History at the School of Arts and Sciences. This certificate program is open to graduate students enrolled in and working toward completion of any of Rutgers graduate master's or doctoral programs.

The most current information about all certificate programs may be found at the Bloustein School website.

Concentrations, Studios, and Internships (EJB-G)

CONCENTRATIONS, STUDIOS, AND INTERNSHIPS

Concentrations

Studios

Internships

Directed Study

DIRECTED STUDY

Master of city and regional planning (M.C.R.P.) and master of city and regional studies (M.C.R.S.) students may sign up for 34:970:615,616 Directed Study in Urban Planning under the direction of a faculty member. These are intensive and specialized academic experiences. A directed study cannot be taken during the first 12 credits of the degree and requires that an application be approved and signed in advance of the course by the faculty member and the graduate program director. For the M.C.R.P., no more than 6 credits and for the for M.C.R.S., no more than 3 credits of directed study may be applied in this manner.

Urban Planning and Policy Development Academic Standing and Procedures (EJB-G)

ACADEMIC STANDING AND PROCEDURES

All students in the Urban Planning and Policy Development program must achieve certain academic standards in order to continue in the course of study. The program is committed to an excellent education for all students. The program director, in consultation with other faculty, administers student standing. If a student fails to meet these standards, the program director may recommend dismissal.

Grade-Point Average Requirement

Grade-Point Average Requirement

Students must maintain an overall grade-point average of 3.0 in order to graduate. If a student's grade-point average is below a 3.0 at the end of the semester, the student will have one semester to improve the average to 3.0 or greater. During this semester, the student will be on probation. Additionally, the Bloustein School requires that a student cannot graduate with more than three courses (9 credits) with grades of C+ or below.

Professional Report Requirement (M.C.R.P.)

Professional Report Requirement (M.C.R.P.)

M.C.R.P. students must satisfy the professional report requirement by receiving a grade of A or better on a memo prepared in Planning Methods (34:970:516). The report will be structured as a short (about 10 pages) memorandum written in a professional style on a planning topic approved by the course instructor.

Comprehensive Examination (M.C.R.S.)

Comprehensive Examination (M.C.R.S.)

The M.C.R.S. degree requires a comprehensive examination used to assess the knowledge of the student with regard to basic concepts and methods used by urban planners. The examination may be written or oral and is supervised by two members of the graduate urban planning faculty. The oral exam lasts approximately one hour. While the primary focus is on basic planning concepts and methods, the exact content of the examination is determined by the two faculty examiners. A written examination can take the form of one or two longer essays or a series of short questions. This examination is to be closed book and taken in a school office or classroom. The M.C.R.S. comprehensive examination is to be scheduled for the last semester in which the student will be in residence at the school. The M.C.R.S. comprehensive examination form, outlining the process, is available in the Office of Student and Academic Services.

Undergraduate Courses for Graduate Credit

Undergraduate Courses for Graduate Credit

Undergraduate courses may be taken for graduate credit while a student is matriculated in the program. They are taken only when no comparable graduate courses are available within the Rutgers University system and only under the guided supervision of the student's faculty adviser or program director.

Undergraduate courses to be taken for graduate credit must be reviewed and approved by the faculty adviser and by the program director. The faculty adviser supervises the writing of a paper that integrates the material in the undergraduate course with the coursework taken under the student's area of concentration. In general, no more than 3 credits of undergraduate coursework taken while the student is in the graduate program may be applied to the graduate degree. A form is available from the Office of Student and Academic Services. When registering, the student must insert a G-prefix before the course number in order to receive graduate credit. Students who have taken an undergraduate course without the G-prefix will find that the transcript indicates the course does not count toward their graduate degree.

Course Requirement Waiver

Course Requirement Waiver

Students may be excused from a required course if they demonstrate equivalent mastery of the subject matter. Application for waiver should be made to the program director who will consult with the principal faculty members in charge of the required courses on the waiver of course requirement form available from the Office of Student and Academic Services. When waivers are granted, the student then must substitute other courses to fulfill the total credit requirement for the degree.

A maximum of 12 graduate credits earned outside of the program may be transferred into the M.C.R.P. or 9 credits for the M.C.R.S., all subject to approval by the program director.

For additional details and policies, please see the school's website.

Urban Planning and Policy Development Course Listing (EJB-G)

COURSE LISTING

This list includes the urban planning and policy development (970) courses offered at the Bloustein School as of September 1, 2025. Courses are taught by various instructors and some may not be offered every semester. Elective courses are taught by multiple instructors and may not be offered every semester.

Requirements for the Urban Planning and Policy Development degree program may be found at the Bloustein School website.

Students should refer to WebReg for information about special topics courses.

34:970:501 ***History and Theory of Planning (3)***
CORE COURSE
Surveys the history of urban planning, its major guiding and critical theories, and their relation to a broad range of contemporary issues faced by planners and policy makers. Focus on the intellectual foundation for students pursuing professional careers in urban planning.
Required for M.C.R.P. degree.

34:970:502 ***Theory and Practice of Public Informatics (3)***
ELECTIVE
Introduces core issues in public data analytics and presentation. Brings the theories and practices of public informatics together by investigating the methodological and contextual factors affecting specific application areas in urban planning, public policy, and administration.

34:970:508 ***Comprehensive Planning (3)***
ELECTIVE
Introduction to the principles and practice of physical planning in the United States. Workshop exercises, analyses, and readings are designed to provide a comprehensive and practical understanding of the physical planning and approval process, the elements of physical plans, and the data and analyses needed to prepare and review such plans.

34:970:509 ***Urban Economy and Spatial Patterns (3)***
CORE COURSE
Overview of economic, social, political, and geographic processes in and of cities. Topics include urban growth and decline; employment location and distribution; land and housing markets; class, racial, and ethnic patterns; urban policy making and community empowerment; cities and globalization.
Required for M.C.R.P. degree.

34:970:510,511 ***Graduate Planning Studio (3,3)***
CORE COURSE
Team projects in planning design; community and redevelopment planning; research and program development; field studies and problem analysis in local, regional, state, and national contexts. Development of comprehensive solutions, plans, strategies, and recommendations for urban, suburban, and exurban areas and regions.
Required for M.C.R.P. degree. Enrollment during last year of coursework or after completing 24 credits except with instructor permission.

34:970:515 ***Basic Quantitative Methods (3)***
CORE COURSE
Introduction to applied statistics. Includes descriptive and inferential statistics, regression and correlation analysis, and computer-based analytic tools for planning analysis.
Required for M.C.R.P. degree.

34:970:516 ***Planning Methods (3)***
CORE COURSE
Introduction to planning tools widely used in planning practice. Topics include design of field research/observation studies, applied demographics, regional economics, infrastructure supply and demand, and introduction to fiscal impact and pro formas.
Required for M.C.R.P. degree.

34:970:517 ***Survey of Planning Law Principles (3)***
CORE COURSE
Introduction to legal and constitutional principles involved in the planning process: property law, zoning, subdivision, housing discrimination, eminent domain, variances, conditional use permits, nonconforming uses, aesthetics and signage, planned unit development, exactions, and growth management.
Required for M.C.R.P. degree.

34:970:520 ***Planning and Land-Use Administration (3)***
ELECTIVE
Practice-oriented course on state and local growth management, local planning and land-use administration, local affordable housing programs, and related topics.

34:970:521 ***Historic Preservation (3)***
ELECTIVE
Overview of the evolution of historic preservation in the United States, examining evolving history, regulations, programs, and economics. Includes historical review of American architectural styles

34:970:522 ***International Historic Preservation (3)***
ELECTIVE
Overview of the evolution of historic preservation in an international context, examining historical evolution, regulations, programs, and economics. Class connects electronically with an Italian university.

34:970:523 ***Environmental Law and Policy (3)***
ELECTIVE
Legal principles involved in protecting the environment, including air, water, and noise pollution; control of population growth and distribution; and ecological aspects of land-use control.

34:970:524 ***Ethics in Planning and Policy (3)***
ELECTIVE
This course examines the moral justification for policy and planning, the analytical use of moral language to demonstrate it, and a feasible conception of the common good to negotiate the moral tensions, typical in policy and planning, between public and private interests.
Cross-listed with 34:833:524. Credit not given for this course and 34:833:524.

34:970:525 ***Applied Multivariate Methods (3)***
ELECTIVE
Multivariate statistical methods used to analyze land-use, environmental, public health, and other large data sets.
Credit not given for this course and 34:833:525.

34:970:527 ***Affordable Housing (3)***
ELECTIVE
Presents an overview of the idea and history of affordable housing and what it means for housing to be affordable and to whom.

34:970:528 ***Housing Economy and Markets (3)***
ELECTIVE
Overview of demographic and political economic shifts and changing housing need/demand parameters, evolution of housing supply/demand patterns, and cost trends and market interrelationships. Historic trend lines and future directions evaluated. Current issues and policies examined.

34:970:529 ***Principles of Housing (3)***
ELECTIVE
Housing and development policy as it has evolved historically and as it is being practiced currently on the federal, state, and local levels. Basic economic factors affecting housing, political context, and social outcomes.

34:970:530 ***International Urbanization and Housing Issues (3)***
ELECTIVE
This course introduces and examines the causes, practices, dynamics, and consequences of urbanization from an international and comparative perspective. It also pays special attention to topics of human settlements, informality, housing policy, housing equity, land tenure, displacement, and real estate markets.

34:970:532 ***Bridging Public Health and Urban Planning (3)***
ELECTIVE
This course seeks to build literacy among planners about public health issues. No health background is necessary. Explores how city planning decisions affect people.

34:970:542 ***Community Organizing (3)***
ELECTIVE
This course explores the socioeconomic and diverse cultural, political, and power-sharing dynamics within communities. A special focus is on the comparative international role of community leaders, pressure groups, social movements, and grassroots practices.

34:970:550 ***Introduction to Transportation (3)***
ELECTIVE
Introduces topics in U.S. transportation policy such as addressing congestion, managing parking, operating transit service, and adapting to new developments like autonomous vehicles.

34:970:551 ***Transportation and Land Use (3)***
ELECTIVE
Topics include connections between land-use development and transportation, including economic theory. Design elements associated with development, travel impacts, parking, and transit-oriented development are covered.

34:970:552 ***Transportation and Environment (3)***
ELECTIVE
This course focuses on the key environmental issues in transportation and the tools to address them. Students consider local and global examples, examine individual and collective actions, and evaluate policy tools.

34:970:553 ***Methods of Transportation Planning (3)***
ELECTIVE
Introduces quantitative methods of analysis employed in contemporary planning practice and critiques them. Includes travel and parking demand analysis, "four-step" urban transportation planning methodology, mode choice analysis, and others.

34:970:554 ***Transportation Economics and Finance (3)***
ELECTIVE
Introduction to microeconomic theory in transportation economics, demand and supply of travel, accessibility and agglomeration benefits, congestion costs, cost/benefit analysis, including the valuation of time and safety, and how transportation is financed.

34:970:555 ***Transportation and Equity (3)***
ELECTIVE
Research-oriented course for graduate students, focusing on intersection of transportation and social justice. Covers major debates in the field and other topics including those derived from students' research projects.

34:970:556 ***Bicycle and Pedestrian Planning (3)***
ELECTIVE
Introduces strategies for promoting safe and equitable active travel including hard interventions, soft interventions, and how to communicate with the public, evaluate interventions, and secure funding.

34:970:558 ***Public Transit Planning and Management (3)***
ELECTIVE
Overview of transit policy and planning issues with particular reference to the United States. Includes planning and operations methods across conventional fixed route transit and paratransit systems, and newer concepts such as quality of service and the community transit system approach.

34:970:560 ***Freights and Ports (3)***
ELECTIVE
Introduces the challenges of establishing policy goals for freight that balance community considerations, safety and security, environmental considerations, and economic development.

34:970:561 ***Social Justice Planning and Public Policy (3)***
ELECTIVE
Survey of approaches to social justice and their application in planning and public policy. Examines challenges to achieving social justice under conditions of structural inequality, multiculturalism, globalization, and prevailing systems of governance.

34:970:562 ***Community Economic Development (3)***
ELECTIVE
Survey of the history, current practices, tensions, and institutions in the field of community economic development. ***Credit not given for both this course and 34:833:611.***

34:970:563 ***Community Development (3)***
ELECTIVE
Overview of the history and evolution, institutions, and tensions in community development. Examines community development organizations, democratic participation, community development finance, and other areas such as housing.

34:970:571 ***Industrial Ecology (3)***
ELECTIVE
Explores the metaphor of industrial ecology and tests whether it is a framework for implementing sustainable development and environmental decisions. Evaluates research and practice in industrial ecology across scales.

34:970:572 ***Green Building (3)***
ELECTIVE
This graduate seminar focuses on the green building phenomenon. It provides a multidisciplinary, rigorous, and practical introduction to green building.

34:970:581 ***Gender and International Development (3)***
ELECTIVE
Overview of competing theories of development planning and feminist critiques of current theory and planning practice. Examines gender dimensions of demography, environmental problems, organization of space, and gender research, training programs, and evaluation projects.

34:970:585 ***Tourism Planning (3)***
ELECTIVE
Analysis of the largest industry by value globally. Rise of mass tourism and marketing of tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.

34:970:590 ***Graphical Communication and Design Representation (3)***
ELECTIVE
Introduces digital and traditional drawing techniques to produce graphic representations for urban design and planning and to understand the role of graphics in the planning and decision-making process. Students learn how to compose a visual story about their plan in an animated presentation.

34:970:591 ***Introduction to Geographic Information Systems for Planning and Policy (3)***
ELECTIVE
Introduces basic concepts of geographic information science (GIS), thematic mapping and cartography, geospatial data acquisition, and geoprocessing.
Pre- or corequisite: 34:970:515 or equivalent.

34:970:592 ***Topics in Geographic Information Science (3)***
ELECTIVE
Includes advanced geographic information science (GIS) topics including suitability, network and 3D analysis, geospatial data models, and other recent applications.
Prerequisite: 34:970:591 or permission of instructor.

34:970:593 ***Design Representation and Visualization (3)***
ELECTIVE
Digital rendering, visualization, and 3D modeling techniques are used to explore precedents, visualize data, and envision design options. Students use Rhino and Advanced Photoshop techniques to enhance photorealistic urban images in final image board presentations.

34:970:594 ***Program Evaluation (3)***
ELECTIVE
The procedures and techniques used to scientifically document the implications of professional interventions. Conceptual, measurement, and analytic tools including activities and objectives, monitoring and measurement, design of monitoring and social experiments, and impact analysis.

34:970:600 ***Introduction to Urban Design for Planners (3)***
ELECTIVE
Introduces the fundamentals of urban planning and urban design through graphic and presentation exercises: scales, hand drawings, spatial relationships, street and building types and site plans, and a computer-drawn urban infill project.
Prior design training not necessary.

34:970:601 ***Urban Design for Climate Adaptation (3)***
ELECTIVE
Encourages critical thinking to realize design's role in policy making, planning, and urban design. Considers design as a synthesis of a composition of objects in a field, processed and visualized data, and community values.
Prior design training not necessary.

34:970:604 ***Land Development Practice (3)***
ELECTIVE
Emphasizes private decision-making and development, publicly supported development, and the impact of public control on private development.

34:970:605 ***Planning Real Estate Analysis (3)***
ELECTIVE
Provides students with the basics of real estate analysis: fiscal analysis/impact fees, appraisal skills, financial analysis, and hazard mitigation/adaptation strategies.

34:970:607 ***Communicating Quantitative Information (3)***
ELECTIVE
Introduces strategies for communicating quantitative research for academic, applied professional, and lay audiences. Applies quantitative writing principles and reinforces concepts on statistical methods, research design, and research writing.

34:970:608 ***Health and Human Rights (3)***
ELECTIVE
Covers human rights law, its uses in wartime, the theoretical reframing of women's rights, and its application to health and health care.

34:970:609 ***Social Policy in Developing Nations (3)***
ELECTIVE
Social policy issues and the priorities of developing countries and their ability to achieve balanced economic and social development. Sectors covered include food, health, housing, energy, and education.

34:970:615,616 ***Directed Study in Urban Planning (3,3)***
ELECTIVE
Directed study with an individual faculty member, with approval of the program director.

34:970:618 ***Environmental Planning and Management (3)***
ELECTIVE
Overview of the institutional, economic, normative, and technical factors underlying environmental planning and policy. Topics include environmental decision-making, stakeholders, methods, and crosscutting challenges. Case studies and in-class exercises put topics into local and global context.

34:970:619 ***Environmental Economics and Policy (3)***
ELECTIVE
The role of economics in environmental issues and, especially, in the formation of environmental policy including environmental problems in air, water, land use, and natural environments.
Credit not given for both this course and 34:833:619.

34:970:620 ***Energy Sustainability and Policy (3)***
ELECTIVE
Examines energy policy and planning through a timely, critical, and practical approach designed to give students an insight into the factors that shape energy policy.
Credit not given for both this course and 34:833:680.

34:970:621 ***Infrastructure Planning (3)***
ELECTIVE
Survey of infrastructure systems such as water, sewer, stormwater, energy, transportation, and communications. The course considers the relationship between infrastructure, equity, land development, and population growth.

34:970:622 ***Urban Redevelopment (3)***
ELECTIVE
Survey of urban redevelopment activities in the United States, from the 20th century onward. Examines urban renewal, public housing, historic preservation, business improvement districts, targeted incentives, and public and private partnerships. Overviews the legal and land use framework for redevelopment.

34:970:624 ***Planning, Public Policy, and Social Theory (3)***
ELECTIVE
Examines the intersection of planning and public policy through the theories and practices of the two fields. Focus on the policy-analytic roles played by the actors particularly as they relate knowledge to action.
Credit not given for this course and 16:762:624 and 34:833:624.

34:970:627 ***Hazard Mitigation Planning (3)***
ELECTIVE
Presents the requirements of the Stafford Act, including the use of risk assessment, mitigation, resilience, public participation, and risk communication in developing hazard mitigation plans. Each student writes a paper and creates a presentation slide deck about a specific hazard mitigation plan.

34:970:630 ***Discrete Choice Methods (3)***
ELECTIVE
This course begins with a review of linear regression, but focuses mainly on the statistical methods for analysis of categorical dependent variables. Methods will include binary logistic and probit regression, ordinal logit and probit, and multinomial and conditional logit models.

34:970:631 ***Communicating Science to Decision-Makers (3)***
ELECTIVE
Introduces principles and strategies for effective engagement with stakeholders and decision-makers on science-informed planning topics. Build proficiency in stakeholder engagement and communication.

34:970:633 ***Demography and Population Studies (3)***
ELECTIVE
Basic demographic concepts, methods, and their application. Population growth, mortality, fertility, migration, and marriage patterns.

34:970:634 ***Machine Learning for Public Informatics (3)***
ELECTIVE
Introduces programming and statistical tools used in planning and public policy data analysis. Course also supports development of conceptual and communication skills.
Credit not given for this course and 34:833:633.

34:970:636 ***Internship in Urban Planning (3)***
ELECTIVE
Internship in a governmental, nonprofit, or private organization focusing on substantive urban planning issues.

34:970:643 ***Major Debates in International Development (3)***
ELECTIVE
Begins with an introduction to development and foreign aid and is followed by major debates that are shaping discussion on international development. Topics will vary according to their timely nature.

34:970:644 ***International Economic Development (3)***
ELECTIVE
Theories, techniques, administration, information systems, and core processes of regional planning, including techniques for regional disaggregation of national plans, regional income and multiplier, input-output table, shift-share analysis, economic base analysis, and project evaluation.

34:970:645 ***Regional Development (3)***
ELECTIVE
Theories of development, underdevelopment, and uneven development in developing countries and regions in relation to the international economic order; role of multinational corporations and international development agencies; national and regional development strategies and policies; and emerging alternative perspectives.

34:970:646 ***International Infrastructure Restructuring (3)***
ELECTIVE
Explores international infrastructure development in terms of the processes and tools used to determine whether to participate in and to develop projects.

34:970:651 to 674 ***Seminars in Urban Planning (3 each)***
ELECTIVE
Lectures and special problems on current issues.

Undergraduate Programs (EJB-U)

UNDERGRADUATE PROGRAMS

Programs of Study

Course Listing and Explanation of Codes

Undergraduate Programs of Study (EJB-G)

UNDERGRADUATE PROGRAMS OF STUDY

The Edward J. Bloustein School of Planning and Public Policy offers undergraduate programs of study leading to the bachelor of arts (B.A.) degree in city and regional planning and bachelor of science (B.S.) degrees in public health, public policy, urban planning and design, and health administration. These degrees are issued jointly by the Edward J. Bloustein School of Planning and Public Policy and the Rutgers University-New Brunswick undergraduate schools.

The Bloustein School also offers undergraduate direct admit programs leading to a B.A. in city and regional planning or a B.S. in public health, public policy, urban planning and design, and health administration. These degrees are issued solely by the Edward J. Bloustein School of Planning and Public Policy.

Minors are also offered in all of the Bloustein School's areas of study, as well as a minors in disability studies, health equity, medical ethics and policy, public administration and management, and urban studies.

Exceptional, well-prepared students may apply to pursue dual-degree programs in the following areas: B.S./M.P.H. for public health majors, B.S./M.P.P. for public policy majors, or B.A. or B.S./M.C.R.P. for city and regional planning or urban planning and design majors.

For more information about undergraduate programs of study, see the Bloustein School Undergraduate Programs website.

Undergraduate Course Listing and Explanation of Codes (EJB-U)

UNDERGRADUATE COURSE LISTING AND EXPLANATION OF CODES

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 undergraduate code for the Bloustein School is 10.

Subject Codes

A subject code comprises the third through fifth digits in all course numbers and indicates the subject matter of the course. Courses with the following subject codes are found in the Bloustein School Undergraduate Catalog pages linked below:

MAJORS AND MINORS

170 City and Regional Planning

501 Health Administration

762 Planning and Public Policy (major and minor discontinued as of October 2024)

832 Public Health

833 Public Policy

971 Urban Planning and Design

MINORS ONLY

304 Disability Studies

386 Health Equity

652 Medical Ethics and Health Policy

843 Public Administration and Management

975 Urban Studies

Course Codes

The course code comprises the sixth, seventh, and eighth digits in all course numbers. Course codes from 100 to 299 indicate introductory and intermediate undergraduate courses. Codes from 300 to 499 indicate advanced undergraduate courses.

Two course codes separated by a comma indicate that each semester may be taken independently of the other (example: 10:832:491,492). Two course codes separated by a hyphen indicate that satisfactory completion of the first semester is a prerequisite to the second semester; the first semester may be taken for credit without taking the second, except where a statement is added to indicate that both semester courses must be completed in order to receive credit.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation BA indicates that the number of credits is determined by arrangement with the department offering the course.

Additional Degrees: Graduate Public Health (EJB-G)

ADDITIONAL DEGREES: GRADUATE PUBLIC HEALTH

The following program is administered by the Bloustein School:

- Bachelor of Science in Public Health (B.S.)

All graduate programs in public health are administered by the Rutgers School of Public Health unless otherwise noted:

- Master of Public Health (M.P.H.)
- Master of Science (M.S.)
- Bachelor of Science and Master of Public Health (B.A./M.P.H) -- *jointly administered with the Bloustein School*
- Juris Doctor and Master of Public Health (J.D./M.P.H.)
- Master of Public Health and Master of Social Work (M.P.H./M.S.W.)
- Master of Public Health and Master of Business Administration (M.P.H./M.B.A.)
- Master of Public Health and Master of Biomedical Science (M.P.H./M.B.S.)
- Master of Public Health and Master of Science in Physician Assistant (M.P.H./M.S.P.A.)

- Master of Public Health and Master of Public Policy and (M.P.H./M.P.P.) -- *jointly administered with the Bloustein School*
- Doctor of Philosophy (Ph.D.)
- Doctor of Public Health (Dr.P.H.)
- Doctor of Medicine and Master of Public Health (M.D./M.P.H.)
- Doctor of Pharmacy/Master of Public Health (Pharm.D./M.P.H.)
- Doctor of Psychology and Master of Public Health (Psy.D./M.P.H.)
- Certificate Programs

About the Degrees (EJB-G)

ABOUT THE DEGREES

The master of public health (M.P.H.) degree provides students with a clear understanding of the roles of the core disciplines in public health. Graduate study in public health is offered through Rutgers School of Public Health. Faculty from the Edward J. Bloustein School of Planning and Public Policy have been central in developing the graduate program and maintain a strong interest in the program through teaching and research.

In partnership with Rutgers University-New Brunswick, the Rutgers School of Public Health offers highly-qualified undergraduate students the opportunity to begin graduate study during their undergraduate years, thereby accelerating the M.P.H. degree by requiring approximately three-to-five additional semesters beyond the bachelor's degree. This is not a concurrent degree program. Students earn their bachelor's degree first and then the M.P.H.

The bachelor's/master's program is open to all undergraduate majors attending Rutgers University-New Brunswick.

Exceptional, well-prepared students from any major with at least 60 credits and a cumulative GPA of 3.2 or better, and who wish to pursue graduate studies at the Rutgers School of Public Health are encouraged to seek advising about the Accelerated (B.A./M.P.H. or B.S./M.P.H.) program.

Degree Options in Public Health (EJB-G)

DEGREE OPTIONS IN PUBLIC HEALTH

The following program is administered by the Edward J. Bloustein School of Planning and Public Policy:

- Bachelor of Science in Public Health (B.S.)

All graduate programs in public health are administered by the School of Public Health:

- Master of Science (M.S.)
- Master of Public Health (M.P.H.)
- Bachelor of Arts and Master of Public Health (B.A./M.P.H.)
- Bachelor of Science and Master of Public Health (B.A./M.P.H)

- Juris Doctor and Master of Public Health (J.D./M.P.H.)
- Master of Public Health and Master of Business Administration (M.P.H./M.B.A.)
- Master of Public Health and Master of Science in Physician Assistant (M.P.H./M.S.P.A.)
- Master of Public Policy and Master of Public Health (M.P.P./M.P.H.)
- Doctor of Philosophy (Ph.D.)
- Doctor of Public Health (Dr.P.H.)
- Doctor of Medicine and Master of Public Health (M.D./M.P.H.)
- Doctor of Osteopathic Medicine and Master of Public Health (D.O./M.P.H.)
- Doctor of Psychology and Master of Public Health (Psy.D./M.P.H.)
- Certificate Programs

Admission and Information

Admission and Information (EJB-G)

ADMISSION AND INFORMATION

For general information, admission, and/or other questions about the master of public health, doctor of public health, or doctor of philosophy in public health, please contact the School of Public Health at 732-235-4646 or here.

Administration, Centers, and Faculty (EJB-G)

ADMINISTRATION, CENTERS, AND FACULTY

Office of the Dean

Program and Center Directors

Emeritus

Faculty

Associated Faculty

Fellows

Office of the Dean (EJB-G)

OFFICE OF THE DEAN

Stuart Shapiro, *Professor and Dean*

Jazmine Roberts, *Clerical Assistant*

Katie Cung, *Assistant to the Dean*

Clinton J. Andrews, *Distinguished Professor and Associate Dean for Research*

Theresa Kirby, *Associate Dean of Administration*

Robert B. Noland, *Distinguished Professor and Associate Dean of Faculty*

Julia Sass Rubin, *Professor and Associate Dean of Academic Programs*

Jennifer Senick, *Assistant Dean for Research*

Patricia O'Brien-Richardson, *Associate Teaching Professor; Chief Diversity, Equity, and Inclusion Officer*

Samantha Brannigan, *Research Specialist for Assessment and Accreditation*

Student and Academic Services

Graduate Program

Stephen D. Weston, *Assistant Dean of Academic Administration*

Christina Torian, *Assistant Dean of Undergraduate Education*

Lynn Astorga, *Director of Student Recruitment and Adjunct Faculty*

Cheryl Egan, *Assistant Director for Career Management*

Andrea Garrido, *Assistant Director for Career Management*

Courtney Culler, *Associate Director for Graduate Student Services*

Greg Marrero, *Senior Counselor for Graduate Student Services*

Natashia Huff, *Assistant Director, Undergraduate Student Services*

Jessica Reyes, *Student Counselor, Undergraduate Student Services*

Mekhi Rivers, *Student Counselor, Undergraduate Student Services*

Delvin Thorpe, *Student Counselor and Recruiter, Undergraduate Student Services*

Marie O'Brien, *Administrative Assistant, Student Services*

Business Services

Madelaine Corcoran, *Director, Business Services and Human Resources*

Keri Ferreira, *Department Administrator*

Olufunke Odukoya, *Business Manager*

Katie Cung, *Business Assistant*

Vivian Percoco, *Office Assistant*

Communications and Marketing

Karyn Olsen, *Director, Communications, Marketing & Public Relations*

Tamara Swedberg, *Communications, Social Media, and Website Specialist*

Development

Janet Cole, *Director of Development*

Madison Welch, *Alumni and Development Specialist*

Event Support

Stephanie Kose-Crozier, *Events Manager*

Iram Faisal. *Administrative Assistant*

Facilities

Thomas W. Calhoun, *Assistant Campus Facilities Manager*

Information Technology

Joseph Abraham , *Director, Information Technology Services*

Robert Urbanowicz, *Systems Administrator*

Michael Samman, *Lead Instructional Designer*

Ariel Sanchez, *Unit Computing Manager*

Ravi D'Elia, *Unit Computing Manager*

Program and Center Directors (EJB-G)

PROGRAM AND CENTER DIRECTORS

ACADEMIC PROGRAMS

Undergraduate Programs
Christina Torian, Assistant Dean of Undergraduate Education

Doctoral Program in Planning and Public Policy
Michael Smart, Director

Public Policy Program
Julia Sass Rubin, Director

Urban Planning and Policy Development Program
Mi Shih, Director

Health Administration Program
Ellen T. Kurtzman, Director

Informatics Program
Jim Samuel, Executive Director

RESEARCH CENTERS AND INSTITUTES

Bloustein Center for Survey Research
Nancy Wolff, Director

Center for Urban Policy Research
Clinton J. Andrews, Director
David Listokin, Associate Director
Jennifer Senick, Executive Director

- Bloustein Local
- Built Environment and Green Building (formerly Rutgers Center Green Building)
- Infrastructure Networks (formerly Center for Energy, Economic & Environmental Policy)
- Environmental Analysis and Communications Group
    - Planning Healthy Communities Initiative
    - Sustainable Raritan River Initiative
- Urban Policy
- Rutgers Economic Advisory Service (R/ECON)

John J. Heldrich Center for Workforce Development
Carl Van Horn, Director
Andea Hetling, Associate Director

New Jersey State Policy Lab
Elizabeth Cooner, Executive Director

- Center for Negotiation and Conflict Resolution

Rutgers Urban and Civic Informatics Lab
Piyushimita "Vonu" Thakuriah, Director

Alan M. Voorhees Transportation Center
Robert B. Noland, Director

- National Transit Institute
  Billy Terry, Director
- New Jersey Travel Independence Program (NJTIP @ Rutgers)
  Karen Alexander, Director
- New Jersey Bicycle & Pedestrian Resource Center
- New Jersey Safe Routes to School

Ralph W. Voorhees Center for Civic Engagement
Kathe Newman, Director

Emeritus (EJB-G)

EMERITUS

Richard K. Brail
Professor, Emeritus

Robert W. Burchell
Distinguished Professor, Emeritus

Alan Cander
Associate Teaching Professor, Emeritus

Raphael J. Caprio
University Professor, Emeritus

Salah S. El-Shakhs
Distinguished Professor, Emeritus

Susan Fainstein
Professor, Emerita

Michael R. Greenberg
Distinguished Professor, Emeritus; former Interim Dean

Ann Marie Hill
Associate Professor of Practice, Emerita

Patrick Hill
Associate Teaching Professor, Emeritus

Briavel Holcomb
Professor, Emerita

Vincent D. Joseph
Professor of Practice, Emeritus

Michael L. Lahr
Distinguished Research Professor, Emeritus

Robert W. Lake
Professor, Emeritus

Nancy Mantell
Retired Director, Rutgers Economic Advisory Service (

Henry J. Mayer
Faculty Fellow, Emeritus

Michael J. McDonough
Retired Associate Teaching Professor

Jane Miller
Professor, Emerita

Anton Nelessen
Professor, Emeritus

Frank J. Popper
Professor, Emeritus

John Pucher
Professor, Emeritus

Dona Schneider
Professor, Emerita

Meredeth Turshen
Professor, Emerita

Marc D. Weiner
Associate Research Professor, Emeritus

Cliff Zukin
Professor, Emeritus

Faculty (EJB-G)

FACULTY

Amy E. Abruzzi, Associate Teaching Professor; Undergraduate Public Health Program Coordinator
B.A., M.L.S., Rutgers; M.A., M.A., New York; Ph.D., M.P.H., UMDNJ-School of Public Health
Teaching and research interests include the prevention of chronic illness and comorbidities; the geography of health, especially urban/rural issues in the United States as well as globally; and environmental and occupational contributions to disease disparities.

Hooshang Amirahmadi, Distinguished Service Professor
B.A. Tabriz (Iran); M.S., Dallas; Ph.D., Cornell
Teaching and research interests include national economic development policies and planning; globalization and international relations; foreign investment and trade; regional economic development; and industrial and technology policy.

Clinton J. Andrews, Distinguished Professor and Associate Dean for Research
Sc.B., Brown; Ph.D., Massachusetts Institute of Technology
Teaching and research interests include the use of technical knowledge in environmental decision making; environmental management; energy policy; and social science aspects of industrial ecology.

Juan Ayala, Associate Professor of Practice
B.S., Rutgers; M.Arch., NJIT
Teaching and research interests include urban design; community participation and visioning; expansion of the semipublic realm; 3-D visualization and image sequencing; critical thinking, decision making and design; and parametric design development in planning.

Bernadette V. Baird-Zars, Assistant Professor
B.A., Swarthmore; M.C.P., MIT; Ph.D., Columbia
Teaching and research interests include land use; local government; implementation and enforcement; transition and uncertainty; environmental justice; institutional analysis; action/project-based learning; longitudinal data; and planning ethics and theory.

Francis Barchi, Associate Professor
B.A., Smith; Ph.D., M.B.E., M.Sc., Pennsylvania
Teaching and research interests include global health ethics; gender-based violence and women's health in sub-Saharan Africa; ethical issues in international research; capacity-building in research ethics in low- and middle-income countries; and ethics education.

Marci Berger, Associate Teaching Professor
B.A., Cornell; M.A., Rutgers; M.P.H., UMDNJ/RWJ Medical School; Ph.D., Rutgers
Teaching and research interests include health policy; public policy; reproductive rights; and poverty in the United States.

Soumitra Bhuyan, Associate Professor and Executive Director, Master of Health Administration Program
M.P.H., Western Kentucky; Ph.D., University of Nebraska Medical Center College of Public Health
Teaching and research interests include chronic disease management; health information systems; and population health.

Debra Borie-Holtz, Associate Teaching Professor
B.A., M.P.A.P., Ph.D., Rutgers
Teaching and research interests include policy formation and implementation; legislative leadership and governing; federal and state regulatory process; women in government; and survey research design, delivery, and data analysis.

Joel Cantor, Distinguished Professor; Director, Center for State Health Policy
B.A., Wisconsin; Sc.D., Johns Hopkins
Teaching and research interests include healthcare financing and delivery; healthcare policy; and access to health services by low-income populations.

Yen-Tyng Chen, Assistant Professor
B.S., M.S., National Taiwan; Ph.D. Emory
Teaching and research interests include HIV status-neutral care; substance use; mental health; social determinants of health; place-based epidemiology; and network epidemiology.

Céu Cirne-Neves, FACHE, Assistant Teaching Professor
B.A., Rutgers; M.P.A., Fairleigh Dickinson; Lean Six Sigma Green Belt, Villanova
Teaching and research interests include leadership development and mentorship; strategic planning & performance excellence; population health (alignment of public health, healthcare, and social services); community needs assessment, health equity and systems alignment; operations management and patient safety; employee engagement and patient experience; diversity and inclusion.

Jocelyn Elise Crowley, Professor
B.A., Cornell; M.P.P., Georgetown; Ph.D., Massachusetts Institute of Technology
Teaching and research interests include American social policy; family policy; and women and politics.

William Cundiff, Assistant Teaching Professor
B.S., MBA, Wagner; J.D., Touro College Law Center
Teaching and research interests include marketing, artificial intelligence, finance, health administration, health policy, and U.S. health systems.

Thomas P. Davis, Assistant Teaching Professor
B.A., Villanova; M.C.R.P., Rutgers; M.P.A., Columbia
Teaching and research interests include comparative health policy; gun safety; social theory; and ethics.

James DeFilippis, Professor
B.A., Vermont; M.A., Ph.D., Rutgers
Teaching and research interests include urban political economy and political philosophy; community development theory and practice; unregulated work and the informal economy; and immigration.

Derek DeLia, Associate Professor
B.A., Rutgers-Camden; M.A., Ph.D., Cornell
Teaching and research interests include healthcare payment and delivery reform; federal and state health policy; performance measurement for accountable care organizations (ACOs); shared savings arrangements; coordination of care for complex patients; emergency medical care; healthcare access; and health insurance coverage.

Aakanksha Deoli, Instructor of Teaching and Undergraduate Internship Coordinator
M.H.A., Rutgers
Teaching interests include maternal health; population health; healthcare disparities; healthcare management; and process improvement.

Barbara Faga, Professor of Professional Practice in Urban Design
B.S., Michigan State; Ph.D., Georgia Institute of Technology
Teaching and research interests include participatory planning; landscape architecture; planning practice and theory; zoning; and urban design.

Anita Franzione, Associate Teaching Professor
B.A., M.P.A., NYU; Dr.P.H., Columbia
Teaching and research interests include U.S. health care systems; aging; long-term care; quality improvement in patient care in various settings; and public health initiatives.

Irina Grafova, Associate Professor
B.S., Moscow State; M.A., New Economic School (Moscow, Russia); Ph.D., University of Michigan
Teaching and research interests include socio-economic inequalities in health; financial strain; financial toxicity of cancer; health policy; healthcare spending; and neighborhoods.

Andrea Hetling, Professor; Associate Director, Heldrich Center for Workforce Development
B.A., Columbia; Ph.D., Maryland
Teaching and research interests include anti-poverty and human services policy; Temporary Assistance for Needy Families (TANF) and the safety net; equity analysis of public policies; social policy implementation; and intimate partner violence.

James W. Hughes, University Professor and Dean Emeritus, Edward J. Bloustein School of Planning and Public Policy
B.S., M.C.R.P., Ph.D., Rutgers
Teaching and research interests include demographics and housing; regional and New Jersey economics; development patterns and transportation.

Carmelo Ignaccolo, Assistant Professor
BEng + MArch, University of Catania; Master's of Architecture and Urban Design (MAUD), Columbia; PhD, Urban Planning, Massachusetts Institute of Technology
Teaching and research interests include spatial inequalities, environmental justice, urban history and historical cartography, heritage and tourism, port cities and waterfronts, climate resilience, digital humanities, shrinking towns, sensory urbanism, data co-creation and participatory mapping, and the Mediterranean region.

Will Irving, Associate Professor of Practice
B.A., University of California Santa Cruz; M.P.P., Rutgers, Edward J. Bloustein School of Planning and Public Policy
Teaching and research interests include economic policy; historical and current tax trends; economic forecasting; economic impact analysis; and quantitative economics.

Radha Jagannathan, Professor
B.A., School of Economics, Delhi (India); M.A., Rutgers; Ph.D., Princeton
Teaching and research interests include school-to-work transition; social capital and community development; culture and human capital development; international comparative studies on youth; poverty, public welfare, and child welfare; and evaluation of social programs.

Jane Kaye, Associate Professor of Teaching
B.A., Pennsylvania; M.B.A., Boston
Teaching and research interests include budget and finance; health economics; health policy; strategic planning; business development; and healthcare management and operations.

Susan Krum, Associate Professor of Teaching
B.S., East Stroudsburg; M.A., Temple; Au.D., Salus
Teaching and research interests include strategic planning; business development; healthcare management; healthcare operations; budget and finance; organizational strategy; and population health.

Ellen Kurtzman, Professor
B.S.N., Pennsylvania School of Nursing; M.P.H., Johns Hopkins; Ph.D., George Washington
Teaching and research interests include the impact of federal, state, and institutional policies on health care delivery; cannabis use and cannabis policy; the role of the health care workforce in achieving higher value care; team-based care; quality of care and the services delivered by nurse practitioners and physician assistants; the influence of performance-based payment programs on practitioner behavior.

Zoe Lindenfeld, Assistant Professor
B.S., Cornell; Ph.D., NYU School of Global Public Health
Teaching and research interests include health policy and services; mitigating factors that perpetuate health inequities for individuals with substance use disorders; mixed-methods research designs; operationalizing harm reduction as an approach to care within clinical settings; racial disparities in the availability of hospital-based substance use treatment; and disparities in the distribution of services for substance use disorders.

David Listokin, Distinguished Professor; Director, Center for Urban Policy Research
B.A., CUNY (Brooklyn); M.C.R.P., Ph.D., Rutgers
Teaching and research interests include housing and land development; development impact assessment; and historic preservation.

Alexandra Lopez, Associate Teaching Professor
B.A., Rutgers; M.A., Kean
Teaching and research interests include clinical supervision in addictions counseling and cultural competency; and clinical service provision within the Latino community.

Kathe Newman, Professor and Director, Ralph W. Voorhees Center for Civic Engagement
B.A., Manhattan; Ph.D., CUNY
Teaching and research interests include urban change, revitalization, and community development; community food planning; housing policy and finance; and economic development.

Fereydoun Nikpour, Professor of Teaching
B.A., M.A., National University of Iran (NUI); M.C.R.P., Ph.D., Rutgers
Teaching and research interests include statistical research methods; national spatial development planning; development of metropolitan areas in developing countries; and methods of regional analysis.

Robert B. Noland, Distinguished Professor; Associate Dean of Faculty; Director, Alan M. Voorhees Transportation Center
B.A., California; M.Sc., Ph.D., Pennsylvania
Teaching and research interests include the impacts of transport planning and policy on environmental outcomes; micro-simulation of pedestrian-vehicle interactions; non-motorized transportation; and safety analysis.

Patricia O'Brien-Richardson, Associate Teaching Professor and Chief Diversity, Equity and Inclusion Officer
B.A., SUNY Old Westbury; M.S.Ed., CUNY Brooklyn; Ph.D. Rutgers
Teaching and research interests include urban public health disparities; education policy; social justice; race, class, and gender policies.

Emily Parker, Assistant Professor
B.A., American; M.A., Ph.D., Cornell
Teaching and research interests include health and social policy; poverty and inequality; gender and family; and spatial demography.

Mark Paul, Assistant Professor
B.A., Ph.D., UMass Amherst
Teaching and research interests include political economy; environmental policy; and inequality of race, gender, and class.

Will B. Payne, Assistant Professor
A.B., Harvard; Ph.D., California (Berkeley)
Teaching and research interests include urban geography, geographic information science (GIS), urban informatics, spatial data science, critical and feminist GIS, food studies, and gentrification studies.

Laura Peck, Associate Professor and Principal Faculty Fellow, Heldrich Center for Workforce Development
B.A., Arizona State University, M.P.A., M.Phil., Ph.D, New York University, Robert F. Wagner Graduate School of Public Service
Teaching and research interests include social welfare and employment policies and programs, and evaluation research methods and policy analysis.

Katie Pincura, Associate Teaching Professor
B.A., Georgia; M.A., Adler-Vacouver, B.C.; M.P.H., Armstrong State; D.P.H. Leadership, Georgia Southern
Teaching and research interests include community health and social services management; health policy; healthcare workforce issues in underserved communities such as the uninsured, people with intellectual and developmental disabilities, people living with HIV, and those impacted by the opioid epidemic.

Ronald Quincy, Professor of Professional Practice
B.A., M.A., University of Detroit; Ph.D., Michigan State
Teaching and research interests include nonprofit sector leadership and governance; fundraising, institutional branding, and grantsmanship; organizational strategy; human capital, performance, and executive coaching; international civil society organizations; and international affairs.

Kelcie Ralph, Associate Professor
B.S., Alaska (Anchorage); M.E.P., Cambridge; M.C.D.S.S., London School of Economics; Ph.D., California (Los Angeles)
Teaching and research interests include travel behaviors of special populations; and causes and consequences of the decline in driving among young adults.

Andrea Restrepo-Mieth, Assistant Professor
B.A. SUNY New Paltz; M.P.P., National University of Singapore; Ph.D., Cornell
Teaching and research interests include planning institutions; politics of planning for water and sanitation; grassroots involvement in urban governance; cities and metropolitan areas in the Global South; progressive planning; and climate change adaptation.

Julia Sass Rubin, Associate Professor, Associate Dean for Academic Administration, and Director, Program in Public Policy
A.B., Harvard (Radcliffe); M.B.A., A.M., Ph.D., Harvard
Teaching and research interests include education policy; social justice; nonprofit advocacy; grassroots mobilization; and community economic development.

Melinda Rushing, Assistant Professor
B.A., M.S. Social Work, Houston; Ph.D., Texas Health Sciences Center at Houston, School of Public Health
Teaching and research interests include data science and social work; inequities in health services delivery among individuals living with chronic illnesses; trends in health behavior; health disparities and their effect on health outcomes.

Hal Salzman, Professor and Senior Faculty Fellow, John J. Heldrich Center for Workforce Development
B.A., California (Santa Cruz); M.A., Ph.D., Brandeis
Research interests include workforce development and labor markets; science and engineering workforce policy; socioeconomic analysis of Arctic communities and employment; effects of technological change; and low-wage workers, internal labor markets, and corporate restructuring.

Jim Samuel, Associate Professor of Practice and Executive Director, Master of Public Informatics
M.Arch, Sir J.J. College of Architecture, an affiliate of the Royal Institute of British Architects; M.B.A., Arizona State; Ph.D., Baruch
Teaching and research interests include artificial intelligence; data science; social media analytics; AI bias and ethics; and computer simulation modeling.

Eric Seymour, Associate Professor
B.A., Florida Atlantic; M.U.R.P., Florida; Ph.D., Michigan
Teaching and research interests include community development; housing; informatics; statistical research methods; and GIS.

Stuart Shapiro, Professor and Dean, Edward J. Bloustein School of Planning and Public Policy
B.S., Case Western Reserve; M.P.P., Ph.D., Harvard
Teaching and research interests include the regulatory process; cost-benefit analysis; federal bureaucracy; regulatory reform; and policy analysis.

Mi Shih, Associate Professor and Director, Program in Urban Planning and Policy Development;
B.S., M.S., National Taiwan; Ph.D., Rutgers
Teaching and research interests include international urbanization; land development, land politics and property rights; displacement; social protests and community participation; ethnographic methods.

Michael Smart, Associate Professor and Director, Ph.D. Program in Planning and Public Policy
B.A., Yale; M.C.R.P., Pennsylvania; Ph.D., California (Los Angeles)
Teaching and research interests include transportation; immigrant neighborhoods; LGBT neighborhoods; urban modeling; and GIS.

Piyushimita "Vonu" Thakuriah, Distinguished Professor and Dean Emeritus, Edward J. Bloustein School of Planning and Public Policy; Director, Rutgers Urban and Civic Informatics Laboratory (RUCI Lab)
B.A., M.A., Delhi (India); M.U.P.P., Ph.D., Illinois (Chicago)
Teaching and research interests include transportation planning and operations; big data, urban informatics, smart cities, and urban mobility analytics; social and economic cyberinfrastructure; data justice, equity, and ethical aspects of information technology, AI, and automation.

Jermaine Toney, Assistant Professor
B.A., St. Thomas; M.S., Ph.D., Milano - The New School
Teaching and research interests include applied microeconomics; socioeconomic and racial inequality; wealth and health disparities; and demography and family connections.

Carl E. Van Horn, Distinguished Professor; Director, John J. Heldrich Center for Workforce Development
B.A., Pittsburgh; M.A., Ph.D., Ohio State
Teaching and research interests include employment policy; economic development; education policy; state government and federalism; and policy analysis and evaluation.

Sharifa Z. Williams, Assistant Professor
B.A., Rutgers; M.P.H., Dr.PH., Columbia
Teaching and research interests include identifying health disparities; describing longitudinal trends in psychosocial exposures across the life-course; development of Bayesian modeling approaches for improving inference about psychiatric conditions using survey data; analyzes trends in overdose and suicide attempts in large statewide datasets

Ruth Winecoff, Assistant Professor
B.A., UNC Chapel Hill; M.P.A., Ph.D., Indiana-Bloomington
Teaching and research interests include budget and finance; economics; health disparities; health policy; environmental planning and policy

Nancy Wolff, Distinguished Professor; Director, Bloustein Center for Survey Research
B.A., Ph.D., Iowa State
Teaching and research interests include health economics; public finance; and criminal justice.

Wenwen Zhang, Associate Professor
B.E., Zhejiang (China); M.S., M.S., Ph.D., M.C.R.P., Georgia Institute of Technology
Teaching and research interests include urban land use and transportation interaction; innovative/disruptive transportation technology; urban modeling/simulation; sustainable development; data analytics and visualization in planning.

Associated Faculty (EJB-G)

ASSOCIATED FACULTY

Robert Kopp, Professor, Department of Earth and Planetary Sciences, School of Arts and Sciences; Director, Coastal Climate Risk and Resilience Initiative; S.B., Chicago; Ph.D., California Institute of Technology
Teaching and research interests include past states of the Earth system and modeling future global change; and assessments of the effects of policy on energy, economic, and climate systems.

Lenna Nepomnyaschy, Associate Professor, School of Social Work; Ph.D., Columbia
Teaching and research interests include child and family policy; poverty and inequality; and health disparities.

Karen O'Neill, Associate Professor and Undergraduate Director, Department of Human Ecology, School of Environmental and Biological Sciences; B.A., San Francisco; M.A., Ph.D., California (Los Angeles)
Teaching and research interests include environmental policy; U.S. history; political sociology; comparative and historical sociology; environmental justice; and environmental sociology.

Edward Ramsamy, Associate Professor of Africana Studies, School of Arts and Sciences; B.A. (Hons), Durban-Westville (South Africa); M.C.R.P., Ph.D., Rutgers
Teaching and research interests include international development planning; geographies of globalization; political economy of transition and nation-building in post-colonial/developing societies; and comparative politics of identity and race relations in South Africa and the United States.

Mark Gregory Robson, Professor and Extension Specialist in Entomology, Dean of Agricultural and Urban Programs, School of Environmental and Biological Sciences; B.S., M.S., Ph.D., Rutgers; M.P.H., UMDNJ/School of Public Health
Teaching and research interests include exposure science and pesticide use, primarily in developing countries and on a global scale; and risk assessment processes as they relate to public health and health policy.

Rachael Shwom, Assistant Professor, Department of Human Ecology, School of Environmental and Biological Sciences; B.A., Syracuse; M.E.M., Duke; Ph.D., Michigan State
Teaching and research interests include energy efficiency policy; reducing greenhouse gas emissions; formation of public opinions on climate change; and media's coverage of climate change.

Fellows (EJB-G)

FELLOWS

Adriana Abizadeh, Senior Policy Fellow
B.S. Rutgers-Camden; M.S Drexel
Teaching and research interests include collective land ownership; community organizing; decommodification; democratic participation; governance.

Hon. Paul W. Armstrong, J.S.C., M.A., J.D., LL.M., Senior Policy Fellow and Judge in Residence, Master of Health Administration Program
A.B., Oxford University, Exeter College; M.A., Dayton; J.D., Notre Dame Law; L.L.M, NYU School of Law
Teaching and research interests include healthcare law and ethics.

Lawrence B. Burrows, Senior Planning Fellow
B.A., Rutgers; M.C.P., Pennsylvania; A.M.P., Wharton School
Teaching and research interests include market analysis; financial feasibility; real estate development; and team building and development.

Sujoy Chakravarty, Senior Policy Fellow
M.A., M.Phil Jawaharlal Nehru University (India); M.S., Ph.D., Carnegie Mellon
Teaching and research interests include healthcare delivery and financing; racial and ethnic disparities in access to care; and industrial organization of healthcare markets.

Sanford M. Jaffe, Policy Fellow
B.A. Rutgers; L.L.B. Harvard Law School
Teaching and research interests include decision-making in negotiations and collaborations; barriers to effective negotiations; impact of decision-making processes on nature of, and compliance with, outcomes.

Richard F. Keevey, Senior Policy Fellow
B.A., LaSalle; M.P.A., Wharton, University of Pennsylvania
Research interests include federal, state, and local fiscal policy; financial management; and education and finance challenges.

Brandon McKoy, Senior Policy Fellow
B.A., The College of New Jersey; M.C.R.P., Rutgers
Teaching and research interests include racial equity; economic justice; public policy; and healthcare.

Russ Molloy, Senior Policy Fellow
B.A., Rutgers; J. D. Seton Hall Law
Teaching and research interests include political institutions; politics; advocacy; government relations; regulatory affairs; independent authorities.

Marc Pfeiffer, Senior Policy Fellow; Assistant Director, Bloustein Local Government Research Center
B.S., American; M.P.A., New York
Teaching and research interests include local and state government policy and administration; local government fiscal policy; the legislative process and regulation; use of technology in local government; and training of public administrators in matters of government transparency that intersect with technology.

Linda Stamato, Policy Fellow
B.A., Rutgers; M.A. Seton Hall; M.A., Rutgers; Ph.D. (ABD), NYU
Teaching and research interests include decision-making in negotiations and collaborations; barriers to effective negotiations; impact of decision-making processes on nature of, and compliance with, outcomes; theoretical (and practical) concerns having to do with intractable controversies, particularly those that emerge in public policy decision-making.

About the School (GSAPP)

ABOUT THE SCHOOL

History and Current Developments

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History of GSAPP (GSAPP)

History of GSAPP

In 1974, the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University-New Brunswick became the first professional school located within a major research university to offer the doctor of psychology degree. The GSAPP faculty participated in the pivotal 1978 Virginia Beach Conference on the training of professional psychologists, which enunciated the principle that professional training is best accomplished in a university setting. Instruction began with two specialties: clinical and school psychology and organizational psychology was added in 1988. As a unit of Rutgers, GSAPP is accredited by the Middle States Association of Schools and Colleges, and its school and clinical psychology programs are fully accredited by the American Psychological Association (APA).

GSAPP was described in 1993 as "the very best school for the Psy.D. degree" and "the standard of quality against which other Psy.D. programs should be measured" in a report prepared by nationally prominent professional and academic senior psychologists from around the country. The report was prepared as part of an external review of

GSAPP, which the university requires all units to undertake. These observations were reaffirmed in 1999 when GSAPP was honored with the Outstanding Training Program Award bestowed by the Association for the Advancement of Behavior Therapy.

In 2018 the school began offering its first master of applied psychology (M.A.P.) program, followed shortly thereafter by degree offerings in applied behavioral analysis and in multi-tiered systems of support.

The GSAPP faculty recognizes the impact of evolving health care delivery systems and other social and professional changes in the practice of professional psychology and continuously reviews its training goals and curricula. The combination of full-time core faculty and part-time faculty, who are professionals working in the community, enables GSAPP to offer both rigorous theoretical courses based on current research and practice-oriented courses that build upon this scholarly foundation.

Students have access to relevant full-time faculty from all of these units for individual study, dissertation and capstone project committees, and other training activities. A large number of mental health providers, listed in this catalog, serve as practicum placement supervisors and supervisors for GSAPP's onsite psychological clinic. Regional alumni play an active role in annual mentoring activities designed to ease the journey from academics to professional practice. Our alumni are currently practicing throughout the United States and across the globe.

Mission (GSAPP)

Mission

At GSAPP, we are committed to preparing exceptional practitioners, scholars, and leaders in applied and professional psychology who serve diverse populations. We do this by translating cutting-edge, scientific knowledge into innovative, evidence-based practices that advance social justice and create lasting, positive change for individuals, groups, systems, organizations, and communities at local, state, and national levels. We transform policy and practice throughout New Jersey and beyond.

Core Values

We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.

2. Commitment to **social justice** and helping **underserved populations**.

3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.

4. **Knowledge generation and dissemination** using contemporary research approaches.

Curriculum (GSAPP)

Curriculum

The programs extend and deepen disciplined knowledge of mental health, from its biological aspects through individual and group processes to organizations and social systems, in keeping with GSAPP's philosophy of training. Most courses require an experiential component that allows continuous integration of coursework with supervised experience. In this way, professional students become competent in practitioner skills of assessment, intervention, and consultation.. For example, courses in psychotherapy integrate the supervision of clinical cases with theoretical knowledge of the way people function cognitively, emotionally, and behaviorally. Courses in program planning and evaluation require students to study general principles of program design while actually designing, implementing, and evaluating programs of their own. Courses in group relations and organizational diagnosis provide both theoretical and methodological bases for working with organizations.

Through coursework and colloquia, students are introduced to the ethical and legal issues and to the special responsibilities inherent in the delivery of mental health services in the public, private, and not-for-profit sectors. Formal instruction is coordinated with supervised practicum placements in a wide variety of settings throughout the state. GSAPP maintains liaisons with schools, psychiatric hospitals, clinics, businesses, and other agencies in which students provide psychological services under supervision. There are practicum placements that focus on public settings where groups such as the poor, elderly, and disadvantaged are served.

Upon matriculation into a GSAPP degree program, students meet with faculty advisors to review the sequences of courses. The advisers guide students over time to create personalized program proposals that chart planned didactic and experiential courses of study during their years at GSAPP. The program proposals ensure that students meet specialization, departmental, and university requirements while selecting courses and experiences to meet their unique interests. Our programs strive for a positive and supportive learning environments that provide flexibility, combining individual interests and required courses, with an array of support programs and activities.

Centers and Clinical Services (GSAPP)

Centers

Douglass Developmental Disabilities Center

Rutgers Center for Adult Autism Services

Center of Alcohol and Substance Use Studies

Answer

Center for Youth Social Emotional Wellness

Center for Psychological Services

Clinical Services Within the Center for Psychological Services

Clinical Services Within the Center for Psychological Services

General Therapy Clinic

Assessment Clinic

ADHD Clinic

The Anxiety Disorders Clinic

Dialectical Behavior Therapy Program

Children (and Families) Healing After Trauma (CHAT) Clinic

Group Psychotherapy Services

The Tourette Syndrome Clinic

Public Service Commitment (GSAPP)

Public Service Commitment

The Graduate School of Applied and Professional Psychology's (GSAPP) training programs have extensive links to the community. GSAPP's training programs are an integral part of its public service commitment. As soon as students possess the necessary mental health service skills, they provide these services under supervision in applied settings. On average, each GSAPP student provides over 400 hours of service per academic year (more than a day per week).

Location (GSAPP)

Location

New Brunswick is located in central New Jersey. With easy access to New York City and Philadelphia, students are able to participate in an exceptionally wide range of research, seminars, and ethnic and cultural activities.

The academic and administrative headquarters of GSAPP is located in two stories of a specially designed wing of the Psychology Building as well as a wing within the Nelson Building. Both buildings are on the Busch campus, approximately five minutes from New Brunswick.

The Center for Psychological Services is partially housed within the Psychology Building. It contains a number of one-way viewing rooms to facilitate training. Faculty and staff offices, a student lounge, and classrooms are also located in the Psychology Building. Other programs within the Center for Psychological Services, as well as the Center for Applied Psychology, are housed in separate research and training buildings five minutes from the Psychology Building.

Busch campus is the site of Rutgers main science complex. The Library of Science and Medicine, the Behavioral Health Care Center, and the computer center are in the immediate vicinity. Courses may also be taken at other graduate and professional schools in New Brunswick, in addition to offerings on both the Newark and Piscataway locations of the medical schools. Other courses are offered in various locations throughout New Jersey and, on occasion, in New York City.

You may reach us at:

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Phone: 848-445-2000

Fax: 732-445-4888

Website: Here

Email: deansoffice@gsapp.rutgers.edu

Vanessa Bal (GSAPP)

Vanessa Bal

Ph.D., Michigan

Please click here for a brief biography from the GSAPP website: Here.

Alexandria Bauer (GSAPP)

Alexandria Bauer

Dr. Bauer received her B.A. in Psychology from San Diego State University in 2013, after transferring from community college, and she earned both her master's degree and Ph.D. in Clinical Psychology from the University of Missouri-Kansas City. She completed her predoctoral clinical internship at the Charleston Consortium in Charleston, SC, where she trained in rotations focused on trauma and cognitive-behavioral interventions. Dr. Bauer's research interests include understanding and addressing health disparities that burden Black/African American and other racial/ethnic minority populations, particularly using community-based participatory research strategies.

German A. Cadenas (GSAPP)

German A. Cadenas

Please click here for a brief biography from the GSAPP website.

Nicole Cain (GSAPP)

Nicole Cain

Ph.D., Pennsylvania

Please click here for a brief biography from the GSAPP website.

Brian C. Chu (GSAPP)

Brian C. Chu

Ph.D., Temple

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Timothy J. Cleary (GSAPP)

Timothy J. Cleary

Ph.D., CUNY Graduate School and University Center

Please click here for a brief biography from the GSAPP website.

Joshua Cohen (GSAPP)

Joshua Cohen

Please click here for a brief biography from the GSAPP website.

Meghan Deshais (GSAPP)

Meghan Deshais

Ph.D., University of Florida

Meghan A. Deshais, Ph.D., BCBA-D is an assistant professor in the Graduate School of Applied and Professional Psychology at Rutgers University. She earned her doctorate in the experimental analysis of behavior from the University of Florida in 2018. Prior to joining the faculty at Rutgers, she was an assistant professor in the Department of Applied Behavior Analysis (ABA) and a clinical supervisor at the Center for Autism and ABA at Caldwell University. She has held clinical positions at a variety of programs for children with developmental disabilities including the Kennedy Krieger Institute and the New York Center for Autism Charter School. Her research interests include establishing critical skills in children with disabilities, group contingencies, and the application of behavior analysis to novel areas. She serves on the board of the *Journal of Applied Behavior Analysis*, has published research in a number of peer-reviewed journals, and has coauthored several textbook chapters.

Angelica Diaz-Martinez (GSAPP)

Angelica Diaz-Martinez

Psy.D., Rutgers

Please click here for a brief biography from the GSAPP website.

Angelo DiBello (GSAPP)

Angelo DiBello

Ph.D., University of Houston

Dr. Angelo DiBello is an assistant professor in the Center of Alcohol and Substance Use Studies and GSAPP's Department of Applied Psychology, an adjunct assistant professor at Brown University, and is the director of the Social Health Addiction and Relationship Processes (SHARP) Laboratory at Rutgers University. Dr. DiBello earned his Ph.D. in social psychology in 2015 from the University of Houston, and completed his postdoctoral training in 2017 at the Center for Alcohol and Addiction Studies at Brown University. Dr. DiBello has published over 60 peer-reviewed publications and is both the principal investigator and co-investigator of several ongoing randomized clinical trials funded by the National Institute of Alcohol Abuse and Alcoholism (NIAAA). Dr. DiBello is an applied social psychologist who researches intervention strategies to promote health behavior change in the context of addictive behaviors as well as the impact of substance use on romantic relationship processes.

Jennifer Durham (GSAPP)

Jennifer Durham

Psy.D., Rutgers University

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Peter Economou (GSAPP)

Peter Economou

Ph.D., Seton Hall University

Pete J. Economou Ph.D., ABPP associate professor and director of the master of applied psychology (M.A.P.) and organizational psychology Psy.D. programs, was trained in counseling psychology and is board certified in Cognitive and Behavioral Therapy (CBT) specializing in evidence-based and multicultural clinical interventions. He is also the director for behavioral health and wellness for Rutgers University athletics. Dr. Pete is licensed by New Jersey and New York to practice psychology and is also a certified mental performance consultant (CMPC-AASP). He has conducted research in several areas including: multicultural psychology, third wave CBT, and performance psychology. He is an active member of state and national psychology associations, serves on the editorial board of the *Journal of Clinical Sports Psychology* since 2014, and is a contributor to media outlets and social media. Lastly, as a student of Zen Buddhism, Dr. Pete has been studying at the Morning Star Zendo with Robert Kennedy, Roshi for several years, which has translated into his mindfulness practices offered through the third wave CBT theories.

Robert Emmerling (GSAPP)

Robert Emmerling

Psy.D. Rutgers

Please click here for a brief biography from the GSAPP website.

Jennifer Foster (GSAPP)

Jennifer Foster

Please click here for a brief biography from the GSAPP website: Dr. Jennifer Foster | Graduate School of Applied Professional Psychology

Lara Delmolino Gatley (GSAPP)

Lara Delmolino Gatley

Ph.D., Rutgers University

Lara Delmolino is the associate dean of administration and faculty affairs at the Graduate School of Applied and Professional Psychology (GSAPP) and serves as the director of GSAPP's Applied and Academic Autism Services. She holds an appointment as a professor of clinical practice at GSAPP and serves as the executive director of the Douglass Developmental Disabilities Center. Dr. Delmolino earned her doctorate in clinical psychology from the

Graduate School-New Brunswick at Rutgers, The State University of New Jersey, and completed a predoctoral internship at the University of North Carolina, Chapel Hill. She has over 25 years of clinical and administrative experience in the fields of autism, applied behavior analysis, and applied psychology.

Sharon Glazer (GSAPP)

Sharon Glazer

Ph.D., Central Michigan

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Todd Glover (GSAPP)

Todd Glover

Ph.D., University of Wisconsin (Madison)

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Emily Graybill (GSAPP)

Emily Graybill

Ph.D., Georgia State University

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Anne Gregory (GSAPP)

Anne Gregory

Ph.D., University of California (Berkeley)

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Denise Hien (GSAPP)

Denise Hien

Ph.D., Teachers College, Columbia

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Julia Iannaccone (GSAPP)

Julia Iannaccone

Julia Iannaccone, Ph.D., BCBA-D, LABA, is a licensed psychologist who has worked in the field of autism and Applied Behavior Analysis (ABA) for over 15 years, providing evidence-based services in inpatient, outpatient, school, consultative, and adult service settings. She received her Master's in ABA from the University of Maryland, Baltimore County and completed her practicum on the Inpatient Neurobehavioral Unit at the Kennedy Krieger Institute. She earned her Ph.D. in the Behavior Analysis Training Area of the Psychology program at The Graduate Center & Queens College, City University of New York. Dr. Iannaccone completed her pre-doctoral internship at the Douglass Developmental Disabilities Center (DDDC) at Rutgers, the State University of New Jersey and completed her postdoctoral fellowship at the May Institute for Adult Services, where she continued to work as the Director of Clinical Services and Training. Her research interests include the assessment and treatment of severe problem behavior in individuals with autism and related disorders, especially in the adult service setting, and identifying effective and efficient methods to train staff. Dr. Iannaccone has authored several articles in peer-reviewed journals and presented her research at national and international conferences.

Arpana Inman (GSAPP)

Arpana Inman

Please click here for a brief biography from the GSAPP website.

Robert Isenhower (GSAPP)

Robert Isenhower

Robert W. Isenhower, Ph.D., BCBA-D is an associate teaching professor at the Graduate School of Applied and Professional Psychology at Rutgers University. He earned his doctorate in experimental psychology at the University of Connecticut in 2010. He currently serves as the Director of Graduate Student Training at the Douglass Developmental Disabilities Center, where he coordinates the DDDC practicum. He has more than 10 years of experience working with individuals with autism and other developmental disabilities in clinical, school, and home-based settings. He has published in peer-reviewed journals including the Journal of Applied Behavior Analysis and the Journal of Behavioral Education and has presented at conferences including the Association for Behavior Analysis, New Jersey Association for Behavior Analysis, and Autism New Jersey. His research interests include preference and reinforcer assessments, stimulus discrimination training, staff training, and assessment/intervention targeted at improving the lives of adults with autism.

SungWoo Kahng (GSAPP)

SungWoo Kahng

Ph.D., University of Florida

SungWoo Kahng is the chair of the Department of Applied Psychology at the Graduate School of Applied and Professional Psychology. He is also an associate professor and director of academic programs in autism and applied behavior analysis (ABA). Prior to his current position, he was an associate professor at the University of Missouri (MU) where he was also the chair of the Department of Health Psychology, the founding director of the MU graduate programs in applied behavior analysis, and director of the Applied Behavioral Intervention Service of the MU Thompson Center for Autism and Neurodevelopmental Disorders. Prior to moving to MU, he was a faculty member in the Department of Behavioral Psychology and a senior behavior analyst on the Neurobehavioral Unit at the Kennedy Krieger Institute as well as an associate professor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Dr. Kahng graduated from Kalamazoo College with a bachelor of arts degree in psychology and received his Ph.D. in behavior analysis from the University of Florida. He was an associate editor for the *Journal of Applied Behavior Analysis* where he also serves on the board of editors. Additionally, he is on the board of editors for *Behavioral Intervention* and R*eview Journal of Autism and Developmental Disorders*. He is a Board Certified Behavior Analyst. Dr. Kahng is on the board of directors of the Behavior Analyst Certification Board and the scientific council of the Organization for Autism Research. He is the recipient of the 2003 B.F. Skinner New Researcher Award given by Division 25 of the American Psychological Association. Dr. Kahng has coauthored over 80 peer-reviewed articles and chapters. The focus of his research and clinical work has been on assessing and treating behaviors exhibited by individuals with developmental disabilities. He is also interested in a broader research agenda, which includes topics related to obesity and aging. Finally, he has mentored numerous undergraduate, master's level, and predoctoral students as well as postdoctoral fellows.

Shalonda Kelly (GSAPP)

Shalonda Kelly

Ph.D., Michigan State

Please click here for a brief biography from the GSAPP website.

Ryan J. Kettler (GSAPP)

Ryan J. Kettler

Ph.D., University of Wisconsin-Madison

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Joshua Langberg (GSAPP)

Joshua Langberg

Ph.D., University of South Carolina

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Robert LaRue (GSAPP)

Robert LaRue

Ph.D., Louisiana State University

Robert H. LaRue, Ph.D., BCBA-D, is a clinical professor in the Department of Applied Psychology at the Graduate School of Applied and Professional Psychology at Rutgers University. He has over 25 years of experience working with individuals with special needs. Dr. LaRue earned a dual doctorate in biological and school psychology from Louisiana State University in 2002. He completed his predoctoral internship with the Kennedy Krieger Institute at Johns Hopkins University and a postdoctoral fellowship with the Marcus Institute at Emory University. He currently serves as the director of behavioral and research services at the Douglass Developmental Disabilities Center, where he supervises several graduate students and staff providing behavioral consultation to programs within the center. In addition, Dr. LaRue consults to the Rutgers Center for Adult Autism Services at Rutgers University. His research interests include the assessment and treatment of maladaptive behavior, behavioral economics, autism across the life span, and behavioral pharmacology.

Adam Lekwa (GSAPP)

Adam Lekwa

Ph.D., University of Minnesota

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Preston Lindsay (GSAPP)

Preston Lindsay

Ph.D., The Chicago School of Professional Psychology

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Cong Liu (GSAPP)

Cong Liu

Ph.D., University of South Florida

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Stephanie Lyon (GSAPP)

Stephanie Lyon

Ph.D., Derner School of Psychology, Adelphi

Please click here for a brief biography from the GSAPP website.

Christopher Manente (GSAPP)

Christopher Manente

Christopher J. Manente, Ph.D., BCBA, is the Founding Executive Director of the Rutgers Center for Adult Autism Services (RCAAS) and is an Associate Professor of Clinical Practice at the Rutgers Graduate School of Applied and Professional Psychology (GSAPP). Dr. Manente's previous roles included serving as an Assistant Professor of Education at Caldwell University, as a consultant supporting students with ASD in schools throughout New Jersey, and serving as the Senior Program Coordinator of Adult Services at the Douglass Developmental Disabilities Center (DDDC) at Rutgers University. Dr. Manente has authored articles in peer-reviewed journals, co-authored book chapters, and has presented at numerous local and national conferences on a variety of topics related to the advancement of community-based educational, vocational, and residential opportunities for older learners with autism.

Linda A. Reddy (GSAPP)

Linda A. Reddy

Ph.D., University of Arizona

Please click here for a brief biography from the GSAPP website.

Karen Riggs-Skean (GSAPP)

Karen Riggs-Skean

Psy.D., Rutgers

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Kristen Riley (GSAPP)

Kristen Riley

Ph.D., Connecticut

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Louis A. Sass (GSAPP)

Louis A. Sass

Ph.D., California (Berkeley)

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David J. Shernoff (GSAPP)

David J. Shernoff

Ph.D., University of Chicago

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Elisa Shernoff (GSAPP)

Elisa Shernoff

Ph.D., University of Wisconsin-Madison

Please click here for a brief biography from the GSAPP website: Dr. Elisa Shernoff | Graduate School of Applied Professional Psychology

Peggy Swarbrick (GSAPP)

Peggy Swarbrick

Dr. Margaret (Peggy) Swarbrick, OTR, FAOTA, is the Associate Director of the Center of Alcohol and Substance Use Studies and a Research Professor in the Applied Department of GSAPP. Over her career, she has made significant contributions to the body of literature in occupational therapy, nursing, and community behavioral health care

practice, focused on topics such as the 8 dimensions of wellness, wellness coaching, peer support, health disparities and social determinants of health, financial wellness, employment, trauma, and self-care. She developed a strength based 8-dimensional wellness model to promote recovery from mental health and substance use. Dr Swarbrick is known for bringing the voices and needs of people to the table by collaborating with the peer community and family groups to identify and address social determinants that are barriers to recovery and wellness. She has created self-care wellness programs for people in recovery, caregivers, families, youth, and professionals. She worked for many years at the Collaborative Support Programs of New Jersey Wellness Institute.

James Walkup (GSAPP)

James Walkup

M.Litt., Saint Andrews; Ph.D., New School for Social Research

Please click here for a brief biography from the GSAPP website.

Deirdre Waters (GSAPP)

Deirdre Waters

Deirdre M. Waters is an assistant teaching professor and Director of the Master of Applied Psychology program at GSAPP. She earned her doctorate in clinical psychology from The University of Denver's GSPP, a master's degree from Montclair State University, and has worked in direct care in the field of mental health for over twenty years. Dr Waters is committed to improving access to psychological practices , closing treatment gaps, and her clinical work is primarily with adults struggling with anxiety disorders and SUDs.

G. Terence Wilson (GSAPP)

G. Terence Wilson

Ph.D., State University of New York (Stony Brook)

Please click here for a brief biography from the GSAPP website.

Danielle Zurawiecki (GSAPP)

Danielle Zurawiecki

Psy.D., Rutgers University

Please click here for a brief biography from the GSAPP website.

Nancy Boyd-Franklin, Emerit (GSAPP)

Nancy Boyd-Franklin, Emerit

Ph.D., Columbia

Please click here for a brief biography from the GSAPP website.

Brenna H. Bry, Emerit (GSAPP)

Brenna H. Bry, Emerit

Ph.D., Missouri (Columbia)

Please click here for a brief biography from the GSAPP website.

Cary Cherniss, Emerit (GSAPP)

Cary Cherniss, Emerit

Ph.D., Yale University

Cary Cherniss was a professor in the Department of Applied Psychology. Both an organizational and community psychologist, he specializes in the areas of emotional intelligence, work stress and burnout, leadership development, planned organizational change, and the creation of new settings. He has published over 70 scholarly articles and book chapters on these topics as well as seven books, including *The Emotionally Intelligent Workplace* (Jossey-Bass, with Daniel Goleman), *Promoting Emotional Intelligence in Organizations: Guidelines for Practitioners* (American Society for Training and Development, with Mitchel Adler), and *Beyond Burnout: Helping Teachers, Nurses, Therapists, and Lawyers Recover from Stress and Disillusionment* (Routledge). His research has been funded by several sources, including the National Institute of Mental Health and the U.S. Office of Population Affairs. In addition to his research and writing, Dr. Cherniss has consulted with many organizations in both the public and private sectors, including American Express, Johnson & Johnson, the U.S. Coast Guard, AT&T, Telcordia, the United States Office of Personnel Management, and PSEG Power. He currently is co-chair of the Consortium for Research on Emotional Intelligence in Organizations, and he is a fellow of the American Psychological Association and past president of its Society for Community Research and Action, Division of Community Psychology. He is also a member of both the Academy of Management and the Society for Industrial and Organizational Psychology.

Nancy S. Fagley, Emerit (GSAPP)

Nancy S. Fagley, Emerit

Ph.D., University of Utah

Nancy S. Fagley, Ph.D., is Professor Emerita in the Department of School Psychology. Her current research focuses on appreciation (including gratitude, among other components), with emphasis on fine-tuning its conceptualization and measurement and on identifying its causes and consequences. She conceptualizes appreciation as a higher-order construct, with gratitude representing one of several lower-level components. Her research has demonstrated that a greater tendency to feel appreciation significantly contributes to life satisfaction, even after controlling for individual differences in the Big 5 personality factors and trait gratitude. Thus gratitude and appreciation are not synonymous, but instead are hierarchically nested. Her earlier research focused on framing effects on choice, and her research (in collaboration with Paul M. Miller and others) identified a number of moderators of the effects of framing on choice including decision maker characteristics such as gender, task features such as providing a rationale, and decision problem features such as the arena (e.g., human life vs. money). She serves on the editorial board of the *Journal of Behavioral Decision Making*.

Daniel B. Fishman, Emerit (GSAPP)

Daniel B. Fishman, Emerit

Ph.D., Harvard

Please click here for a brief biography from the GSAPP website.

Susan G. Forman, Emerit (GSAPP)

Susan G. Forman, Emerit

Ph.D., University of North Carolina (Chapel Hill)

Please click here for a brief biography from the GSAPP website: Dr. Susan Forman | Graduate School of Applied Professional Psychology

James Langenbucher, Emerit (GSAPP)

James Langenbucher, Emerit

Ph.D., Rutgers University

James Langenbucher specializes in diagnosis, nosology, and adult psychopathology. Since 1989 he has been principal investigator of the Rutgers Research Diagnostic Project, a multisited, prospective longitudinal cohort study. He currently holds an Independent Scientist Award for Neuroadaptive Clinical Models of Drug Dependence from the National Institute on Drug Abuse. His research focuses on developing new, high-performance diagnostic algorithms with firm links to biological and developmental factors, and testing them through a multilevel validation strategy before feeding them into the DSM-V and ICD-11 development processes.

From 1987 to 1995, Dr. Langenbucher was director of a principal teaching clinic for the clinical psychology program at Rutgers: the Program for Addictions Consultation and Treatment, a collaborative program of Rutgers Center of Alcohol Studies and St. Peter's Medical Center in New Brunswick. He provides clinical supervision in addictions treatment and general mental health cases to a variety of Graduate School of Applied and Professional Psychology and clinical Ph.D. students and graduates. Board certified in forensic examination, he regularly conducts assessment of cases in which alcohol and drug abuse are involved, and has a special interest in the problems of the elderly. He limits his therapy practice to patients aged 60 and older.

Stanley B. Messer, Emerit (GSAPP)

Stanley B. Messer, Emerit

Ph.D., Harvard University

Please click here for a brief biography from the GSAPP website.

Michael R. Petronko, Emerit (GSAPP)

Michael R. Petronko, Emerit

Ph.D., Florida State University

Please click here for a brief biography from the GSAPP website.

Kenneth C. Schneider, Emerit (GSAPP)

Kenneth C. Schneider, Emerit

Ph.D., Yeshiva University

Kenneth C. Schneider was chair of the Department of Applied Psychology from 1990-2006. Although retired from Rutgers, he continues at the Graduate School of Applied and Professional Psychology as a principal investigator of the New Jersey State Department of Education, Office of Special Education State Improvement Grant to evaluate various components of special education delivery. He continues to teach and lecture and works extensively with students in the areas of both clinical work and dissertation research. Dr. Schneider is professionally active and is a member of the executive board of the I Have A Dream Foundation in Plainfield, New Jersey. He is a licensed practicing psychologist and certified school psychologist.

Affiliated Faculty (GSAPP)

AFFILIATED FACULTY

Alexander Alperin, Psy.D., Rutgers University-New Brunswick

Wayne Fisher, Ph.D., University of Texas

Please learn more about GSAPP's affiliated faculty in our directory at Faculty and Staff Directory.

Administration (GSAPP)

Administration

Dean's Office

Daniel Hart, Interim Dean

Lara Delmolino, Associate Dean for Administrative and Strategic Operations

Ryan Kettler, Associate Dean of Academic and Faculty Affairs

Timothy Cleary, Interim Associate Dean of Research

Daniel Rice, Assistant Dean for Student Success and Student Climate

Jennifer Durham, Special Assistant to the Dean

Bernadette Cariaga, Director of Finance, Business Manager

Department of Applied Psychology

Vanessa Bal, Chair

Sharon Glazer, Program Director, Programs in Organizational Psychology

SungWoo Kahng, Program Director, Programs in Applied Behavior Analysis

Deirdre Waters, Program Director, Masters of Applied Psychology Program

Department of Clinical Psychology

Nicole Cain, Chair

Angelica Diaz-Martinez, Program Director & Director of Clinical Training, Clinical Psychology Program

Department of School Psychology

Elisa Shernoff, Interim Chair

Letty DiLeo, Program Director, Programs in Multi-Tiered Systems of Support

Jennifer Foster, Program Director & Director of Clinical Training, School Psychology Program

Center Directors

Catriona Francis, Director of Douglass Developmental Disabilities Center

Margaret Swarbrik, Associate Director, Center of Alcohol and Substance Use Studies

Christopher Manente, Director, Rutgers Center for Adult Autism Services

Kelly Moore, Director, Center for Psychological Services

Joshua M. Langberg, Director, Center for Youth Social Emotional Wellness

Stephanie Lyon, Executive Director, Answer

Program and Center Directors (EJB-G)

PROGRAM AND CENTER DIRECTORS

ACADEMIC PROGRAMS

Undergraduate Programs
Christina Torian, Assistant Dean of Undergraduate Education

Doctoral Program in Planning and Public Policy
Michael Smart, Director

Public Policy Program
Julia Sass Rubin, Director

Urban Planning and Policy Development Program
Mi Shih, Director

Health Administration Program
Ellen T. Kurtzman, Director

Informatics Program
Jim Samuel, Executive Director

RESEARCH CENTERS AND INSTITUTES

Bloustein Center for Survey Research
Nancy Wolff, Director

Center for Urban Policy Research
Clinton J. Andrews, Director
David Listokin, Associate Director
Jennifer Senick, Executive Director

- Bloustein Local
- Built Environment and Green Building (formerly Rutgers Center Green Building)
- Infrastructure Networks (formerly Center for Energy, Economic & Environmental Policy)
- Environmental Analysis and Communications Group
    - Planning Healthy Communities Initiative
    - Sustainable Raritan River Initiative

- Urban Policy
- Rutgers Economic Advisory Service (R/ECON)

John J. Heldrich Center for Workforce Development
Carl Van Horn, Director
Andea Hetling, Associate Director

New Jersey State Policy Lab
Elizabeth Cooner, Executive Director

- Center for Negotiation and Conflict Resolution

Rutgers Urban and Civic Informatics Lab
Piyushimita "Vonu" Thakuriah, Director

Alan M. Voorhees Transportation Center
Robert B. Noland, Director

- National Transit Institute
  Billy Terry, Director
- New Jersey Travel Independence Program (NJTIP @ Rutgers)
  Karen Alexander, Director
- New Jersey Bicycle & Pedestrian Resource Center
- New Jersey Safe Routes to School

Ralph W. Voorhees Center for Civic Engagement
Kathe Newman, Director

Dean's Office Staff, 2025 (GSAPP)

Dean's Office Staff, 2025

Karen Cascio-Harford, Program Coordinator, Organizational PsyD Program

Rachel Diaz, Program Coordinator, Applied Psychology Department

Chanelle Greene, Administrative Coordinator, Dean's Office

Robin Hussey, Program Coordinator, School Psy.D. Program

Alice Lau, Assistant to the Deans

Julie Skorny, Program Coordinator, Clinical Psy.D. Program

Usha Yerramilly, Business Manager, Dean's Office

For an up-to-date listing of GSAPP staff, please visit our staff directory online.

Academic Programs (GSAPP)

ACADEMIC PROGRAMS

The Graduate School of Applied and Professional Psychology (GSAPP) offers the doctorate in psychology (Psy.D.), emphasizing training in assessment, intervention, and planned change techniques in clinical and school psychology. Some GSAPP faculty are, in addition, members of the School of Graduate Studies faculty and participate in the research-oriented doctor of philosophy (Ph.D.) clinical psychology program. The Psy.D. is awarded by the Graduate School of Applied and Professional Psychology; the Ph.D. is awarded by the School of Graduate Studies.

Doctor of Psychology (Psy.D.)

Psy.D. Program in Clinical Psychology (Department of Clinical Psychology)

Psy.D. Program in School Psychology (Department of School Psychology)

Psy.D. and Psy.M. Programs in Organizational Psychology (Department of Applied Psychology)

Master of Psychology (Psy.M.)

Master's in Applied Behavior Analysis (M.A.B.A.)

Master of Applied Psychology (M.A.P.)

Multi-Tiered Systems of Support

Bachelor of Arts/Master of Applied Psychology (M.A.P.) Program

Organizational Psychology (O.P.)

Certificate Program in Performance Psychology

Certificate Program in Suicide Prevention, Practice, and Policy

Clinical Child, Adolescent, Family, and Pediatric Psychology (CCAFP) Concentration

Community Psychology Concentration

Health Psychology Concentration

Multicultural Psychology Concentration

Certificate in Applied Behavior Analysis

Doctor of Psychology (Psy.D.) (GSAPP)

DOCTOR OF PSYCHOLOGY (PSY.D.)

The doctor of psychology (Psy.D.) degree in professional psychology is offered with specializations in the areas of clinical psychology, school psychology, and organizational psychology. The programs have separate but overlapping curricula, with some shared courses and others geared to the needs of the specialty.

Graduates of the clinical and school psychology programs are potentially eligible for licensing as psychologists in New Jersey. The Board of Psychological Examiners sets license eligibility rules and regulations. Students are encouraged to familiarize themselves with the licensing regulations of the state(s) in which they plan to practice.

American Psychological Association (APA) Resolution, January 1987

American Psychological Association (APA) Resolution, January 1987

The American Psychological Association (APA) takes the position that the use of the title "professional psychologist" or "school psychologist" is reserved for those who have completed a doctoral training program in psychology at a university, college, or professional school of psychology that is APA or regionally accredited. Only those so-trained are qualified to provide independent direct delivery of professional services, including preventive, assessment, and therapeutic services.

The APA also recommends that all applicants for licensure, as a minimum, must be graduates of a regionally accredited institution of higher education and must have completed a doctoral training program accredited by the APA.

Definition of a Professional Psychologist

Definition of a Professional Psychologist

A professional psychologist is a member of the organized community of scientific psychology, who directs his or her activities toward the task of helping individual, group, or organizational clients with the prevention and remediation of problems in human behavior.

The disciplinary basis for modern professional psychology is comprehensive systematic psychology from biological psychology through the overt and covert processes of individual, interpersonal, group, intergroup, and organizational processes. The parallel range of professional skills includes the assessment and regulation of psychobiological processes, analysis and change of individual behavior, interpersonal relationships, group and intergroup dynamics, and the appraisal and planned change of social organizations.

While this general conception of a professional psychologist is applicable to all areas of practice, areas of specialization are required due to the extensive amounts of knowledge and competence that are specific to age, gender, racial, ethnic, and family groups; institutional settings; problem types; and methods of assessment and intervention.

Doctor of Psychology (Psy.D.) (GSAPP)

Modes of Instruction

Modes of Instruction

The school offers relatively little instruction using only the straight lecture mode. Instead, considerable emphasis is placed upon learning by doing. Even in the first year of training, students observe clinical and applied demonstrations, try out newly developing skills through role-playing, participate in classroom exercises, sit in with experienced practitioners, and receive careful supervision in their preliminary attempts at the application of professional techniques. Thus, applied issues and concerns are immediate and meaningful to the student. The student's level of involvement becomes progressively more intense throughout the course of training. During the later years, most courses include a seminar component oriented to case discussions or substantive theoretical issues of clinical and applied import, a practicum component during which students see clients in the intervention mode or problem area under study, and a supervision component in which the student receives guidance from an experienced instructor. All three components are coordinated around a central conceptual issue, such as a mode of intervention or a client problem.

Doctor of Psychology (Psy.D.) (GSAPP)

Time Commitments

Time Commitments

The amount of time needed to complete a program varies with the student's background, academic progress, and extent of practicum training or assistantship aid, but cannot exceed university-imposed time limitations.

The programs require a minimum of four years of full-time study from the bachelor's level of entrance: three years of graduate coursework and practicum placement, including summer sessions, plus a year of internship. With the faculty's encouragement, many students choose to spread their coursework and dissertation over four years, accepting an internship in their fifth year. The internship requires a minimum of 10 months of full-time work.

All beginning-level applicants, including applicants with advanced degrees in allied mental health fields but not in psychology or with nonpractitioner master's degrees in psychology, should be prepared to attend the Graduate School of Applied and Professional Psychology (GSAPP) on a full-time basis for at least the first three years.

Students who have completed some previous graduate work in psychology usually are able to transfer courses. This allows greater freedom for the student in the choice of electives or the option of a lighter course load in the later semesters.

Psy.D. Program in Clinical Psychology (Department of Clinical Psychology) (GSAPP)

PSY.D. PROGRAM IN CLINICAL PSYCHOLOGY (DEPARTMENT OF CLINICAL PSYCHOLOGY)

Program Purpose and Philosophy

Program Purpose and Philosophy

The Clinical Psy.D. program subscribes to the scholar-practitioner model. The program's major objective is to train professionals who function as clinically sophisticated, evidence-based, culturally competent practitioners, with the capacity to develop and provide evidence for new assessment and treatment theories, strategies, and procedures. Didactic training in broad and general psychological principles is coupled with practical, graduated instruction in a range of assessment and intervention modes. The program takes a pluralistic approach to theoretical orientation, exposing each student to three broad conceptual and treatment orientations, including cognitive and behavioral, psychodynamic, and systems theories. Infused into all educational and training experiences are awareness of, sensitivity to, and consideration of appropriate approaches for individual differences, such as those associated with age, ethnicity, culture, race, religion, language, socioeconomic background, gender, sexual orientation, and national origin.

While students are required to master contemporary clinical practices, we also presume that over the course of a career they will encounter new knowledge, and new clinical needs-- which translates into a need for openness, flexibility, and a willingness to rise to the challenges posed by change. Our stress on clinical values and competency-based practice is designed both to equip our graduates to continue to develop over a lifetime of challenges that may not be evident to us today and to provide clinical leadership in the effort to develop new and better ways of relieving suffering and promoting human growth.

The program prioritizes the integration of science and practice in a manner that is appropriately sequential. Specifically, the program achieves its training objectives through careful linking of course work, clinical work, and other major program requirements. This linkage is conducted in stage-specific phases, including the following:

1. *Training begins with extensive, departmentally based efforts through foundational didactics and on-site clinical work*
2. *Supervision and close monitoring is leveraged to integrate competency acquisition for psychologists in training.*
3. *Increasingly greater reliance on integration between effective interventions courses in which clinic-based clinical work is required as part of the coursework and practicum-based instruction and supervision as the student advances.*

Model Course Sequence for Clinical Psy.D.

Model Course Sequence for Clinical Psy.D.

(To prepare for comprehensive exams and to meet other program requirements)		
	First Year	
Fall Semester	Spring Semester	Summer Semester
1. +Analytic Foundations (3 crs): 18:820:509	Elective (3)	Cognitive & Affective Psychology (3 crs): 18:820:505
2. +Learning Theory & Cognitive Behavioral Foundations (3 cr): 18:820:507	+Systems Theory & Analysis (3 crs): 18:820:508	Biological Bases of Human Behavior (3 crs) 18:820:622
3. ++Adult Psychopathology (3 credits) 18:820:565	Cognitive Assessment (3 crs): 18:820:633	Assessment Team "Didactics:" specialized instruction run by the GSAPP clinic
4. Clinical Interviewing & Assessment (3 crs): 18:820:531	++Child Psychopathology (3 crs): 18:820:563	Learning Disabilities/Adult (2 crs): 18:821:558
5. Supervision & Professional Development (1 cr): 18:821:653	Supervision & Professional Development (1 cr): 18:821:653	
6. General GSAPP Clinic* (0.5 crs) 18:821:543	General GSAPP Clinic* (0.5 crs) 18:821:543	
7. Practicum** (internal or external) (3 crs) 18:820:689	Practicum** (internal or external) (3 crs) 18:820:689	
8. Cognitive Behavioral Foundations Supervision Group (1.5) 18:821:641	Cognitive Behavioral Foundations Supervision Group (1.5) 18:821:641	

9. Psychodynamic Foundations Supervision Group (1.5) 18:821:642	Psychodynamic Foundations Supervision Group (1.5) 18:821:642	
+Required for General Comprehensive Exams		
++Required for Clinical Comprehensive Exams		
*1st -year Clinic: accounts for cases seen for Foundation courses and any other assessment, therapy cases seen.		
**Practica: Any year you do a practicum (including internal practica you will register for Fall and Spring credits; this will cover summer. You will ALSO register the practicum with the practicum coordinator through GSAPP web, including Summer-only practica.		
	Second Year	
Fall Semester	Spring Semester	Summer Semester
1. +Statistical Methods (3 crs) 18:820:581	+Advanced Statistics and Research Design (3 crs): 18:820:585	(Usually in July)
2. +Ethics and Professional Development (3 crs) 18:820:613 or 614	Social and Developmental Foundations of Human Behavior (3 crs) 18:820:506	Online Diversity course often available
3. Elective (3 crs) (Effective Intervention 1)	Elective (3 crs) (Effective Intervention 2)	
4. ++Diversity course or Elective (3 crs) (Effective Intervention 3)	++Diversity course or Elective (3 crs) (Effective Intervention 3)	
5. General GSAPP Clinic* (0.5 crs) 18:821:543	General GSAPP Clinic* (0.5 crs) 18:821:543	
6. Practicum** (internal or external) (3 crs) 18:820:689	Practicum** (internal or external) (3 crs) 18:820:689	
+Required for General Comprehensive Exams		

++Required for Clinical Comphrehensive Exams		
*2nd -year Clinic: Plan half-day commitment that will include a combination of assessment and therapy. 2nd year students will get priority for assessment (est. > 2).		
**Practica: Any year you do a practicum (including internal practica you will register for Fall and Spring credits; this will cover summer. You will ALSO register the practicum with the practicum coordinator through GSAPP web, including Summer-only practica.		
	Third Year	
Fall Semester	Spring Semester	Summer Semester
1. History and Systems (3 crs) 18:820:550	Training, Supervision & Consultation (3 crs) 18:821:655	Rising 4th year-students that intend to see clients or do assessments over the summer months of July and August you must register for clinic credits (0.5 crs) 18:821:543
2. Required Elective 1 (3 crs)	Dissertation - Part 1 (3 crs) 18:820:702	
3. Required Elective 2 (3 crs)	Required Elective 3 (3 crs)	
4. General GSAPP Clinic* (0.5 crs) 18:821:543	General GSAPP Clinic* (0.5 crs) 18:821:543	
5. Practicum** (internal or external) (3 crs) 18:820:689	Practicum** (internal or external) 3 crs) 18:820:689	
	Clinical Orals (request committee 4-6 months in advance of orals) and pass orals (and any remediation) by June 1 in the year you plan to apply for internship.	
* Please take note: Students are required to register for six 3-credit courses over the Fall and Spring semesters of their 3rd year. The allotment of courses can be either as four 3-credit courses in one semester and two 3-credit courses in the other semester (i.e., 4 and 2, or 2 and 4), or the allotment can be divided into three 3-credit courses in each semester (i.e., 3 and 3). Exceptions must be requested through Department Chair.		
* For students entering Fall 2019-Commencing with students who matriculate in fall of 2019, the third year of classes will consist of 12 credits in the fall, and 12 credits in the spring.		
*>3rd -year Clinic: 3rd -year students are requred to see therapy/assessment cases. For any years after 3rd -year, register for .5 credits in any semester you are seeing cases/assessments.		

**Practica: Any year you do a practicum (including internal practica you will register for Fall and Spring credits; this will cover summer. You will ALSO register the practicum with the practicum coordinator through GSAPP web, including Summer-only practica.		
	Fourth Year	
Fall Semester	Spring Semester	Summer Semester
1. Dissertation - Part 2 (3 crs) 18:820:701	Dissertation Part 3 (3 crs) 18:820:702	
2. (Optional) General GSAPP Clinic*(0.5 crs) 18:821:543	(Optional) General GSAPP Clinic* (0.5 crs) 18:821:543	
3. Practicum** (internal or external) (3 crs) 18:820:689	Practicum** (internal or external) (3 crs) 18:820:689	
Apply for Internship (Fall of either 4th or 5th year):		
(Note: Must have completed all developmental milestones and benchmark competencies, including:		
- Passed Written Comprehensive Exams (general and clinical) and completed any remediation (see Student Handbook for deadlines).		
- Passed Oral Comprehensive Exams by June 1		
Supervision & Professional Development (1 cr): 18:821:653		
Dissertation (9 total credits, 3 of which may be from optional dissertation Preparation & Research course: 18:820:700)		
	Fifth Year	
Fall Semester	Spring Semester	
1. Internship in Clinical Psychology (3 crs) 18:821:657	Internship in Clinical Psychology (3 crs) 18:821:658	
A total of 93 credits and 1,080 hours of supervised practica, with an array of experiences, is required. An approved internship of 1,750 hours is also required.		
*>4th -year Clinic (Optional): For any years after 3rd -year, register for 0.5 credits in any semester you are seeing cases/assessments.		

**Practica: Any year you do a practicum (including internal practica you will register for Fall and Spring credits; this will cover summer. You will ALSO register the practicum with the practicum coordinator through GSAPP web, including Summer-only practica.

Psy.D. Program in Clinical Psychology (Department of Clinical Psychology) (GSAPP)

Internship Placements--Clinical Psychology Psy.D. Program

Internship Placements--Clinical Psychology Psy.D. Program

Internship Placements

2022-2025

Internship (Site Name)	Internship (City)	Internship (State)
Albert Einstein College/Montefiore Medical Center	Bronx	NY
Andrus Children's Center	Yonkers	NY
Baruch College, CUNY	New York	NY
Baylor College of Medicine	Houston	TX
Bellevue - NYU Grossman School of Medicine	New York	NY
Childrens hospital Los Angeles	Los Angeles	CA
Cooper University Health Care	Camden	NJ
Department of Veterans Affairs	Lyons	NJ
Department of Veterans Affairs/New Jersey Health Care System	East Orange	NJ
Edith Nourse Rogers Memorial Veterans Hospital	Bedford	MA
Elmhurst Hospital Center	Elmhurst	NY
Hudson Valley-Montrose VA	Montrose	NY
Jackson Health System/Univ of Miami Miller	Miami	FL
Jacobi - NYC Health + Hospitals	Bronx	NY
James J. Peters VA Medical Center	Bronz	NY
Jesse Brown VA Medical Center	Chicago	IL
Kings County Hospital	Brooklyn	NY
Lenox Hill Hospital Northwell Health	New York	NY
Maimonides Medical Center	Brooklyn	NY
Manhattan Psychiatric Center	New York	NY
Miami Veterans Affairs Medical Center	Miami	FL
Milton Hershey School	Hershey	PA
Montefiore Medical Center/Albert Einstein College of Medicine	Broxn	NY
Mount Sinai Behavioral Health Center	New York	NY
Mt. Sinai Services, Elmhurst Hospital	Elmhurst	NY
New York Presbyterian Hospital - Columbia University Medical Center	New York	NY

New York University - Bellevue Hospital Center	New York	NY
NY/NJ VA Health Care Network/VA Western New York Healthcare System	Buffalo	NY
Perelman School of Medicine-University of Pennsylvania Philadelphia VA Medical Center	Philadelphia	PA
Rutgers Behavioral Health Care	Newark	NJ
Rutgers University Behavioral Health Care	Piscataway	NJ
RWJBH Trinitas Regional Medical Center	Elizabeth	NJ
Stony Brook University-Krasner Psychological Center	Stony Brook	NY
Trinitas Regional Medical Center	Elizabeth	NJ
University of Albany	Albany	NY
University of Miami Miller School of Medicine	Miami	FL
VA New York Harbor Health Care System/Margaret Cochran Corbin Campus	New York	NY
VA NY Harbor Healthcare System, BRooklyn Campus	Brooklyn	NY
Veterans Affairs New Jersey Health Care System	East Orange	NJ
Veterans Affairs NY Harbor HCS-Manhattan Campus	New York	NY
Wellspan Philhaven CBT	York	PA
West Palm Beach VA Medical Center	West Palm Beach	FL
Westchester Jewish Community Services	White Plains	NY
Woodhull North Brooklyn Health Network	Brooklyn	NY
Youth Consultation Service Institute	East Orange	NJ

Psy.D. Program in Clinical Psychology (Department of Clinical Psychology) (GSAPP)

Practicum Placements--Clinical Psychology Psy.D. and Ph.D. Programs

Practicum Placements--Clinical Psychology Psy.D. and Ph.D. Programs

Practicum Placements

2020-2023

Behavioral Health Institute of Monmouth County - Hazlet, NJ
Bellevue NYC Health & Hospitals: Child and Adolescent Track, Adolescent Inpatient Treatment Specialty - New York, NY
Bellevue NYC Health & Hospitals: Adult Track, Substance Use Treatment Specialty - New York, NY
Center for the Treatment and Study of Anxiety, Perelman School of Medicine/University of Pennsylvania - Philadelphia, PA
Child Mind Institute - New York, NY
Children's Day Unit at the New York State Psychiatric Institute/Columbia University Medical Center - New York, NY
Children's Hospital of Philadelphia Child and Adolescent Mood Program - Philadelphia, PA
Children's Specialized Hospital - Mountainside, NJ
Columbia Center for Eating Disorders at the New York State Psychiatric Institute
Columbia Day Program- Columbia University Irving Medical Center - New York, NY
Columbia University Medical Center, Adult Outpatient Externship (formerly New York Presbyterian - Columbia University Medical Center - Dept. of Psychiatry, Adult Outpatient Psychiatry Clinics) - New York, NY
Cooper Neuropsychology - Camden, NJ
Cooper University Health Care - Behavioral Medicine - Camden, NJ
Creedmoor Psychiatric Center
Fordham University Center for Psychological Services - New York, NY
Gouverneur/NYC Health + Hospitals
GSAPP- ADHD Clinic
GSAPP - Anxiety Disorders Clinic
GSAPP- Children (and Families) Healing After Trauma (CHAT)
GSAPP - Douglass Developmental Disabilities Center (DDDC)
GSAPP - Foster Care Counseling Project (FCCP)
GSAPP Psychological Clinic - Couples Clinic
GSAPP Psychological Clinic - Dialectical Behavior Therapy Clinic- Rutgers (DBT-RU)
GSAPP Psychological Clinic - Group Psychotherapy Services (GPS)
GSAPP- Health Psychology

GSAPP- NJ Hope and Healing- FEMA Grant
GSAPP - Sports Psychology Clinic
GSAPP Psychological Clinic - Tourette Syndrome Therapeutic Program (TS)
GSAPP Psychological Clinic - Youth Anxiety & Depression Clinic (YAD-C)
Highland Park Community Teen Center - Highland Park, NJ
Icahn School of Medicine at Mount Sinai World Trade Center Mental Health Program
Institute for Personal Growth - Highland Park, NJ
International Rescue Committee - Elizabeth, NJ
Jamaica Hospital Medical Center/Adult Inpatient - New York, NY
Jersey Shore University Medical Center - Neptune, NJ
Judge Baker Children's Center - Boston, MA
Lenox Hill Hospital - Outpatient Center for Mental Health - New York, NY
LifeSPAN Lab - Piscataway, NJ
Lincoln Medical Center - Adult Inpatient Track - Bronx, NY
Manhattan Psychiatric Center - New York, NY
McLean Anxiety Mastery Program - Cambridge, MA
McLean-Franciscan Child and Adolescent Inpatient Mental Health Program - Brighton, MA
Montefiore Medical Center - Neuropsychology Assessment Service - Bronx, NY
Montefiore Medical Center - Rose F. Kennedy Children's Evaluation and Rehabilitation Center, Under Five Program - Bronx, NY
Montefiore Medical Center, Psychology Externship in Primary Care, Department of Family and Social Medicine - Bronx, NY
Mount Sinai Adult Psychology Program
Mount Sinai Center for Intensive Treatment of Personality Disorders (CITPD).
Mount Sinai- Comprehensive Adolescent Rehabilitation and
Mount Sinai Coping with Unique Experiences
Mount Sinai Hospital, Department of Psychiatry - Eating and Weight Disorder Program
Mount Sinai- St. Luke's Hospital Adult Outpatient Clinic & Psychiatric Recovery Center

National Institute for the Psychotherapies - New York, NY
New Brunswick Counseling Center/Damon House
New York Presbyterian Hospital- Columbia University Medical Center, Child Track - New York, NY
New York-Presbyterian - Weill Cornell Medicine Track 1: Outpatient Cognitive Behavioral Therapy for Children and Adolescents - New York, NY
New York Presbyterian/Weill Cornell - Program for Anxiety and Traumatic Stress Studies (PATSS) - New York, NY
New York Presbyterian - Westchester Division Track 4: Inpatient CBT on a Women's Unit - New York, NY
New York Presbyterian Hospital - Westchester Division: Track 5: Child and Adolescent CBT Anxiety Disorders - New York, NY
New York-Presbyterian - Westchester Division Track 6: Inpatient DBT on a Personality Disorders Unit - New York, NY
New York-Presbyterian Track 9 Inpatient Adult Addiction Recovery - New York, NY
New York Psychoanalytic Society & Institute - New York, NY
Northwell Health: Center for Attention and Learning
Northwell Health - (formerly LIJ) - Division of Child and Adolescent Psychiatry
Northwell Health - (formerly LIJ) - Zucker Hillside Hospital
Northwell Zucker Hillside Behavioral Health College Partnership
Northwell Health Zucker Hillside Women's Inpatient Unit
Northwell Health Unified Behavioral Health Center (UBHC) for Military Veterans and Their Families
Northwell Health Staten Island University Hospital, Department of Rehabilitation Medicine
NYC Health & Hospitals – Correctional Health Services, Mental Health Training Program, on Rikers Island - Flushing, NY
NYC Health+Hospitals Jacobi - Bronx, NY
NYU Langone Child Study Center - New York, NY
NYU Langone Health: Department of Child and Adolescent Psychiatry: ADHD and Early Childhood Externship - New York, NY
NYU Postdoctoral Program in Psychotherapy and Psychoanalysis (“NYU Postdoc”) - New York, NY
Newark Beth Israel Medical Center Metropolitan Regional Diagnosis and Treatment Center (RDTC) - General and FLEC Tracks - New York, NY

North Central Bronx Hospital (NYC Health + Hospitals – North Central Bronx) - Bronx, NY
OMH Pandemic Stress Response Practicum - Albany, NY
Penn Center for Women's Behavioral Wellness - Philadelphia, PA
Penn Medicine Princeton House Behavioral Health - Princeton, NJ
Penn Medicine Princeton House Behavioral Health Women's Program - Princeton, NJ
Queens Hospital (NYC Health + Hospitals/Mount Sinai)
Rider University Counseling Services - Westminster Campus and Main Campus - Princeton, NJ
Rutgers - EOHSI Clinical Center - World Trade Center Health Program, Clinical Center of Excellence - Piscataway, NJ
Rutgers - RWJ - The Boggs Center on Developmental Disabilities - NJLEND - New Brunswick, NJ
Rutgers - RWJMS - Family Medicine at Monument Square - New Brunswick, NJ
Rutgers - Social-Emotional Character Lab - Piscataway, NJ
Rutgers - The Cancer Institute of New Jersey
Rutgers University Counseling - ADAP and Psychiatric Services (CAPS) - New Brunswick, NJ
Seton Hall University Counseling and Psychological Services (CAPS)
South Beach Psychiatric Center Externship Program - Brooklyn, NY
St. Barnabas Hospital
Steven A Cohen Military Family Clinic at the University of Pennsylvania
Steven A. Cohen Military Family Clinic at the University of Pennsylvania - Philadelphia, PA
Substance Abuse Recovery and Rehabilitation Program (SARRTP) VA NJ Health Care System - East Orange, NJ
Supporting Healthy Relationships program at Montefiore Medical Center/Albert Einstein College of Medicine - Bronx, NY
The Haven, Piscataway School Based Mental Health - Piscataway, NJ
VA New Jersey Health Care System - Mental Health Research and Program Development; Research Placement - Lyons, NJ
VA New York Harbor Healthcare - Brooklyn Campus - Brooklyn, NY
VA New York Harbor Healthcare System - Manhattan Campus - New York, NY
Westchester Medical Center/Maria Fareri Children's Hospital/Boston Children's Health - Hawthorne, NY

YCS Institute for Infant and Preschool Mental Health - Newark, NJ

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

PSY.D. PROGRAM IN SCHOOL PSYCHOLOGY (DEPARTMENT OF SCHOOL PSYCHOLOGY)

Program Purpose and Philosophy

Program Purpose and Philosophy

The doctor of psychology (Psy.D.) program in school psychology at the Graduate School of Applied and Professional Psychology (GSAPP) of Rutgers, The State University of New Jersey, prepares doctoral-level psychologists for professional practice with children and youth in schools and other community settings. We emphasize integration of scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations.

The school psychology program is based on the Psy.D./Practitioner-Scholar model of training, initially developed at the 1973 Vail Conference on Levels and Patterns of Professional Training in Psychology. This model places primary emphasis on delivery of psychological services and on the evaluation and improvement of services. The program emphasizes professional practice based on an understanding of research-supported knowledge in the discipline. The program supports a view of professional school psychology practice that is guided by knowledge of the theory and research related to school psychology and by data-based decision-making in the practice setting.

The school psychology program educates and trains graduate students to think psychologically and systematically about the nature of schooling, using a science-based approach to the design, implementation, and evaluation of practices, programs, and services at the individual, group, and organizational levels, in order to support the emotional, social, and academic development of students in schools. School psychology faculty members believe that school psychological service delivery should be grounded in research findings that professional practices or programs are likely to contribute to beneficial results for clients. In addition, faculty members believe that decision-making about initiating, maintaining, modifying, and terminating practices, programs, and services should be data-based and therefore reflective of the individual needs and goals of clients. Throughout the program's curriculum, theoretical and research foundations are integrated with practice issues and didactic training is integrated with field experiences, in part, to emphasize the relationship between science and practice.

Faculty members of the school psychology program educate and train students to provide school psychological services that are referenced to educational and psychological needs and are evidence-based, culturally sensitive, collaborative, and coordinated with other school practices, and informed by literatures on systems and organizational functioning. The program promotes use of an approach to professional practice that includes data-based clarification of needs and concerns, in which evidence is evaluated in terms of its technical reliability, validity, and scientific meaningfulness, and the practitioner seeks to understand the problem or task within a theoretical

framework. The social/organizational context is understood as a critical dimension of professional service delivery. Evaluation of the results of professional activity is seen as an essential component of professional practice. Social responsibility of the school psychologist is also emphasized as it relates to issues such as diversity and social justice.

School psychologists trained in this manner will understand: a) how to provide effective research-based interventions for individual students with an emphasis on addressing emotional, social, and/or behavioral problems that impede learning; and b) how to work with teachers, school administrators, and other stakeholders to develop classroom, school, and other learning environments that promote healthy psychological development and educational achievement.

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

Sample Four-Year School Psychology Program

Sample Four-Year School Psychology Program

First Year

Fall Semester

18:820:507 Learning Theory and Cognitive Behavior Foundations (3)
18:826:532 Basic Therapeutic Strategies with Children and Adolescents (3)
18:826:543 Human Development (3)
18:820:563 Child Psychopathology
18:826:630 Cognitive Assessment (3)
18:826:550 Introduction to School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:503 Theoretical Foundations: Analytical (2) (first 10 weeks)
18:820:508 Systems Theory and Analysis (3)
18:820:565 Adult Psychopathology (3)
18:820:631 Social-Emotional/Behavioral Personality Assessment: Child (3)
--: ---: --- Required Diversity course or Elective (3)
18:820:689 Professional Practicum Placement (3)
18:826:506 Practicum Group Supervision (1)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:622 Biological Bases of Human Behavior (3)
18:826:555 Exceptional Children in the School, Family, and Community (3)

TOTAL CREDITS: 6

Second Year

Fall Semester

18:820:581 Statistical Methods and Design Analysis (3)

--: ---: --- Required Diversity course or Elective (3)
18:826:557 Psychoeducational Foundations of Learning Disabilities* (3)
18:826:602 School-Based Psychological Interventions (3)
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:550 History & Systems of Psychology (3)
18:820:585 Advanced Statistics and Research Design (3)
18:826:544 Pediatric Behavioral Medicine (3)
18:826:612 Consultation Methods (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:613 Professional Ethics Standards (3)

18:820:701 Dissertation in Professional Psychology (3)

TOTAL CREDITS: 6

Third Year

Fall Semester

18:826:609 Learning and Academic Interventions: Research to Practice (3)
18:826:558 Adult and Organizational Learning & Change: Effective Program Planning and Implementation (3)
18:820:701 Dissertation in Professional Psychology (3)
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 15.5

Spring Semester

18:826:616 Program Evaluation (3)
18:820:702 Dissertation in Professional Psychology (3)
--: ---: --- Required Diversity course or Elective (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 15.5

Fourth Year

Fall Semester

18:826:631 Internship in School Psychology (3)

Spring Semester

18:826:632 Internship in School Psychology (3)

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

Sample Five-Year School Psychology Program

Sample Five-Year School Psychology Program

Please note that the follow program is an example of a five-year program, which allows for enrichment through additional courses, research, and/or extra paid practica. We encourage such programs for their training value.

First Year

Fall Semester

18:820:507 Learning Theory and Cognitive Behavior Foundations (3)
18:826:532 Basic Therapeutic Strategies with Children and Adolescents (3)
18:826:543 Human Development (3)
18:820:563 Child Psychopathology (3)
18:826:630 Cognitive Assessment (3)
18:826:550 Introduction to School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:503 Theoretical Foundations: Analytical (first 10 weeks) (2)
18:820:508 Systems Theory and Analysis (3)
18:820:565 Adult Psychopathology (3)

18:820:631 Social-Emotional/Behavioral/Personality Assessment: Child (3)
--: ---: --- Required Diversity course or Elective (3)
18:820:689 Professional Practicum Placement (3)
18:826:506 Practicum Group Supervision (1)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:622 Biological Bases of Human Behavior (3)
18:826:555 Exceptional Children in the School, Family, and Community (3)

TOTAL CREDITS: 6

Second Year

Fall Semester

18:820:581 Statistical Methods and Design Analysis (3)

--: ---: --- Required Diversity course or Elective (3)

18:826:557 Psychological Foundations of Learning Disabilities* (3)
18:826:602 School-Based Psychological Interventions (3)
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:550 History & Systems of Psychology (3)
18:820:585 Advanced Statistics and Research Design (3)
18:826:544 Pediatric Behavioral Medicine (3)
18:826:612 Consultation Methods (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:613 Professional Ethics Standards (3)

TOTAL CREDITS: 3

Third Year

Fall Semester

18:826:609 Learning and Academic Interventions: Research to Practice (3)
18:826:558 Adult and Organizational Learning and Change: Effective Program Planning and Implementation (3)
--: ---: --- Required Diversity course or Elective (3) **Can be taken any semester in the 3rd or 4th years**
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 15.5

Spring Semester

18:826:616 Program Evaluation (3)
18:820:702 Dissertation in Professional Psychology (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)
--: ---: --- Required Diversity course or Elective (3) **Can be taken any semester in the 3rd or 4th years**

TOTAL CREDITS: 15.5

Fourth Year

Fall Semester

18:820:701 Dissertation in Professional Psychology (3)
18:820:689 Optional Advanced Practicum (Credits Not Required (NR) for degree) (3 NR)

TOTAL CREDITS: 3

Spring Semester

18:820:702 Dissertation in Professional Psychology (3)
18:820:689 Optional Advanced Practicum (Credits Not Required (NR) for degree) (3 NR)

TOTAL CREDITS: 3

Fifth Year

Fall Semester

18:826:631 Internship in School Psychology (3)

TOTAL CREDITS: 3

Spring Semester

18:826:632 Internship in School Psychology (3)

TOTAL CREDITS: 3

Internship Placements and Supervisors--School Psychology Psy.D. Program

Internship Placements -School Psychology Psy.D. Program

APA Approved

- Mount Sinai Morningside & West New York, NY Child Track
- Jewish Child Care Association (JCCA) Brooklyn, NY
- Rutgers Biomedical and Health Sciences Newark, NJ
- New Alternatives for Children-Art 31 Mental Health New York, NY
- Johns Hopkins All Children's Hospital Saint Petersburg, FL
- CARES New York, NY
- Achieve Behavioral Health Airmont, NY School/Child Specialization
- ANDRUS Yonkers, NY Child Outpatient
- The School at Columbia University/CST New York, NY
- Center for Anxiety New York, NY CBT/DBT Focus
- Westchester Jewish Community Services Hartsdale, NY
- Kennedy Krieger/Johns Hopkins/Behavioral Psych Baltimore, MD
- Mount Sinai Hospital/Adolescent Health Center New York, NY
- Nationwide Children's Hospital Columbus, OH
- Audrey Hepburn Children's House/Hackensack Univ MC Hackensack, NJ
- Hennepin Healthcare Minneapolis, MN Child Track
- Auburn University Auburn, AL General Track
- Rochester Institute of Technology-CHST Rochester, NY
- Pittsburgh Psychology Internship Consort (P-PIC) Pittsburgh, PA

GSAPP Approved

- Westchester Institute for Human Development Valhalla, NY
- Sommerville Public Schools, New Jersey
- South Brunswick Public Schools, New Jersey
- The Haven, Piscataway, New Jersey
- The Shepard Schools, New Jersey
- Mount Sinai Division of ADHD, Learning Disabilities, and Related Disorders
- The Quad Prep, NY

Practicum Placements

Practicum Placements

School Psychology Psy.D. Program 2021
Practicum Placements
Rutgers, The State University of New Jersey

Achieve Behavioral Health
Baker Street Behavioral Health
Behavioral Care Center of New Jersey
Brooklyn Learning Center
Caring Cove
Center for Anxiety
Center for Anxiety and Behavior Therapy (CABT)
Center for Hearing and Communication
Chemed Health Center: Center for Health Education, Medicine, & Dentistry
Child Mind Institute - ADHD and Behavior Disorders Center
Child Mind Institute - Anxiety Disorders Center
Child Mind Institute - Autism Clinical Research
Child Mind Institute - Mood Disorders Center
Child Mind Institute - Neuropsychology Externship
Child Mind Institute: Learning and Development Center
Cognitive & Behavioral Consultants of Westchester and Manhattan, LLP
College of Staten Island (CUNY) Counseling Center
Columbia University Irving Medical Center
Community Assistance Resources and Extended Services, Inc.
Cooper Neurological Institute
Devereux Advanced Behavioral Health
Douglass Developmental Disabilities Center (DDDC)
East Jersey State Prison, Rutgers UBHC
Envisage Neuropsychology PC
Growing Minds Psychology
GSAPP - Children (and Families) Healing After Trauma - CHAT
GSAPP - Couples Clinic

GSAPP - Health Psychology Clinic
GSAPP - Paraprofessional Coaching Project
GSAPP - Path Project
GSAPP - Sports Psychology Clinic
GSAPP & DDDC - Chinese Immigrant Parents Autism Support Group
GSAPP Center for Youth Social Emotional Wellness (CYSEW) - ACCESS
GSAPP- ADHD Clinic
GSAPP- NJ Hope and Healing- FEMA Grant
GSAPP- Psychological Services Clinic
GSAPP- Youth Anxiety and Depression Clinic
GSAPP-Tourette's Syndrome Clinic
Home for Anxiety, Repetitive Behaviors, OC and Related Disorders (HARBOR)
International Rescue Committee (Elizabeth NJ)
Jewish Child Care Association (JCCA) - Residential Care
Kean University Counseling Center
Krasner Psychological Center Stony Brook University
Metro Regional Diagnostic and Treatment Center (RDTC)
Metropolitan Detention Center-Brooklyn
Metropolitan Center for Mental Health: Families and Individuals in Recovery (FAIR)
Metropolitan Detention Center-Brooklyn
Mid-Hudson Forensic Psychiatric Center
Navesink Psychological Services
Neurabilities/CNNH NeuroHealth
North Shore Psychological Services
Office of Mental Health, New York State
Rising Ground
Rutgers - EOHSI Clinical Center - World Trade Center Health Program,

Rutgers - LifeSpan ASD Lab
Rutgers - RWJ - The Boggs Center on Developmental Disabilities
Rutgers - The Cancer Institute of New Jersey
Rutgers Center for Adult Autism Services
Rutgers University Behavioral Health Care--Newark
Seton Hall University Counseling and Psychological Services
Sheltering Arms
Stress and Anxiety Services of New Jersey
SUNY Purchase Counseling Center
The Baker Center for Children and Families: Center for Effective Therapy (CET)
The Leaguers
Westchester Institute for Human Development
Westchester Jewish Community Services
Worrywell Collective
Youth Development Clinic (YDC)

Psy.D. and Psy.M. Programs in Organizational Psychology (Department of Applied Psychology) (GSAPP)

PSY.D.AND PSY.M. PROGRAMS IN ORGANIZATIONAL PSYCHOLOGY (DEPARTMENT OF APPLIED PSYCHOLOGY)

Program Purpose and Philosophy

Program Purpose and Philosophy

The purpose of the organizational psychology program is to provide students with the finest possible graduate education for the practice of organizational psychology.

The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being. Organizational psychologists work within the context of

organizations, although interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service-delivering and product-generating organizations from the public, private, and not-for-profit sectors of society. The curriculum provides training in general graduate applied psychology, core organizational psychology, and then advanced and experiential organizational psychology. Any interested applicant can apply and register for up to three core organizational psychology courses (in consultation with the program director), and upon successful completion of those courses, if admitted into the program, may have those courses count toward the Psy.D. in organizational psychology degree program.

Vision/Mission: *The OP Programs will be the premier doctoral and masters programs in the nation, disrupting the status quo with a specific focus on rigorously bridging science and application, equipping graduates with competencies that traverse professional, organizational, and national cultural boundaries by emphasizing theory to guide practice and practice to guide theory, always with the focus on creating and promoting a human-centered high-performance workforce and healthy organizations.*

Psy.D. and Psy.M. Programs in Organizational Psychology (Department of Applied Psychology) (GSAPP)

Psy.M. Sample 2-Year Organizational Psychology Curriculum

Psy.M. Sample 2-Year Organizational Psychology Curriculum

Fall Year 1

18:829:527 Cross-Cultural Organizational Psychology (CCOP)- co-req. Org Psyc (3)

18:829:548 The Science & Practice of Org'al Psychology (3)

18:820:581 Research Methods & Statistics Essentials I (3)

Spring Year 1

18:829:512 Introduction to Personnel & Work Psychology (3)

18:829:534 Introduction to OD & Change (3)

18:820:517 Research Methods & Statistics Essentials II - prereq: Essentials I (3)

Summer Year 1

Elective (3)

Elective (3)

Fall Year 2

18:829:520 Foundations of Qualitative Research for the OP (3)

18:820:508 (Applied) Systems Theory & Analysis (ASTA)- prereq: Intro to OD/Change (3)

18:829:618 Current Topics: Personnel Selection and Assessment - prereq: Intro to Personnel & Work Psyc (3)

Spring Year 2

18:829:542 Occupational Stress & Health Psychology (OSHP)- pre-req Org Psyc (3)

18:829:520 Research Methods & Statistics III OR Advanced Qualitative Analysis - prereq II (3)

18:829:537 Ethics in OP/OD Research & Consulting (3)

Psy.D. and Psy.M. Programs in Organizational Psychology (Department of Applied Psychology) (GSAPP)

PSY.D. Sample 4-Year Organizational Psychology Curriculum

PSY.D. Sample 4-Year Organizational Psychology Curriculum

Fall Year 1

18:829:527 Cross-Cultural Organizational Psychology (CCOP)- co-req. Org Psyc (3)

18:829:548 The Science & Practice of Org'al Psychology (3)

18:820:581 Research Methods & Statistics Essentials I (3)

Spring Year 1

18:829:512 Introduction to Personnel & Work Psychology (3)

18:829:534 Introduction to OD & Change (3)

18:820:517 Research Methods & Statistics Essentials II - prereq: Essentials I (3)

Fall Year 2

18:829:520 Foundations of Qualitative Research for the OP (3)

18:820:508 (Applied) Systems Theory & Analysis (ASTA)- prereq: Intro to OD/Change (3)

18:829:618 Current Topics: Personnel Selection and Assessment - prereq: Intro to Personnel & Work Psyc (3)

Spring Year 2

18:829:542 Occupational Stress & Health Psychology (OSHP)- pre-req Org Psyc (3)

18:829:520 Research Methods & Statistics III OR Advanced Qualitative Analysis - prereq II (3)

18:829:537 Ethics in OP/OD Research & Consulting (3)

Fall Year 3

18:829:617 Emotional Intelligence at Work (3)

18:844:507 Biological Bases of Behavior (3)

18:829:631 Internship in Organizational Psychology (3)

18:820:700 Dissertation Prep and Research (3)

Comprehensive Examination (0)

Spring Year 3

18:829:531 Organizational Diagnosis and Cultural Dynamics (ODCD)- prereq: Intro to OD/Change (3)

18:829:618 Current Topics: Motivation and Leadership - prereq: Org Psyc (3)

18:829:559 Theory and Practice of Training and Development - prereq: Intro to OD/Change (3)

18:820:701 Dissertation Proposal - prereq: Diss. Prep Course (3)

Fall Year 4

18:820:702 Dissertation - prereq: Diss. Proposal (3-6)

Elective

Elective

Spring Year 4

18:820:703 Dissertation (3-6)

Elective

Master of Psychology (Psy.M.) (GSAPP)

MASTER OF PSYCHOLOGY (PSY.M.)

The degree of master of psychology (Psy.M.) is awarded to students matriculated in each of the doctoral programs upon meeting the program requirements noted below; **no students are admitted only for a master's degree except for OP students, who may be admitted to the Psy.M. program.**

The clinical psychology program requires two full years of coursework at the Graduate School of Applied and Professional Psychology (a minimum of 36 credits), of which 27 credits are specific, required courses. Students also must complete at least 12 experiential credits and have successfully completed the general comprehensive examination plus the case-related question of the clinical psychology program comprehensive examination.

The school psychology program requires completion of the first three years of coursework as stipulated in the sample four-year program, eligibility for the New Jersey school psychology certificate, and satisfactory completion of the general comprehensive examination.

The organizational psychology Psy.M. program requires two full years of coursework (42 credits following the OP Psy.M. curriculum) at the Graduate School of Applied and Professional Psychology (GSAPP). Up to 12 credits may be reviewed for eligibility of transfer from other organizational psychology-related graduate programs (a

request to review is not a guarantee of transfer and/or waiver). Students coming in with a master's in organizational psychology or related field will not eligible to earn a second master's in organizational psychology at Rutgers University but will be eligible to obtain the Psy.D. upon fulfillment of the Psy.D. in OP requirements.

Master's in Applied Behavior Analysis (GSAPP)

MASTER'S IN APPLIED BEHAVIOR ANALYSIS

The master's in applied behavior analysis (M.A.B.A.) program in the Department of Applied Psychology at the Graduate School of Applied and Professional Psychology (GSAPP) trains students to become highly-skilled behavior analysts who apply evidenced-based behavioral interventions to address the behavioral challenges of individuals in need. Our program is perfectly aligned with Rutgers University's and GSAPP's mission to train professionals who can integrate scientific knowledge with innovation in the delivery of clinical care that helps individuals and the local, national, and global communities where they live. Students have the opportunity to learn through coursework as well as real-world experiences. Graduates will be well-educated, qualified, and competent direct-service behavior analysts and clinical researchers who have a special commitment to direct community involvement and to underserved populations.

Students who enter our program will receive a 42-credit master's in applied behavior analysis degree, which includes instruction in foundation knowledge of the scientific basis of applied behavior analysis (ABA) as well as education and training in applied areas of behavior analysis. The foundation is based on knowledge of the scientific basis of ABA and the values our school embraces--civic and global citizenship; social justice and helping the underserved; and cultural diversity. It is our expectation that these values will become the lens through which students view human interactions and will be emphasized in their supervision groups. The applied emphasis of the program includes opportunities for students to receive training in socially significant areas of behavior analysis, participate in practicum, and have opportunities to integrate their didactic and applied learning experiences. This program will prepares graduates to become BCBAs who can independently practice ABA or continue to obtain their doctorate in behavior analysis. Students will be required to integrate their learning through participation in supervised fieldwork/practicum in ABA. Additionally, graduate students will demonstrate their clinical and research proficiency through a capstone project or thesis. In sum, our M.A.B.A. program prepare graduates for careers as scientist practitioners who perform public service in support of the needs of the citizens.

Master of Applied Psychology (M.A.P.) (GSAPP)

MASTER OF APPLIED PSYCHOLOGY (M.A.P.)

Students enrolled in our program will earn a 42-credit Master of Applied Psychology (M.A.P.) degree, designed to provide a strong foundation in the scientific principles of psychology, along with specialized training in applied psychological practices. The curriculum reflects the mission of our school by emphasizing civic and global responsibility, social justice, and cultural diversity.

This comprehensive course of study equips students with the knowledge to understand both individual and group behavior. It also develops their ability to apply quantitative and qualitative research methods to examine the physical and environmental factors influencing human behavior. Additionally, students will gain an introductory understanding of behavioral assessment and intervention strategies for psychological disorders while completing a full academic year practicum.

The M.A.P. program prepares graduates with the theoretical knowledge, critical thinking, and problem-solving skills necessary for success in both professional and academic settings. Students will have opportunities to engage in scholarly activities that enhance their competitiveness for doctoral-level programs in psychology and related fields, as well as for careers aligned with a master's-level education in applied psychology.

Overall, students will build a solid foundation in psychological theory, complemented by experiential learning through research or practicum experiences. This integrated approach supports both personal growth and professional development in the diverse fields of applied psychology.

Multi-Tiered Systems of Support (MTSS) (GSAPP)

Multi-Tiered Systems of Support (MTSS) (GSAPP)

Program Purpose and Philosophy

Program Purpose and Philosophy

Pioneered by scholars in education and school psychology, Multi-Tiered Systems of Support (MTSS) is a framework for providing comprehensive academic and behavioral health services for K-12 students. Use of this framework has been strongly advocated by school systems, policymakers, and researchers at the state and national levels. To effectively implement MTSS, school districts may need to provide more comprehensive school-wide programming that requires additional professional development to build or expand their efforts. Training in MTSS is more essential than ever for Teachers, Academic Coaches, Instructional Leaders, School Counselors, School Psychologists, Child Study Team Members, and Administrators to address the ongoing academic and behavioral health needs of students.

The Graduate School of Applied and Professional Psychology (GSAPP) in partnership with the Graduate School of Education (GSE) at Rutgers University offers two convenient learning paths: A 30-credit Master of Applied Psychology in MTSS and an 18-credit Certificate in MTSS focused exclusively on MTSS in school settings. Our MTSS programs have been designed for current or future professionals in education (e.g., general or special educators, instructional leaders, administrators, counselors, psychologists, or other support professionals) who are looking to become agents of change in their schools or districts. These programs equip educators with the knowledge and skills to implement, manage, and enhance MTSS frameworks in K-12 educational settings. MTSS is a proactive, data-driven approach that integrates academic and behavioral supports to improve outcomes for all students. Both the Master's and Certificate programs emphasize the importance of practical, hands-on experience in which students gain valuable insights and skills that they can immediately apply in their professional roles. The MTSS programs

at Rutgers GSAPP also offer flexible learning options, including part-time enrollment and fully online classes. This allows students to balance their studies with their professional responsibilities. Upon completion of the Master's or Certificate program, graduates will be able to:

1. *Design and Implement an MTSS Framework:* Develop a comprehensive, school-based MTSS framework tailored to the specific academic, behavioral, and social-emotional needs of diverse student populations.
2. Utilize Data for Decision Making: Effectively use data to monitor student progress, guide interventions, and adjust supports as needed.
3. *Lead MTSS Initiatives*: Assume leadership roles in educational settings, driving the successful adoption and sustainability of MTSS practices.
4. *Apply Evidence-Based Interventions:* Select and implement interventions that are grounded in research and proven to be effective in supporting students' academic, behavioral, and social-emotional learning needs.
5. *Promote Inclusive Education:* Advocate for and implement practices that ensure all students, including those with disabilities or other learning challenges, have access to the support they need to succeed.

Multi-Tiered Systems of Support (MTSS) (GSAPP)

Master of Applied Psychology-Multi-Tiered System of Support (MAP-MTSS) Option

Master of Applied Psychology-Multi-Tiered System of Support (MAP-MTSS) Option

The MAP-MTSS program is a comprehensive, in-depth course of study that provides students with advanced knowledge of MTSS practices. This program is ideal for professionals seeking leadership roles in education, school psychology, or related fields.

Note: This degree does not lead to a master's in school psychology or a general master's in applied psychology.

1. Duration: 2-3 years (part-time).
2. Credits Required: 30 credits
3. Capstone Project: A hands-on project where students design, implement, or evaluate an MTSS framework in a real-world educational setting.

MAP-MTSS Option Degree Requirements:

MAP-MTSS Option Degree Requirements

Master of Applied Psychology in MTSS (30 Credits)			
Required Foundational Courses			
Course #	**Course**	**School**	**Cr.**
18:820:525	Prevention and Intervention in Tiered Systems (Fall)	GSAPP	3
18:820:526	Assessment and Data-Based Decision Making (Spring)	GSAPP	3
18:820:543	Leadership and Systems Consultation (Fall)	GSAPP	3
Electives (Select 5)			
18:820:533	Data-Based Decision Making in Early Reading (Fall)	GSAPP	3
18:820:541	Using MTSS to Build Comprehensive School-Based Mental Health Programs (Fall or Spring)	GSAPP	3
15:293:535	Teaching in Inclusive Classrooms (Fall and Spring)	GSE	3
18:820:540	Multi-Tiered Systems of Support in Secondary Educational Settings (Spring)	GSAPP	3
18:820:539	Data-Based Decision Making in Early Math Skills (Spring)	GSAPP	3
15:293:TBD	Classroom Organization for Inclusive and Special Classroom	GSE	3
18:820:TBD	Multi-Tiered Social Emotional Learning and Behavioral Supports	GSAPP	3
18:820:TBD	Restorative Practices in Psychological Wellness	GSAPP	3
Capstone Project (Required)			
Course #	**Course**	**School**	**Cr.**
18:820:542	Capstone Project 1 & 2 (Fall and Spring)	**GSAPP**	**6**

Proposed MAP-MTSS Course Sequence

The order in which students take MTSS courses may vary depending on course availability and student schedules.

Semester 1 (6 credits) Prevention & Intervention in Tiered Systems Leadership and Systems Consultation in MTSS	*Semester 4 (6 credits)* Elective #4 Elective #5
Semester 2 (6 credits) Assessment and Data-based Decision Making Elective #1	*Semester 5 (3 credits)* Capstone Project
Semester 3 (6 credits) Elective #2 Elective #3	*Semester 5 (3 credits)* Capstone Project

Multi-Tiered Systems of Support (MTSS) (GSAPP)

Master of Applied Psychology-Multi-Tiered System of Support (MAP-MTSS) -MTSS Admissions Requirements and Application Procedures

Master of Applied Psychology-Multi-Tiered System of Support (MAP-MTSS) -MTSS Admissions Requirements and Application Procedures

Master of Applied Psychology-MTSS Admissions Requirements:

1. Bachelor's degree (or advanced undergraduate), or higher degree in education, psychology, or related field
2. Undergraduate transcripts, demonstrating 3.0+ GPA; attach graduate transcripts if available
3. Personal Statement
4. Two letters of recommendation

Master of Applied Psychology-MTSS Applicaton Procedure:

Students must complete an online application and pay a $70.00 application fee. Applications are accepted on a rolling basis, and students may apply for Fall or Spring admissions. Although applications are accepted on a rolling basis, the following application submission dates are recommended.

For Admission:	Application Deadline:
Spring 2026	January 1, 2026
Fall 2026	August 15, 2026
Spring 2027	January 1, 2027
Fall 2027	August 15, 2027
Spring 2028	January 1, 2028

Online Application Link

School Psychology - Multi-Tiered Systems of Support (MTSS) (MAP) Online

Multi-Tiered Systems of Support (MTSS) (GSAPP)

Certificate Program in Multi-Tiered Systems of Support (MTSS)

Certificate Program in Multi-Tiered Systems of Support (MTSS)

The Certificate program is designed for professionals who wish to enhance their knowledge and skills in MTSS without committing to a full master's program. This program is suitable for current educators, administrators, and school psychologists who want to deepen their expertise in this area.

1. Duration: 1.5-3 years (part-time).
2. Credits Required: 18 credits.

MTSS Certificate Requirements

MTSS Certificate (18 Credits)			
Course #	**Course**	**School**	**Cr.**
18:820:525	Prevention and Intervention in Tiered Systems	GSAPP	3
18:820:526	Assessment and Data-Based Decision Making	GSAPP	3
18:820:533	Data-Based Decision Making in Early Reading	GSAPP	3
18:820:543	Leadership and Systems Consultation	GSAPP	3
15:293:535	Teaching in Inclusive Classrooms	GSE	3
15:293:TBD	Classroom Organization for Inclusive and Special Classroom	GSE	3

Proposed MTSS Certificate Course Sequence:

One Course Per Semester*	**Two Courses Per Semester***
Semester 1 (3 credits) 1. Prevention & Intervention in Tiered Systems	*Semester 1 (6 credits)* 1. Prevention & Intervention in Tiered Systems 2. Leadership and Systems Consultation in MTSS
Semester 2 (6 credits) 1. Assessment and Data-based Decision Making	*Semester 2 (6 credits)* 1. Assessment and Data-based Decision Making 2. Data-Based Decision-Making in Early Reading
Semester 3 (3 credits) 1. Leadership and Systems Consultation in MTS	*Semester 4 (6 credits)* 1. Teaching in Inclusive Classrooms 2. Classroom Organization for Inclusive and Special Classroom
Semester 4 (3 credits) 1. Data-Based Decision-Making in Early Reading	
Semester 5 (3 credits) 1. Teaching in Inclusive Classrooms	
Semester 6 (3 credits) 1. Classroom Organization for Inclusive and Special Classroom	

Certificate Program in Multi-Tiered Systems of Support (MTSS) Admissions Requirements and Application Procedures

Certificate Program in Multi-Tiered Systems of Support (MTSS) Admissions Requirements and Application Procedures

MTSS Certificate:

1. Bachelor's degree (or advanced undergraduate), or higher degree in education, psychology, or related field
2. Undergraduate and graduate transcripts
3. Brief Statement of Interest

MTSS Procedures:

Students must complete an online application and pay a $70.00 application fee. Applications are accepted on a rolling basis, and students may apply for Fall or Spring admissions. Although applications are accepted on a rolling basis, the following application submission dates are recommended.

For Admission:	Application Deadline:
Spring 2026	January 1, 2026
Fall 2026	August 15, 2026
Spring 2027	January 1, 2027
Fall 2027	August 15, 2027
Spring 2028	January 1, 2028

Online Application Link

Multi-Tiered Systems of Support (MTSS) (Certificate) Online

Bachelor of Arts/Master of Applied Psychology (M.A.P.) Program (GSAPP)

4+1 BACHELOR OF ARTS/MASTER OF APPLIED PSYCHOLOGY (M.A.P.) PROGRAM

The 4+1 bachelor of arts/master of applied psychology (B.A./M.A.P.) program allows undergraduate students to take a minimum of 6 graduate credits during their senior year of undergraduate studies. Students interested in pursuing an advanced career in psychology or obtaining a doctorate in psychology in the future can apply to the program during their junior year, and can obtain their bachelor's and master's degrees in five years total.

The B.A./M.A.P. program will allow students to

1. accelerate their training through advanced standing;

2. receive graduate-level training with options for specialization in certificate programs such as Certified Alcohol and Drug Counselor (CADC) and eligibility to pursue the licensure level known as the Licensed Alcohol and Drug Counselor (LADC) and Applied Behavior Analysis (BACB);

3. receive curricular instruction, practicum, and applied research experience needed to be prepared for competitive admission criteria for doctoral level studies; and

4. reduce the cost of their graduate education.

Organizational Psychology (OP) (GSAPP)

ORGANIZATIONAL PSYCHOLOGY (OP)

The purpose of the organizational psychology program is to provide students with the finest possible graduate education for the practice of organizational psychology.

The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being. Organizational psychologists work within the context of organizations, although interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service-delivering and product-generating organizations from the public, private, and not-for-profit sectors of society. The curriculum provides training in general graduate applied psychology, core organizational psychology, and then advanced and experiential organizational psychology. Any interested applicant can apply and register and register for up to three core organizational psychology courses (in consultation with the program director), and upon successful completion of those courses, if admitted into the program, may have those courses count toward the Psy.D. in organizational psychology degree program.

Vision/Mission: *The OP Program will be the premier doctoral and masters programs in the nation, disrupting the status quo with a specific focus on rigorously bridging science and application, equipping graduates with competencies that traverse professional, organizational, and national cultural boundaries by emphasizing theory to guide practice and practice to guide theory, always with the focus on creating and promoting a human-centered high-performance workforce and healthy organizations.*

Certificate Program in Performance Psychology (GSAPP)

PERFORMANCE PSYCHOLOGY CERTIFICATE

The certificate in Performance Psychology (to be renamed Sport and Performance Psychology), which leads to eligibility to sit for the Association of Applied Sport Psychology (AASP) certification as a certified mental performance consultant (CMPC).

The purpose of the performance psychology certificate is:

1. To educate and train participants about the relevant body of knowledge that has to do with sport and performance psychology.

2. To assure that participants learn how to practice performance psychology by providing them with instruction and supervised experiences in creating projects, dissertations, and other learning activities that will help them acquire particular knowledge, skills, and abilities in areas of assessment, intervention, consultation, evaluation, professional business planning, organizational analyses, and other related domains.

3. To generate new information about the application of psychology to performance, particularly in the service of the development and performance enhancement of athletes, coaches, parents, administrators, organizations, the performing arts and other relevant performance-based activities.

There is no additional accreditation for this program.

ADMISSION CRITERIA

1. **Educational Background:**
    - A bachelor's degree from an accredited institution is required.
    - Preferred fields of study include psychology, kinesiology, sports science, counseling, education, or related disciplines. This should consist of prerequisite coursework in General Psychology, Sport and Performance Psychology, or Social Justice/Multicultural Psychology.
2. **GPA Requirement:**
    - A minimum undergraduate GPA of 2.75 or better on a 4.0 scale is typically required.
    - Applicants with a lower GPA may provide a written explanation and evidence of relevant professional or academic experience.
3. **Professional Experience (Optional but Preferred):**
    - Experience in sports coaching, athletic performance, mental health counseling, or related fields.
4. **Statement of Purpose:**
    - A 500-750 word essay outlining the applicant's interest in sport psychology, career goals, and how the certificate program aligns with their aspirations.
5. **Letters of Recommendation:**
    - Two letters of recommendation from academic or professional references who can attest to the applicant's qualifications, motivation, and potential for success in graduate-level study.
6. **Resume or Curriculum Vitae:**
    - A detailed resume or CV highlighting educational achievements, professional experience, certifications, and other relevant qualifications.

CURRICULUM

Course content is directly related to the task list and knowledge content areas required by the Association of Applied Sport Psychology (AASP) and the American Psychological Association (APA), leading to eligibility for the AASP CMPC certification.

AASP: Professional ethics and standards, sport psychology (theory, research and practice of sport psychology), sport science (physiological, biomechanical, motor, sociocultural, and philosophical bases of behavior), psychopathology, helping relationships, research methods and statistics, psychological foundations of behavior (biological, cognitive, affective, social, and individual difference bases of behavior), and diversity and culture.

APA: training in psychological skills of athletes, in the well-being of athletes, in the systemic issues associated with sports organizations and in developmental and social aspects of sports participation. Knowledge of theory and research in social, historical, cultural and developmental foundations of sport psychology; Principles and practices of applied sport psychology, including issues and techniques of sport-specific psychological assessment and mental skills training for performance enhancement and satisfaction with participation; Clinical and counseling issues with athletes; Organizational and systemic aspects of sport consulting; Understanding of the developmental and social issues related to sport participation; Knowledge of the biobehavioral bases of sport and exercise (e.g., exercise physiology, motor learning, sports medicine).

The applied portion of the program requires that students complete direct services for athletes at all levels, both in the individual and team models. Students can choose to register for Practicum (Professional Practicum Placement I) and earn credit toward the performance training or can complete these applied hours under the supervision of another AASP-certified supervisor.

COURSES

*Courses set forth by AASP include eight domains: Professional Ethics and Standards, Sport Psychology, Sport Science, Psychopathology, Helping Relationships, Research Methods & Statistics, Psychological Foundations of Behavior, Diversity and Culture.

*Students with a master's in an allied profession may need one area instead of another, especially for sport psychology and sport science (K2 and K3). Individual transcripts will be reviewed to determine if a substitute is required and approved by the Director.

*400 hours of mentored experience are required to complete the CMPC, along with the successful completion of the AASP examination. This is not included nor guaranteed as a part of this certificate program.

1. Assessment and Intervention in Sport and Performance Psychology 18:844:617 **2. Sport and Performance Psychology Theory and Practice** 18:844:618 **3. Advanced Sport and Performance Psychology (Coming Soon)** 18:844:619
4. Civic and global citizenship, social justice, and cultural diversity *18:844:510^* ***Psychopathology*** *18:844:508^* ***Executive Coaching: Organizational Interventions at the Individual Level*** *18:829:565^* ***Psychology of Work and Careers*** *18:829:548^* *^One of these four courses, or as approved by Director*
5. Exercise Psychology *01:377:455* **Psychophysiology** *16:572:508* **Or other course to meet AASP K3 Sport Science Domain*
****Professional Practicum Placement I (optional)** **18:844:505** ****OPTIONAL**

^ One of the four courses are acceptable, or other courses that aligns with the AASP requirements and are approved by the Director.

*Sport Science courses depend on course offerings from Kinesiology

**Practicum is optional and possible for advanced students that apply and are accepted into the training program, only.

Certificate Program in Suicide Prevention, Practice, and Policy (GSAPP)

SUICIDE PREVENTION, PRACTICE, AND POLICY CERTIFICATE

The School of Public Health in collaboration with The Graduate School of Applied and Professional Psychology offers the first and only online certificate offered by a U.S. university that focuses exclusively on suicide prevention.

For application and additional information contact:

admissions@sph.rutgers.edu

Admission Requirements

Students are required to have completed an accredited undergraduate program in the U.S. or its equivalent and demonstrated academic achievement in an appropriate discipline.

The certificate is intended for working professionals and students in:

- **Healthcare:** Psychology, public health, social work, addiction, nursing, medicine
- **Social and criminal justice:** Law, public policy, social policy, social welfare, criminology
- **Organizational settings:** Corporations, the military, universities
- **Media:** Journalism, mass communications, social media

Curriculum and Learning Outcomes

This 12-credit program focuses on clinical, organizational, workplace, public health, and policy approaches to suicide prevention. This unique approach to suicide prevention education will ensure that learners acquire knowledge of the economic, political, commercial, and social determinants of suicide. The certificate will prepare learners to implement, evaluate, and critique suicide prevention strategies at a time when the U.S. is experiencing rising suicide rates.

Students can complete the certificate in two to three semesters, or they can plan a schedule for completing the courses over a two-year period (maximum timeframe). The online course offerings make it convenient to continue working or gain experience while earning the certificate.

Depending on the degree program and concentration, certificate courses may also be applied toward a degree at the Rutgers School of Public Health. Certificate holders must apply and be admitted to the degree program.

Learning Outcomes

- Identify novel policy levers, health services interventions, or community initiatives that could decrease the suicide rate.
- Summarize current evidence for individual-level suicide interventions and population-level suicide prevention strategies.
- Summarize gold standard assessment tools for suicide risk used in specific contexts.
- Evaluate the role of social, community, policy, or commercial factors in amplifying or mitigating suicide risk.
- Evaluate current knowledge about suicide with respect to diverse identities and communities.

Courses

Courses are all fully online.

- **HBSP 0682** - Understanding Suicide: Facts, Myths, & Solutions (3 cr.)
- **HBSP 0683** - Societal, Commercial, and Policy Determinants of Suicide (3 cr.)
- **HBSP 9512** - Evidence-Based Clinical Interventions for Suicide (3 cr.) *Cross-listed with 512:90 at Rutgers Graduate School of Applied and Professional Psychology*

- **HBSP 9513** - Suicide Risk Assessment Across Populations and Settings (3 cr.) *Cross-listed with 511:90 at Rutgers Graduate School of Applied and Professional Psychology*

Total Credits: 12

Graduates of CEPH-accredited schools and programs of public health may transfer up to six (6) credits towards a certificate program if earned within the past seven years with a grade of B or better and are deemed appropriate by the respective Certificate Program Coordinator.

Clinical Child, Adolescent, Family, and Pediatric Psychology (CCAFP) Concentration (GSAPP)

CLINICAL CHILD, ADOLESCENT, FAMILY, AND PEDIATRIC (CCAFP) CONCENTRATION AT GSAPP

I. Aim and Purpose

The purpose of Clinical Child, Adolescent, Family, and Pediatric Psychology (CCAFP) concentration at GSAPP is to promote the advancement of, and formalize the competencies for, graduate training in clinical child and adolescent psychology and pediatric psychology. Extant definitions of CCAFP include education and training for research and practice that brings together the basic tenets of professional and health service psychology with a thorough background in applied clinical sciences and practices focusing on children (defined as those under the age of 18 for the purpose of this concentration) and families.

Clinical child and pediatric psychologists conduct scientific research and provide psychological services to infants, toddlers, children, and adolescents, and their families. The research and practices conducted by clinical child and pediatric psychologists focus on understanding, preventing, diagnosing, and treating psychological, cognitive, emotional, social, behavioral, and family problems of children in a variety of settings, including inpatient and outpatient clinics, children's hospitals, schools, mental health centers, and other entities in the community. Of particular importance is a scientific understanding of the basic psychological needs of children and adolescents and how their influential social contexts, such as parents, peers, and teachers, influence socio-emotional adjustment, cognitive development, behavioral adaptation, and health status of children and adolescents. Training also includes inter-professional functioning with a range of mental health and health care professionals, including physicians, psychiatrists, nurses, social workers, dieticians, speech therapy and audiologists, among others. This CCAFP concentration recognizes a critical need for better documentation and further improvements of evidence-based assessments and treatments for the children, adolescents, and families served. Thus, a major emphasis of the formal training and practice will be guided by the most up-to-date empirical research base.

For greater information on the specialty of clinical child and adolescent psychology, and its place in the spectrum of psychological specialties, please go to: here.

Faculty Sponsors

Faculty Sponsors

Faculty Sponsors

CCAFP Faculty Sponsors

Brian Chu, Ph.D.

Erum Nadeem, Ph,D.

Competencies

Competencies

The CCAFP concentration aims to ensure that all CCAFP students have been exposed to, and have developed competencies appropriate for entry-level professionals in the following domains:

1. Human Development
2. Child and Adolescent Psychopathology/Developmental Psychopathology
3. Child and Adolescent Assessment
4. Youth-focused Intervention Approaches
5. Multiple Systems Influences on Youth Development and Functioning.
6. Individual, Familial and Community Diversity
7. Research relevant to child and adolescent populations, development, and developmental psychopathology.

Summary of Requirements

Summary of Requirements

Requirements for the CCAFP concentration are:

1. Successful completion (defined as obtaining grade of B or better) of at least six (6) courses that focus on clinical child and adolescent or pediatric psychology [examples below];
2. Satisfactory completion (defined as meeting all expectations for the professional competencies defined by the Clinical or School Program) of two (2) full-time clinical practica [defined below]; and
3. Successful completion of a doctoral dissertation (defined as successfully defending dissertation) that focuses on issues relevant to, or includes as samples of, child and adolescent populations.

Concentration Handbook

Concentration Handbook

CCAFP Concentration Handbook (detailed requirements)

Clinical Child, Adolescent, Family, and Pediatric Psychology (CCAFP) Concentration (GSAPP)

Requirements Checklist Form

Requirements Checklist Form

Visit here.

Community Psychology Concentration (GSAPP)

COMMUNITY PSYCHOLOGY CONCENTRATION

The Community Psychology concentration at GSAPP involves a number of related courses, practicum experiences, and research opportunities. Students can pursue this concentration through any of the existing doctoral programs: Clinical, Organizational, or School Psychology.

Community Psychology Concentration (GSAPP)

Definition of Community Psychology

Definition of Community Psychology

By integrating research with action, Community Psychology seeks to understand and enhance the quality of life of individuals, communities, and societies. Community Psychology approaches are characterized by collaboration with stakeholders, interventions that focus on prevention and wellness promotion, ecological and systems levels of analysis and action, an outreach versus waiting orientation, and a commitment to empowering underserved communities.

Community Psychology Concentration (GSAPP)

Requirements

Requirements

A. Practicum

The Community Psychology Practicum should take place over a minimum of one semester (approximately one day per week). Students should submit a proposal to the Community Psychology Concentration Practicum

Subcommittee. The proposal should include: (1) a statement of the purpose and goals of the practicum, (2) practicum site/setting, (3) student training goals, (4) a description of the supervisor's expertise that will support learning in the practicum, and (5) contributions to the community/organization.

B. Courses
1. Theoretical Foundations of Intervention: Systems

2. Program Evaluation
3. Psychological Interventions Ethnic & Racial Minority Clients and Families, Equity and Anti-Racism in Education, or Diversity and Racial Identity

Choice of **one** of the following:

- Adult and Organizational Learning & Change
- Family Therapy
- Consultation Methods
- Public Policy in Mental Health
- Course from another Rutgers unit such as Public Health or Ph.D. Psychology approved by CPC faculty.

C. Dissertation
A Community Psychology Dissertation is *encouraged* but not required. The topic would relate to Community Psychology. The dissertation committee would include at least one faculty member who has the expertise to guide the dissertation from a Community Psychology perspective.

Procedure for Declaring a Community Psychology Concentration
A form listing the requirements, with check boxes next to each, is to be completed by the student and signed by the Community Psychology Coordinator. The form is then inserted into the student's file, and the Coordinator keeps a roster of students who have declared the concentration.

Community Psychology Concentration (GSAPP)

Community Psychology Faculty

Community Psychology Faculty

German Cadenas, Ph.D.

Jamie Walkup, Ph.D.

Biographical Sketches

German Cadenas

Jamie Walkup

Health Psychology Concentration (GSAPP)

HEALTH PSYCHOLOGY CONCENTRATION

Health Psychology Specialization

The purpose of the health psychology specialization at GSAPP is to promote the advancement of, and formalize the competencies for, graduate training in clinical health psychology and integrated behavioral medicine. Health psychology applies psychological theory, methods, and treatment to understand and promote physical health. Health psychology is based on the biopsychosocial model, which posits that biological, psychological, and social processes are centrally and interactively involved in physical health and illness. This initially provocative premise has fueled major advances in psychology, medicine, nursing, and public health over the past 25 years.

Objectives

The concentration in health psychology has the following objectives:

1. Introduce students to the field of health psychology
2. Provide a range of coursework in theoretical, methodological, and applied areas of health psychology so that students can individualize their learning of particular areas of health psychology.
3. Encourage students to engage in health psychology-related research and applications and prepare them for careers in health psychology.

Health Psychology Faculty Sponsor

Kristen Riley, PhD

Competencies

Competencies

The health psychology concentration aims to ensure that all health psychology students have been exposed to and have developed competencies appropriate for entry-level professionals in the following domains:

1. Clinical health psychology
2. Behavioral medicine
3. Health psychology and behavioral medicine related intervention approaches (e.g., smoking cessation, cognitive behavioral therapy for insomnia [CBT-I])
4. Health disparities
5. Individual, familial, and community diversity
6. Dissemination and implementation science
7. Research relevant to health psychology and behavioral medicine populations

Summary of Requirements

Summary of Requirements

Requirements for the health psychology concentration differ for school and clinical psychology students and are:

1. Successful completion (defined as obtaining a grade of B or better) of at least three (3) courses that focus on clinical health psychology as described in the Concentration Handbook.
2. Satisfactory completion of required practicum experiences (defined as meeting all expectations for the professional competencies defined by the clinical or school program). Distinct requirements for clinical and school students are described in the Concentration Handbook.
3. Attendance to two interprofessional education events through the Office of Interprofessional Education.
4. Successful completion of a doctoral dissertation (defined as successfully defending dissertation) that focuses on issues relevant to, or includes as samples of, health psychology as described in the Concentration Handbook.

Health Psychology Concentration (GSAPP)

Requirements Checklist Form

Requirements Checklist Form

Health Psychology Concentration Requirements Checklist Form

Health Psychology Concentration (GSAPP)

Specialization Handbook

Specialization Handbook

Health Psychology Specialization at GSAPP Student Handbook Entry

Multicultural Psychology Concentration (GSAPP)

MULTICULTURAL PSYCHOLOGY CONCENTRATION

The multicultural psychology concentration offers students the opportunity to augment their multicultural education at the Graduate School of Applied and Professional Psychology by specializing in the provision of psychological services that are sensitive to individuals with differing worldviews. Through supervised training, coursework, applied work, research, and experiential learning, students learn specialized knowledge, skills, and

awareness of cultural dimensions that shape worldviews, such as race, ethnicity, age, gender identity and expression, sexual orientation, disability, socioeconomic status, nationality, language, and religious/spiritual orientation.

- **Procedure for Declaring a Multicultural Psychology Concentration**
  A form listing the requirements, with check boxes next to each, is to be completed by the student and signed by one of the multicultural psychology concentration program faculty sponsors. The form is then inserted into the student's file, and the faculty sponsors keep a roster of students who have declared the concentration. Once a year, students must update this form and submit it to the faculty sponsors.
- **Multicultural Faculty Sponsors**

Shalonda Kelly, Ph.D.

Multicultural Psychology Concentration (GSAPP)

Competencies

Competencies

1. Cultural Awareness and Knowledge of Self and Others: Students demonstrate awareness of how dimensions of culture and identity influence the beliefs, values, and assumptions of themselves and others, which consequently shape perceptions and interpersonal interactions. Students should also be familiar with theory and research related to multicultural psychology and diversity issues.

2. Culturally Appropriate Skills in Applied Psychological Practices: Students incorporate cultural awareness and knowledge into psychological skills in a variety of settings, including clinical, school, consulting, and organizational settings.

3. Research: Students are able to design and conduct research using methodology that incorporates issues of culture and diversity, as well as to critically evaluate research with respect to multicultural issues.

4. Organizational Change, Program Planning, and Policy Development: Students are engaged in activities that promote diversity in organizations, including the Graduate School of Applied and Professional Psychology, and facilitate the development of culturally informed policies.

Multicultural Supervision Course and/or Focus on our Diversity (FOOD) Groups

Multicultural Psychology Concentration (GSAPP)

Requirements

Requirements

A. Practicum Activities (Required)

Student should be involved with at least three of the following seven activities in practica. These can be done over several practica amounting to a total length of time of one year.

1. Psychological interventions with individuals, groups, families, couples from diverse backgrounds (e.g., age, SES, ethnicity, race, sexuality, etc.)
2. Assessments with individuals, groups, families, couples from diverse backgrounds (e.g., age, SES, ethnicity, race, sexuality, etc.)
3. Participate in didactic presentations on cultural competence
4. Supervision incorporating cultural competence
5. Outreach with culturally diverse groups
6. Provide consultation/training to other professionals around cultural issues
7. Plan, development, or evaluate programs to provide culturally informed psychological services

This practicum must be supervised by a professional with appropriate credentials and experience and is subject to approval by the multicultural concentration program faculty sponsors based on a brief student proposal of the practicum.

B. Multicultural Supervision Course: Two Semesters (Required)

Two semesters, one class meeting per week. The supervision will allow for case presentations and peer supervision of individual, couple, and/or group cases seen at various practica.

C. Courses (Required)

1. Core courses currently required for all GSAPP students -- choice of one of the following:
    1. Psychological Interventions with Ethnic Minority Clients and Families
    2. Diversity and Racial Identity
    3. Psychodynamic Therapy with Diverse Populations
    4. Treatment At-Risk Ethnic Minority Adolescents in Clinics and Schools
2. Systems Theory and Analysis (required of all students)
3. Choice of one of the following (not including one that has already been covered above)
    1. Psychological Interventions with Ethnic Minority Clients and Families
    2. Diversity and Racial Identity
    3. Psychodynamic Therapy With Diverse Populations
    4. Gender and Psychotherapy, *and* Gay, Lesbian, and Bisexual Issues (two courses for total of 3 credits)
    5. Program Planning and Evaluation
    6. Integrative Perspectives on Trauma
    7. Treatment At-Risk Ethnic Minority Adolescents in Clinics and Schools
    8. Crisis Intervention

**In addition, students are encouraged to obtain didactic instruction outside of GSAPP courses through attendance at conferences (e.g. Teacher's College Winter Roundtable, Boston Culture Conference, GSAPP Culture Conference).*

D. Multicultural Dissertation or Research (Required)

A multicultural psychology dissertation or research experience is required to build students' competency in multicultural research, which is one of the four major competencies of the concentration. The research experience may be met via a literature review on a multicultural topic, and the review can be done as part of a course requirement, such as the term paper for the Diversity and Racial Identity course. Or, the research experience may be met via participation in a research project with a faculty member or supervisor who has a multicultural focus. A dissertation should include a topic that is related to multicultural issues and be approved by the multicultural faculty sponsors.

E. Organizational Change and Policy Development (Recommended)

Students are encouraged to apply their knowledge and skills in promoting culturally informed organizational practices and policies. This may be done through various activities, such as taking on leadership roles in student groups at GSAPP, participating in the Committee on Diversity, or planning and evaluating programs around diversity, developing and implementing projects or policies related to culture and diversity at GSAPP, in their practica, or in their workplace.

F. Further Learning (Recommended)

Students are encouraged to engage in further learning by:

- Immersion in foreign language
- Participation in research projects involving multicultural issues
- Community service/volunteer work

Multicultural Psychology Concentration (GSAPP)

Requirements Checklist Form

Requirements Checklist Form

Multicultural Psychology Requirements Checklist form

Certificate in Applied Behavior Analysis (GSAPP)

CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

The Graduate School of Applied and Professional Psychology offers a certificate program in applied behavior analysis that meets the academic coursework requirements for Board Certification in Behavior Analysis (per the national Behavior Analyst Certification Board (BACB).

Note: In addition to the academic coursework offered by this certificate, individuals pursuing a BACB credential would also need a graduate degree, appropriate supervised experience, and passing grade on the national certification exam.

For application and additional information contact:

Professor SungWoo Kahng
Applied Psychology Department
s.kahng@rutgers.edu

Certificate in Applied Behavior Analysis (GSAPP)

Admission Requirements

Admission Requirements

Students are required to have been admitted to a graduate degree program in a related field (education, psychology) at any university.

Certificate in Applied Behavior Analysis (GSAPP)

Curriculum and Learning Outcomes

Curriculum and Learning Outcomes

Course content is directly related to the task list and knowledge/content areas required by the Behavior Analyst Certification Board (BACB). Course syllabi have been reviewed and approved by the BACB and given the status of Approved Course Sequence.

Required credits: 18

The applied behavior analysis classes are taught in a six-course sequence and are approved by the Behavior Analyst Certification Board (BACB) as meeting the academic requirements necessary for sitting for the certification exam. For information about the BACB's other requirements for certification visit here.

Learning Outcomes

The courses are designed to provide students with the necessary coursework requirements of the BACB. Students will acquire knowledge in the following essential content areas:

- Concepts and principles of behavior analysis
- Ethical and professional conduct
- Research methods in behavior analysis
    - Measurement
    - Data analysis
    - Experimental design
- Clinical applications of behavior analysis
    - Identification of the problem and assessment
    - Fundamentals of behavior change and specific behavior change procedures
    - Intervention and behavior change considerations
    - Behavior change systems
    - Implementation management and supervision

Courses	Course Numbers	Credits
Basic Principles of Behavior Analysis	18:820:513	3
Introduction to Analysis and Single Case Design	18:820:512	3
Ethics for Behavior Analysts	18:820:521	3
Applications of Behavior Analytic Principles: Changing Behavior	18:820:514	3
Applications of Behavior Analytic Principles: Functional Assessment and Treatment Development	18:820:516	3
Advanced Topics in Behavior Analysis: Teaching Children with Autism and Related Disorders	18:820:517	3
TOTAL		**18**

Degree Requirements (GSAPP)

DEGREE REQUIREMENTS

Psy.D. Degree Requirements

M.A.B.A. Degree Requirements

M.A.P. Degree Requirements

M.T.S.S. Degree Requirements

O.P. Degree Requirements

Clinical Psy.D. Degree Requirements (GSAPP)

CLINICAL PSY.D. DEGREE REQUIREMENTS

The doctor of psychology (Psy.D.) is the degree offered by the Graduate School of Applied and Professional Psychology. It is conferred in recognition of demonstrated excellence in professional practice, scholarship, and investigation and evaluation of a special area within the field.

Clinical Psy.D. Degree Requirements (GSAPP)

Credit Requirements

Credit Requirements

Entering Clinical PsyD students regardless of level, must devote a minimum of three years of full-time study, and one-year of a full-time APA-accredited pre-doctoral internship acquired through the National Match, to be eligible for the doctor of psychology (Psy.D.) degree. The Clinical Psy.D. requires a minimum of 93 academic credits and at minimum,1080 hours of supervised practica.

Clinical Psy.D. Degree Requirements (GSAPP)

Transfer of Credit and Residence Requirements for Advanced Students

Transfer of Credit and Residence Requirements for Advanced Students

Graduate courses completed at other institutions, if they would normally form a part of the student's field of concentration, may be accepted for credit toward the doctorate. The responsibility for requesting transfer of credit lies with the student, in consultation with their adviser. Research, independent study, internship, practicum, or courses with a grade lower than B are not transferable. A maximum of 30 graduate credits may be transferred.

Students Entering with Prior Graduate Education

For students entering the Rutgers school psychology program with prior graduate education, and who may desire to transfer credit/and or waive courses, the following policies and procedures are applicable:

1. Students who have completed master's degrees or other graduate education from other accredited universities may transfer up to 30 credits of graduate coursework and may waive any courses required in the Rutgers school psychology program they have completed.

2. Entering student requests for transfers and waivers are subject to the approval of school psychology faculty after review of syllabi and other written materials from courses that students wish to transfer or waive. Note that some school psychology courses have competency exams that must be passed for successful transfer or waiver.

3. All school psychology program requirements must be met through completion of coursework and fieldwork at Rutgers University or through transfer or waiver.

4. Entering students who obtain faculty approval to transfer and/or waive courses must complete at least 45 credit hours at Rutgers University including 12 credits of advanced practicum, 6 credits of advanced supervision, 6 credits of doctoral internship, and 9 credits of dissertation, as well as didactic courses chosen from unmet school psychology program course requirements or electives. The OP student must complete at least 42 credit hours at Rutgers University, 36 of which must be from within the OP program.

5. All approvals for transfer of credit and waiver of courses must be requested and approved using the Transfer of Credit and Application for Waiver of Required Course forms which are available from the school psychology program administrator.

Clinical Psy.D. Degree Requirements (GSAPP)

Scholastic Standing

Scholastic Standing

Clinical Psychology Program

The faculty may consider a student for possible termination from the school for any of the following: not meeting minimum levels of achievement in each course (i.e., earning less than a B), Incomplete (INC) which have not been remediated to completion, or No Credit (NC) in practica, supervisory courses, or internship; failure to meet criteria for profession wide competencies (PWCs), including unprofessional/unethical behavior; failure to pass any of the three (3) comprehensive examinations (general, clinical and oral); consistent inability to meet practitioner requirements as evidenced by faculty or supervisors' evaluations; or inability to complete a dissertation.

Clinical Psy.D. Degree Requirements (GSAPP)

Time Limits

Time Limits

A student who has earned a master's degree prior to enrollment in the professional school must complete all the requirements of the program within seven years of matriculating as a Graduate School of Applied and Professional Psychology (GSAPP) student.

A student admitted to the doctoral program at the bachelor's degree level must complete all requirements of the program within eight years of the first registration as a GSAPP student.

Extensions may be granted by the department faculty only under extraordinary conditions as detailed in the policy statement printed in the *Student Handbook of Policies and Procedures*. An approved leave of absence does not extend the time limitations for the degree.

Clinical Psy.D. Degree Requirements (GSAPP)

Program Proposal

Program Proposal

The program proposal is an outline of the student's anticipated progression through the Graduate School of Applied and Professional Psychology. All students receive a program proposal form, including applications for waivers of courses and for transfer of course credits, during the summer following admission. Advanced-level students meet with an adviser during their first semester to initiate their individual program proposal. Upon approval of

all waivers by course instructors and approval by the adviser, the proposal is sent for review and approval to the department chair and/or the program director (note that approval is granted by the program director in the Organizational Psychology program). Students entering at the beginning level complete the program proposal during the second semester of their second year and in the Clinical Psy.D. program it is a requirement for the comprehensive examinations.

Following this approval, the student's program may not be materially affected by modifications in staff personnel, program, or school policy. Minor adjustments, reflecting changes in the student's interests and needs, are accomplished through requests initiated with and approved by the student's adviser and department chair.

Clinical Psy.D. Degree Requirements (GSAPP)

Changes in Degree Requirements

Changes in Degree Requirements

The requirements for the doctor of psychology (Psy.D.) degree are intended to provide the strongest possible professional preparation for students undertaking these programs. Therefore, changes are necessary from time to time. Unless the revised requirements fundamentally alter the nature of the work required of the student, either quantitatively or qualitatively, they go into effect immediately.

Substantial alterations are never imposed on students proceeding at a normal rate of progress toward the completion of their work. Students are subject to new curriculum revisions unless they have an approved program proposal.

Clinical Psy.D. Degree Requirements (GSAPP)

Comprehensive Examination

Comprehensive Examination

The purpose of the comprehensive examination is to establish high standards of mastery for the integration of knowledge representing what should be known by professional psychologists and the ability to express that knowledge. Prospective candidates for the doctorate are not permitted to proceed to the comprehensive examination unless their record in coursework and supervision demonstrates evidence of satisfactory progress toward doctoral-level practice. This evidence consists of both grades from course instructors and written evaluations from supervisors

All candidates for the degree of doctor of psychology (Psy.D.) in clinical psychology are required to take the written segments of the comprehensive examination, which are administered each summer, as soon as a major portion of course requirements is completed. No student may take the comprehensive examination until an approved program proposal is on file. In the school psychology program, prior approval by the student's adviser is necessary.

The examination is composed of three parts:

1. The written general part applies to all Graduate School of Applied and Professional Psychology doctoral students and covers areas of knowledge common to the general field of professional psychology. Questions are solicited from and prepared by faculty from each program working jointly. The general part is given over multiple days.

2. The written program part is designed for students in the individual programs and requires knowledge of the particular discipline.

3. The oral specialty part, which is only required by the clinical Psy.D. program, examines a segment of the student's actual work with clients or consultees. The student is expected to present faculty examiners with a written, audio, and/or video of a work sample. The case write-up is to reflect the student's thinking and theoretical orientation. The examination generally lasts one to two hours.

The clinical Psy.D. program requires that the written general and program sections of the comprehensive examination in addition to the oral comprehensive examination be completed successfully before the student is permitted to apply for internship through the national match.

Clinical Psy.D. Degree Requirements (GSAPP)

Professional Dissertation

Professional Dissertation

Each candidate for the doctorate pursues, under faculty direction, an original investigation of a problem pertinent to professional psychological practice or knowledge and presents the results of this investigation in a dissertation. The proposed topic--the problem addressed and the strategy for dealing with it--must be shown to be professionally relevant, i.e., the potential contribution of the dissertation to improved understanding or constructive change in current practice must be explicitly established.

Many topics are suitable as dissertation projects, but may vary across the organizational, clinical and school psychology programs. Students in the Organizational Psychology program complete dissertations within the following categories: 1) Quantitative research study 2) Meta-analyses, and 3) Qualitative research study. School Psychology program complete dissertations within the following categories: 1) Quantitative research study 2) Meta-analyses, 3) Qualitative research study, 4) Systematic case study, and 5) Program Evaluation and Needs Assessment. Along with these five types, students in the Clinical Psychology program may complete dissertations within the additional categories: 1) Program Design, 2) Review of the literature, 3) Theoretical paper, and 4) Alternative approach.

GSAPP students have complete dissertations that are systematic analyses of community needs for professional services; systematic descriptions of services available to meet those needs; case studies of individuals, groups, or organizations in a framework that includes thorough scholarly exploration of the issues the case represents; studies of the technical properties of assessment procedures; studies of the processes of assessment or intervention; and studies of specified client populations.

GSAPP students have also completed dissertations that are conceptual analyses of theoretical, metatheoretical, methodological, or axiological issues in the assumptive foundations of practice; the design, implementation, and evaluation of programs likely to improve professional services; and experimental or quasi-experimental studies of the outcomes of alternative approaches to intervention.

Strategies of inquiry and modes of presentation will vary to suit the topics chosen. In all cases, however, a thorough evaluation of pertinent theoretical and empirical literature is required, and the inquiry must be conducted in the most rigorous and disciplined way that the subject matter and practical circumstances allow. The dissertation must

define clearly the scope as well as the limits of the inquiry. Presentation must be conceptually coherent, consistent with known empirical facts, articulated with prior literature on the topic, linguistically clear, and rhetorically persuasive.

The professional dissertation is assigned 9 credits. The "size" is to be an approximation of the time and effort demands of three core courses (9 credits). As a benchmark, the quality of each dissertation must be sufficiently high to merit publication in an appropriate outlet. The dissertation requirement reflects the Graduate School of Applied and Professional Psychology's understanding that high-quality scholarship is an integral part of professional psychology.

Students may begin the dissertation at any point in the program, but cannot proceed to the oral defense of the dissertation until they have successfully completed the comprehensive examinations.

Clinical Psy.D. Degree Requirements (GSAPP)

Student Handbook

Student Handbook

The *Student Handbook of Policies and Procedures* for the Graduate School of Applied and Professional Psychology is available online. This handbook details information on course-related matters, internship and practicum procedures, university regulations, and departmental and degree requirements.

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

PSY.D. PROGRAM IN SCHOOL PSYCHOLOGY (DEPARTMENT OF SCHOOL PSYCHOLOGY)

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

Program Purpose and Philosophy

Program Purpose and Philosophy

The doctor of psychology (Psy.D.) program in school psychology at the Graduate School of Applied and Professional Psychology (GSAPP) of Rutgers, The State University of New Jersey, prepares doctoral-level psychologists for professional practice with children and youth in schools and other community settings. We emphasize integration of scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations.

The school psychology program is based on the Psy.D./Practitioner-Scholar model of training, initially developed at the 1973 Vail Conference on Levels and Patterns of Professional Training in Psychology. This model places primary emphasis on delivery of psychological services and on the evaluation and improvement of services. The program

emphasizes professional practice based on an understanding of research-supported knowledge in the discipline. The program supports a view of professional school psychology practice that is guided by knowledge of the theory and research related to school psychology and by data-based decision-making in the practice setting.

The school psychology program educates and trains graduate students to think psychologically and systematically about the nature of schooling, using a science-based approach to the design, implementation, and evaluation of practices, programs, and services at the individual, group, and organizational levels, in order to support the emotional, social, and academic development of students in schools. School psychology faculty members believe that school psychological service delivery should be grounded in research findings that professional practices or programs are likely to contribute to beneficial results for clients. In addition, faculty members believe that decision-making about initiating, maintaining, modifying, and terminating practices, programs, and services should be data-based and therefore reflective of the individual needs and goals of clients. Throughout the program's curriculum, theoretical and research foundations are integrated with practice issues and didactic training is integrated with field experiences, in part, to emphasize the relationship between science and practice.

Faculty members of the school psychology program educate and train students to provide school psychological services that are referenced to educational and psychological needs and are evidence-based, culturally sensitive, collaborative, and coordinated with other school practices, and informed by literatures on systems and organizational functioning. The program promotes use of an approach to professional practice that includes data-based clarification of needs and concerns, in which evidence is evaluated in terms of its technical reliability, validity, and scientific meaningfulness, and the practitioner seeks to understand the problem or task within a theoretical framework. The social/organizational context is understood as a critical dimension of professional service delivery. Evaluation of the results of professional activity is seen as an essential component of professional practice. Social responsibility of the school psychologist is also emphasized as it relates to issues such as diversity and social justice.

School psychologists trained in this manner will understand: a) how to provide effective research-based interventions for individual students with an emphasis on addressing emotional, social, and/or behavioral problems that impede learning; and b) how to work with teachers, school administrators, and other stakeholders to develop classroom, school, and other learning environments that promote healthy psychological development and educational achievement.

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

Sample Four-Year School Psychology Program

Sample Four-Year School Psychology Program

First Year

Fall Semester

18:820:507 Learning Theory and Cognitive Behavior Foundations (3)
18:826:532 Basic Therapeutic Strategies with Children and Adolescents (3)
18:826:543 Human Development (3)
18:820:563 Child Psychopathology

18:826:630 Cognitive Assessment (3)
18:826:550 Introduction to School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:503 Theoretical Foundations: Analytical (2) (first 10 weeks)
18:820:508 Systems Theory and Analysis (3)
18:820:565 Adult Psychopathology (3)
18:820:631 Social-Emotional/Behavioral Personality Assessment: Child (3)
--: ---: --- Required Diversity course or Elective (3)
18:820:689 Professional Practicum Placement (3)
18:826:506 Practicum Group Supervision (1)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:622 Biological Bases of Human Behavior (3)
18:826:555 Exceptional Children in the School, Family, and Community (3)

TOTAL CREDITS: 6

Second Year

Fall Semester

18:820:581 Statistical Methods and Design Analysis (3)

--: ---: --- Required Diversity course or Elective (3)
18:826:557 Psychoeducational Foundations of Learning Disabilities* (3)
18:826:602 School-Based Psychological Interventions (3)
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:550 History & Systems of Psychology (3)
18:820:585 Advanced Statistics and Research Design (3)
18:826:544 Pediatric Behavioral Medicine (3)
18:826:612 Consultation Methods (3)

18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:613 Professional Ethics Standards (3)

18:820:701 Dissertation in Professional Psychology (3)

TOTAL CREDITS: 6

Third Year

Fall Semester

18:826:609 Learning and Academic Interventions: Research to Practice (3)
18:826:558 Adult and Organizational Learning & Change: Effective Program Planning and Implementation (3)
18:820:701 Dissertation in Professional Psychology (3)
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 15.5

Spring Semester

18:826:616 Program Evaluation (3)
18:820:702 Dissertation in Professional Psychology (3)
--: ---: --- Required Diversity course or Elective (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 15.5

Fourth Year

Fall Semester

18:826:631 Internship in School Psychology (3)

Spring Semester

18:826:632 Internship in School Psychology (3)

Sample Five-Year School Psychology Program

Sample Five-Year School Psychology Program

Please note that the follow program is an example of a five-year program, which allows for enrichment through additional courses, research, and/or extra paid practica. We encourage such programs for their training value.

First Year

Fall Semester

18:820:507 Learning Theory and Cognitive Behavior Foundations (3)
18:826:532 Basic Therapeutic Strategies with Children and Adolescents (3)
18:826:543 Human Development (3)
18:820:563 Child Psychopathology (3)
18:826:630 Cognitive Assessment (3)
18:826:550 Introduction to School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:503 Theoretical Foundations: Analytical (first 10 weeks) (2)
18:820:508 Systems Theory and Analysis (3)
18:820:565 Adult Psychopathology (3)
18:820:631 Social-Emotional/Behavioral/Personality Assessment: Child (3)
--: ---: --- Required Diversity course or Elective (3)
18:820:689 Professional Practicum Placement (3)
18:826:506 Practicum Group Supervision (1)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:622 Biological Bases of Human Behavior (3)
18:826:555 Exceptional Children in the School, Family, and Community (3)

TOTAL CREDITS: 6

Second Year

Fall Semester

18:820:581 Statistical Methods and Design Analysis (3)

--: ---: --- Required Diversity course or Elective (3)

18:826:557 Psychological Foundations of Learning Disabilities* (3)
18:826:602 School-Based Psychological Interventions (3)
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Spring Semester

18:820:550 History & Systems of Psychology (3)
18:820:585 Advanced Statistics and Research Design (3)
18:826:544 Pediatric Behavioral Medicine (3)
18:826:612 Consultation Methods (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 18.5

Summer Semester

18:820:613 Professional Ethics Standards (3)

TOTAL CREDITS: 3

Third Year

Fall Semester

18:826:609 Learning and Academic Interventions: Research to Practice (3)
18:826:558 Adult and Organizational Learning and Change: Effective Program Planning and Implementation (3)
--: ---: --- Required Diversity course or Elective (3) **Can be taken any semester in the 3rd or 4th years**
18:820:689 Professional Practicum Placement (3)
18:826:605 Advanced Practicum Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

TOTAL CREDITS: 15.5

Spring Semester

18:826:616 Program Evaluation (3)
18:820:702 Dissertation in Professional Psychology (3)
18:820:689 Professional Practicum Placement (3)
18:826:606 Advanced Supervision in School Psychology (3)
18:821:543 General GSAPP Clinic (0.5)

--: ---: --- Required Diversity course or Elective (3) **Can be taken any semester in the 3rd or 4th years**

TOTAL CREDITS: 15.5

Fourth Year

Fall Semester

18:820:701 Dissertation in Professional Psychology (3)
18:820:689 Optional Advanced Practicum (Credits Not Required (NR) for degree) (3 NR)

TOTAL CREDITS: 3

Spring Semester

18:820:702 Dissertation in Professional Psychology (3)
18:820:689 Optional Advanced Practicum (Credits Not Required (NR) for degree) (3 NR)

TOTAL CREDITS: 3

Fifth Year

Fall Semester

18:826:631 Internship in School Psychology (3)

TOTAL CREDITS: 3

Spring Semester

18:826:632 Internship in School Psychology (3)

TOTAL CREDITS: 3

Psy.D. Program in School Psychology (Department of School Psychology) (GSAPP)

Internship Placements and Supervisors--School Psychology Psy.D. Program

Internship Placements -School Psychology Psy.D. Program

APA Approved

- Mount Sinai Morningside & West New York, NY Child Track
- Jewish Child Care Association (JCCA) Brooklyn, NY
- Rutgers Biomedical and Health Sciences Newark, NJ
- New Alternatives for Children-Art 31 Mental Health New York, NY

- Johns Hopkins All Children's Hospital Saint Petersburg, FL
- CARES New York, NY
- Achieve Behavioral Health Airmont, NY School/Child Specialization
- ANDRUS Yonkers, NY Child Outpatient
- The School at Columbia University/CST New York, NY
- Center for Anxiety New York, NY CBT/DBT Focus
- Westchester Jewish Community Services Hartsdale, NY
- Kennedy Krieger/Johns Hopkins/Behavioral Psych Baltimore, MD
- Mount Sinai Hospital/Adolescent Health Center New York, NY
- Nationwide Children's Hospital Columbus, OH
- Audrey Hepburn Children's House/Hackensack Univ MC Hackensack, NJ
- Hennepin Healthcare Minneapolis, MN Child Track
- Auburn University Auburn, AL General Track
- Rochester Institute of Technology-CHST Rochester, NY
- Pittsburgh Psychology Internship Consort (P-PIC) Pittsburgh, PA

GSAPP Approved

- Westchester Institute for Human Development Valhalla, NY
- Sommerville Public Schools, New Jersey
- South Brunswick Public Schools, New Jersey
- The Haven, Piscataway, New Jersey
- The Shepard Schools, New Jersey
- Mount Sinai Division of ADHD, Learning Disabilities, and Related Disorders
- The Quad Prep, NY

Practicum Placements

Practicum Placements

School Psychology Psy.D. Program 2021
Practicum Placements
Rutgers, The State University of New Jersey

Achieve Behavioral Health
Baker Street Behavioral Health
Behavioral Care Center of New Jersey
Brooklyn Learning Center
Caring Cove
Center for Anxiety
Center for Anxiety and Behavior Therapy (CABT)
Center for Hearing and Communication
Chemed Health Center: Center for Health Education, Medicine, & Dentistry
Child Mind Institute - ADHD and Behavior Disorders Center
Child Mind Institute - Anxiety Disorders Center
Child Mind Institute - Autism Clinical Research
Child Mind Institute - Mood Disorders Center
Child Mind Institute - Neuropsychology Externship
Child Mind Institute: Learning and Development Center
Cognitive & Behavioral Consultants of Westchester and Manhattan, LLP
College of Staten Island (CUNY) Counseling Center
Columbia University Irving Medical Center
Community Assistance Resources and Extended Services, Inc.
Cooper Neurological Institute
Devereux Advanced Behavioral Health
Douglass Developmental Disabilities Center (DDDC)
East Jersey State Prison, Rutgers UBHC
Envisage Neuropsychology PC
Growing Minds Psychology
GSAPP - Children (and Families) Healing After Trauma - CHAT
GSAPP - Couples Clinic

GSAPP - Health Psychology Clinic
GSAPP - Paraprofessional Coaching Project
GSAPP - Path Project
GSAPP - Sports Psychology Clinic
GSAPP & DDDC - Chinese Immigrant Parents Autism Support Group
GSAPP Center for Youth Social Emotional Wellness (CYSEW) - ACCESS
GSAPP- ADHD Clinic
GSAPP- NJ Hope and Healing- FEMA Grant
GSAPP- Psychological Services Clinic
GSAPP- Youth Anxiety and Depression Clinic
GSAPP-Tourette's Syndrome Clinic
Home for Anxiety, Repetitive Behaviors, OC and Related Disorders (HARBOR)
International Rescue Committee (Elizabeth NJ)
Jewish Child Care Association (JCCA) - Residential Care
Kean University Counseling Center
Krasner Psychological Center Stony Brook University
Metro Regional Diagnostic and Treatment Center (RDTC)
Metropolitan Detention Center-Brooklyn
Metropolitan Center for Mental Health: Families and Individuals in Recovery (FAIR)
Metropolitan Detention Center-Brooklyn
Mid-Hudson Forensic Psychiatric Center
Navesink Psychological Services
Neurabilities/CNNH NeuroHealth
North Shore Psychological Services
Office of Mental Health, New York State
Rising Ground
Rutgers - EOHSI Clinical Center - World Trade Center Health Program,

Rutgers - LifeSpan ASD Lab
Rutgers - RWJ - The Boggs Center on Developmental Disabilities
Rutgers - The Cancer Institute of New Jersey
Rutgers Center for Adult Autism Services
Rutgers University Behavioral Health Care--Newark
Seton Hall University Counseling and Psychological Services
Sheltering Arms
Stress and Anxiety Services of New Jersey
SUNY Purchase Counseling Center
The Baker Center for Children and Families: Center for Effective Therapy (CET)
The Leaguers
Westchester Institute for Human Development
Westchester Jewish Community Services
Worrywell Collective
Youth Development Clinic (YDC)

M.A.B.A. Degree Requirements (GSAPP)

M.A.B.A. Degree Requirements

Students in the Master of Applied Behavior Analysis (M.A.B.A.) program will complete a 42-credit curriculum designed to provide a strong foundation in the scientific principles of behavior analysis, along with specialized training in applied behavior analysis (ABA). The program reflects the school's mission by emphasizing civic and global responsibility, social justice, and cultural diversity.

This comprehensive course of study equips students to make socially significant behavioral changes and to apply single-case research methods to examine environmental influences on human behavior. Students will also gain expertise in behavioral assessment and intervention strategies while completing a full academic year of practicum experience.

The M.A.B.A. program prepares graduates with the theoretical knowledge, critical thinking, and problem-solving skills needed for success in both professional and academic settings. Students will develop clinical competencies aligned with careers in ABA and Board Certified Behavior Analyst (BCBA) certification. Additionally, they will have opportunities to engage in scholarly activities that enhance their competitiveness for doctoral-level programs in ABA and related fields.

Overall, students will build a solid foundation in behavior analysis, enriched by experiential learning through practicum or research. This integrated approach supports both personal and professional growth in the ABA field.

M.A.B.A. Degree Requirements (GSAPP)

Scholastic Standing

Scholastic Standing

A student may be considered for dismissal from the program for any of the following reasons:

- Receiving two grades of C, Incomplete (not remediated), or No Credit (NC)

- Consistent failure to meet practitioner requirements, as documented by faculty or supervisor evaluations

- Inability to complete the Capstone Project or Thesis

M.A.B.A. Degree Requirements (GSAPP)

Capstone Project or Thesis

Capstone Project or Thesis

Students may choose to complete either a Capstone Project or a Thesis:

Capstone Project:

This option includes a curriculum review and submission of a clinical portfolio. The curriculum review prepares students for the BCBA exam, culminating in a practice exam. The clinical portfolio highlights students' clinical accomplishments throughout the program.

Thesis:

This is an original research project conducted under faculty mentorship. Students will develop a research question, submit a proposal for approval, conduct the study, write a manuscript, and defend their thesis. The project should be of a quality suitable for presentation at a national conference and ideally for publication in a peer-reviewed journal.

M.A.B.A. Degree Requirements (GSAPP)

Professional Practicum

Professional Practicum

All M.A.B.A. students must complete a 450-hour professional practicum. Practica are field-based training experiences conducted at either internal GSAPP placements or approved external sites, under the supervision of qualified practitioners. These experiences are tailored to each student's training level, completed coursework, and site-specific opportunities.

The primary goal of the practicum is to bridge academic learning with real-world application. Students gain hands-on experience applying classroom concepts and benefit from direct mentorship by experienced professionals.

M.A.B.A. Degree Requirements (GSAPP)

Student Handbook

Student Handbook

The ***Student Handbook of Policies and Procedures*** for the Graduate School of Applied and Professional Psychology is available online. It contains detailed information on coursework, internship and practicum procedures, university regulations, and degree requirements.

M.A.P. Degree Requirements (GSAPP)

M.A.P. DEGREE REQUIREMENTS

Students enrolled in our program will earn a 42-credit Master of Applied Psychology (M.A.P.) degree, designed to provide a strong foundation in the scientific principles of psychology, along with specialized training in applied psychological practices. The curriculum reflects the mission of our school by emphasizing civic and global responsibility, social justice, and cultural diversity. This comprehensive course of study equips students with the knowledge to understand both individual and group behavior. It also develops their ability to apply quantitative and qualitative research methods to examine the physical and environmental factors influencing human behavior. Additionally, students will gain an introductory understanding of behavioral assessment and intervention strategies for psychological disorders while completing a full academic year practicum.

The M.A.P. program prepares graduates with the theoretical knowledge, critical thinking, and problem-solving skills necessary for success in both professional and academic settings. Students will have opportunities to engage in scholarly activities that enhance their competitiveness for doctoral-level programs in psychology and related fields, as well as for careers aligned with a master's-level education in applied psychology.

Overall, students will build a solid foundation in psychological theory, complemented by experiential learning through research or practicum experiences. This integrated approach supports both personal growth and professional development in the diverse fields of applied psychology.

M.A.P. Degree Requirements (GSAPP)

4+1 Bachelor of Arts/Master of Applied Psychology (M.A.P.) Program

4+1 Bachelor of Arts/Master of Applied Psychology (M.A.P.) Program

The 4+1 bachelor of arts/master of applied psychology (B.A./M.A.P.) program allows undergraduate students to take a minimum of 6 graduate credits during their senior year of undergraduate studies. Students interested in pursuing an advanced career in psychology or obtaining a doctorate in psychology in the future can apply to the program during their junior year, and can obtain their bachelor's and master's degrees in five years total.

The B.A./M.A.P. program will allow students to

1. accelerate their training through advanced standing;

2. receive graduate-level training with options for specialization in certificate programs such as Certified Alcohol and Drug Counselor (CADC) and eligibility to pursue the licensure level known as the Licensed Alcohol and Drug Counselor (LADC) and Applied Behavior Analysis (BACA);
3. receive curricular instruction, practicum, and applied research experience needed to be prepared for competitive admission criteria for doctoral level studies; and
4. reduce the cost of their graduate education.

M.A.P. Degree Requirements (GSAPP)

Transfer of Credit and Residence Requirements for Advanced Students

Transfer of Credit and Residence Requirements for Advanced Students

Graduate courses completed at other institutions, if they would normally form a part of the student's field of concentration, may be accepted for credit toward the doctorate and master's degrees. Transfer of credit cannot be granted until the student has completed at least one full semester of coursework at the Graduate School of Applied and Professional Psychology with satisfactory grades. The responsibility for requesting transfer of credit lies with the student, in consultation with his or her adviser. Research, independent study, internship, practicum, or courses with a grade lower than B are not transferable. A maximum of 9 graduate credits may be transferred.

M.A.P. Degree Requirements (GSAPP)

Scholastic Standing

Scholastic Standing

The faculty may consider a student for possible termination from the school for any of the following: two grades of C, Incomplete (which have not been remediated to completion), or No Credit (NC); consistent inability to meet practitioner requirements as evidenced by faculty or supervisors' evaluations; or inability to complete the Capstone Project.

M.A.P. Degree Requirements (GSAPP)

Time Limits

Time Limits

A student who has earned a bachelor's degree prior to enrollment in the professional school must complete all the requirements of the program within two years of matriculating as a Graduate School of Applied and Professional Psychology (GSAPP) student. A student admitted to the master's program at the bachelor's degree level must complete all requirements of the program within two years of the first registration as a GSAPP student. Extensions may be granted by the department faculty only under extraordinary conditions as detailed in the policy statement printed in the ***Student Handbook of Policies and Procedures***. An approved leave of absence does not extend the time limitations for the degree.

M.A.P. Degree Requirements (GSAPP)

Capstone Project

Capstone Project

The Capstone Project involves both an electronic portfolio submission and time article analysis. The electronic portfolio is an opportunity for master's students in the applied psychology program to highlight their accomplishments over the course of their studies. Graduate students compile items from their studies illustrating successful completion of the master of applied psychology degree program. Examples of items include the curriculum vitae (CV), work samples, advanced certification trainings, and other files that pertain to the field of applied psychology outlined by a program rubric. Students also complete a timed article analysis to demonstrate competency in evaluating peer reviewed psychology articles. Students have the opportunity to complete an honors capstone project as an elective, in which students engage in research design, data collection, and the synthesis of findings, culminating in a research paper and/or a poster presentation.

M.A.P. Degree Requirements (GSAPP)

Student Handbook

Student Handbook

The ***Student Handbook of Policies and Procedures*** for the Graduate School of Applied and Professional Psychology is available online. This handbook details information on course-related matters, internship and practicum procedures, university regulations, and departmental and degree requirements.

M.A.P. Degree Requirements (GSAPP)

Professional Practicum

Professional Practicum

All MAP students complete a 450 hour professional practicum. Practica are defined as field-based training experiences, conducted either through internal placements at GSAPP or external sites, under the close supervision of qualified practitioner supervisors. These experiences are tailored to each student's level of training, completed coursework, and the opportunities available at the practicum site. The primary goal of practica is to bridge academic learning with real-world application. Students gain hands-on experience by applying concepts and skills learned in the classroom, while also benefiting from direct mentorship by experienced field professionals.

M.T.S.S. Degree & Certificate Requirements (GSAPP)

M.T.S.S. DEGREE & CERTIFICATE REQUIREMENTS

To successfully complete the MAP-MTSS program, students must earn a minimum grade of B or higher in all required coursework. The program consists of three foundational courses and five elective courses, totaling 24 graduate credits. Upon completion of these courses, students will engage in a 6-credit applied Capstone Project, which serves as an opportunity to synthesize and apply the knowledge and skills acquired throughout the program.

MAP-MTSS Capstone Project

MAP-MTSS Capstone Project

The MAP-MTSS Capstone Project serves as a culminating experience that demonstrates a student's mastery of knowledge, skills, and competencies developed throughout the program. The project includes both written and applied components and is designed to reflect each student's ability to analyze, assess, and contribute meaningfully to MTSS implementation in educational settings.

The Capstone is completed across two semesters and consists of four sequential phases:

1. Problem Identification and Literature Review
2. MTSS Framework Assessment
3. Program Proposal Development
4. Final Capstone Submission and Presentation

Each phase builds upon the last, resulting in a comprehensive and practice-oriented project that prepares students for advanced roles in MTSS leadership and consultation.New subpage content

MTSS Certificate Completion Requirements

MTSS Certificate Completion Requirements

To earn the MTSS Certificate, students must successfully complete six required courses, totaling 18 graduate credits. A minimum grade of B or higher is required in each course to demonstrate satisfactory academic performance and meet program standards.

Grading Policy

Grading Policy

Students enrolled in the MTSS program are required to earn a grade of B or higher in all courses and must maintain a minimum cumulative GPA of 3.0 throughout the program. Students who do not meet these academic standards will be subject to academic remediation, which may include the development of a formal improvement plan in consultation with faculty advisors.

The grading scale for MTSS courses:

A	Outstanding
B+	Intermediate grade
B	Good
C	Grades of C do not count towards graduation or certification
F	Failing
INC	Incomplete

Incomplete Grades: Students are expected to complete all course requirements within the designated timeframe outlined in each syllabus. Incomplete grades are generally discouraged and are only considered under exceptional circumstances. To be eligible for an incomplete, students must have completed at least 75% of the coursework. Requests for an incomplete will only be considered in cases of significant health-related or personal emergencies, and students must formally request an extension with appropriate documentation.

M.T.S.S. Degree & Certificate Requirements (GSAPP)

Academic Standing: Warnings, Probation, and Dismissal

Academic Standing: Warnings, Probation, and Dismissal

Students who earn a grade of C or lower in a required course will receive a written notice and must retake the course, earning a minimum grade of B. Accumulating two or more grades of C or below may result in placement on academic probation. In such cases, the student will be required to follow a formal academic improvement plan. Continued academic difficulties may result in suspension or dismissal from the program.

M.T.S.S. Degree & Certificate Requirements (GSAPP)

MTSS Advising

MTSS Advising

Upon entry into the program, each student is assigned a faculty advisor. Students are expected to meet with their advisor every semester to discuss academic progress and professional development. In addition, faculty hold regular office hours each semester and students are encouraged to take advantage of this time for additional support and guidance.

Organizational Psychology Degree Requirements (GSAPP)

ORGANIZATIONAL PSYCHOLOGY DEGREE REQUIREMENTS

The practice of organizational psychology (OP) consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase overall well-being. Organizational psychologists work within the context of organizations, although interventions may focus on individuals, pairs of individuals, groups, combinations of groups, or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation of intervention(s), and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service-delivering and product-generating organizations from the public, private, for-profit, and not-for-profit sectors of society. The curriculum provides training in general graduate applied psychology, core organizational psychology, and then advanced and experiential organizational psychology.

Students enrolled in the OP PsyD program must earn 72 credits and students enrolled in the OP PsyM program must earn 42 credits. The OP programs bridge science and application, equipping graduates with competencies that traverse professional, organizational, and national cultural boundaries by emphasizing theory to guide practice and practice to guide theory, always with the focus on creating and promoting a human-centered high-performance workforce and healthy organizations. The curriculum meets guidelines presented by Society for Industrial and Organizational Psychology and European Network of Organizational Psychologists Reference Model, and draws on essential competencies identified in Organizational Development Network. Students earning a PsyM in OP are ready for the practitioner workforce and earning a PsyD in OP supports students wishing to advance their studies and also contribute to teaching and research. PsyM students develop foundational skills in quantitative and qualitative research methods and statistics, whereas PsyD students continue toward advanced statistics and research design.

Transfer of Credit and Residence Requirements for Advanced Students

Transfer of Credit and Residence Requirements for Advanced Students

Graduate courses completed at other institutions, if they would normally form a part of the student's field of concentration, may be accepted for credit toward the doctorate and master's degrees with approval of the OP program director. Transfer of credit *may not* be granted until the student has completed at least one full semester of

coursework at the Graduate School of Applied and Professional Psychology with satisfactory grades (B or better). Only coursework taken within the last seven years *may* be eligible for transfer. The responsibility for requesting transfer of credit lies with the student, in consultation with his, her, or their adviser. Courses with a grade lower than B are not transferable. Independent study (including research), internship, and practicum are not transferrable. Students wishing to complete only a PsyM degree in the OP program may be eligible to transfer up to 12 graduate credits. A maximum of 30 graduate credits may be transferred toward the PsyD. Students transferring more than 12 graduate credits from a program other than GSAPP's OP program, while working toward the PsyD, *may* ***not*** also earn a PsyM in OP from Rutgers. Students earning a PsyM in OP at Rutgers may transfer all credits (with grades of B or better) toward the PsyD, as long as all the coursework was completed within the last seven years and no more than 12 credits applied to the PsyM were brought in from external institutions. A request to transfer credits is evaluated and approval granted by the program director. A transfer request may be denied even if endorsed by a faculty member.

Organizational Psychology Degree Requirements (GSAPP)

Academic Standing

Academic Standing

The faculty may consider a student for possible termination from the program for any of the following: two grades of C or lower, Incomplete (which have not been remediated to completion), or No Credit (NC); consistent inability to meet academic requirements as evidenced by faculty or supervisors' evaluations; or, for PsyD students, inability to pass the Comprehensive exam, dissertation proposal, or dissertation defense. Students may also be dismissed for unprofessional behavior after one verbal and two written warnings. Students must comply with Rutgers policies on academic integrity. Violation of such rules are grounds for dismissal. Faculty may fail a student from a course for violation of academic integrity.

Organizational Psychology Degree Requirements (GSAPP)

Time Limits

Time Limits

Students admitted into the OP PsyM program have six (6) years to complete it from the time of matriculation into the OP PsyM degree program as a Graduate School of Applied and Professional Psychology (GSAPP) student. Students admitted into the OP PsyD program have eight (8) years to complete their OP PsyD from the time they matriculate into the OP PsyD degree program as a GSAPP student. [*Note*. Students entering the PsyD program with a Master's degree have seven (7) years to complete the PsyD. Students admitted into the PsyD program who take six years to complete the PsyM in OP have only two years remaining to complete the PsyD.] Extensions may be granted by the program faculty only under extraordinary conditions as detailed in the policy statement printed in the ***Student Handbook of Policies and Procedures***. An approved leave of absence does not extend the time limitations for the degree.

Organizational Psychology Degree Requirements (GSAPP)

Experiential Learning

Experiential Learning

The OP program offers two experiential learning pathways in addition to experiential learning activities in the environment of an organized course. These pathways include individual studies and internship. Individual studies may include independent study, structured study, or independent research. Internship consists of a clearly defined experience in which a student has responsibility over a project from its inception through to completion. An internship is roughly 10-12 hours per week for 15 weeks (total of about 180 hours per semester). All students must complete an individual studies form with their advisor or faculty supervisor, and, if interning, the individual studies form must be agreed upon and signed by the internship site supervisor.

Organizational Psychology Degree Requirements (GSAPP)

Comprehensive Examination

Comprehensive Examination

At the end of an OP doctoral student's second year (assuming full-time course of studies for two years), the student will be required to complete a comprehensive exam. Only upon passing the comprehensive exam will the student be eligible to begin the dissertation proposal. Comprehensive examination will be administered in the summer before the student's third year (assuming the student is full-time).

Organizational Psychology Degree Requirements (GSAPP)

Dissertation

Dissertation

Students in the PsyD program will prepare a dissertation under the supervision of an OP faculty member and a second reader from GSAPP. A second reader who is not from GSAPP may be considered with approval by the majority of OP faculty.

Organizational Psychology Degree Requirements (GSAPP)

Additional Program Requirements

Additional Program Requirements

All OP graduate students (PsyM and PsyD) must attend in-person all new student orientation(s) their first year and all low residency programs (each year). Students are responsible for covering their costs associated with travel, food, and lodging. Failure to participate in low residency may result in dismissal from the program. Low residency is typically held just before or just after spring break.

Organizational Psychology Degree Requirements (GSAPP)

Student Handbook

Student Handbook

The ***Student Handbook of Policies and Procedures*** for the Graduate School of Applied and Professional Psychology is available online. This handbook details information on course-related matters, internship procedures, university regulations, and departmental and degree requirements.

Course Requirements

Course Requirements

Students must complete at least 72 credits following the OP curriculum.

General Psychology:

1. Biological Bases of Behavior (3 credits)

Core OP courses (30 credits) include (3 credits each):

1. Organizational Psychology: Science & Practice
2. Introduction to Personnel and Work Psychology
3. Introduction to Organization Development
4. Cross-Cultural Organizational Psychology
5. Occupational Stress & Health Psychology
6. Ethics in OP/OD Research & Consulting
7. Organizational Diagnosis & Cultural Dynamics
8. (Applied) Systems Theory & Analysis
9. Research Methods & Statistics I
10. Foundations of Qualitative Research for the OP

Distributed courses (12 credits) covering selections from:

1. Area 1: Industrial, Work, and Organizational Psychology (two 3-credit courses)

and

2. Area 2: OP/OD Practice (two 3-credit courses)

Advanced and Experiential Organizational Psychology courses (18 credits):

1. Research Methods & Statistics II (3 credits)
2. Research Methods & Statistics III (3 credits)
3. Experiential Learning (internship, independent research) (3 to 9 credits)
4. Dissertation (9 to 15 credits)

Electives (three 3-credit courses for a total of 9 credits)

Students may request (from the program director) approval to take up to nine credits of graduate courses outside of the Organizational Psychology program. There is no automatic guarantee that approval will be granted.

Admission (GSAPP)

ADMISSION

Clinical Psy.D. Admission Procedures

School Psy.D. Admission Procedures

Psy.D. Admission Procedures

M.A.P. Admission Procedures

M.A.B.A. Admission Requirements

M.T.S.S. Admission Requirements

O.P. Admission Requirements

General Qualifications for Admission

Special Students

Financial Offers and Acceptance Decisions

Clinical Psy.D. Admission Procedures (GSAPP)

CLINICAL PSY.D. ADMISSION PROCEDURES

You may only apply online. Applicants applying to the Clinical Psychology PsyD Program should not apply to any other doctoral programs at GSAPP.

Applicants are restricted from applying to more than one (1) doctoral psychology program in New Brunswick each term. Applying to more than one program may significantly delay your application

The Clinical PsyD & School PsyD Programs share a common deadline of **December 1, 2025** for admissions entering Fall 2026. All application materials should be submitted on or before the December 1st deadline.

For Admission:	Application Deadline:
Sept. 2026	Dec. 1, 2025
Sept. 2027	Dec. 1. 2026

Application fee: Currently $70.00. Payment can be made by mailing in a check or online with credit card.

- Official transcripts from each undergraduate and graduate institution attended **can be sent electronically or mailed in a sealed envelope.**
    - **If sending electronically, please send them to: e-transcripts@gradadm.rutgers.edu (recommended)**
    - ***Because of back-logged university offices, applicants are advised to upload unofficial transcripts with their applications. However, it is expected official transcripts will be sent, as well.***
- "3" Completed Letters of Recommendation **must be sent electronically.**

- Please submit a personal statement describing your experiences related to, and your commitment to, pursuing a career in professional psychology and a doctoral degree.
    - Page length: 1.5-2 pages approximately 750 - 1000 words. **Must be sent electronically**.
      In addition to the personal statement the Clinical program also requires a brief essay (300-500 words) describing how your life and/or professional experiences and aspirations relate specifically to GSAPP's mission

- **Clinical PsyD Program requires that GRE psychology subject test**
- Test of English as a Foreign Language (TOEFL) is also required of all foreign applicants whose native language is not English. The TOEFL requirement may be waived for applicants who can present sufficiently compelling evidence of their abilities in English
- Request Official Transcripts using Parchment, eScrp-Safe, or National Student Clearinghouse. Chinese Institutions will need to use CHESICC.
- If an applicant has an international transcript, they must have a third-party transcript evaluation service complete an evaluation into US.
- Resume **Must be sent electronically**.
- Indicate the program to which you are applying.
- **Note: You can check your application for materials received (transcripts, letters). Log into the portal https://rutgers.force.com/ApplicantPortal/AppPortalCustom and go to supporting materials, you will be able to view what materials have been received and what are still pending.**

NOTE: Admission application materials should be sent directly to:

Offices of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
ASB I
65 Davidson Road
Piscataway, NJ 08854

School Psy.D. Admission Procedures (GSAPP)

School PSY.D. ADMISSION PROCEDURES

You may only apply online . Applicants applying to the School Psychology PsyD Program should not apply to any other doctoral programs at GSAPP.

Applicants are restricted from applying to more than one (1) doctoral psychology program in New Brunswick each term. Applying to more than one program may significantly delay your application

The Clinical PsyD & School PsyD Programs share a common deadline of **December 1, 2025** for admissions entering Fall 2026. All application materials should be submitted on or before the December 1st deadline.

For Admission:	Application Deadline:
Sept. 2026	Dec. 1, 2025
Sept. 2027	Dec. 1. 2026

Application fee: Currently $70.00. Payment can be made by mailing in a check or online with credit card.

- Official transcripts from each undergraduate and graduate institution attended **can be sent electronically or mailed in a sealed envelope.**
    - **If sending electronically, please send them to: e-transcripts@gradadm.rutgers.edu (recommended)**
    - ***Because of back-logged university offices, applicants are advised to upload unofficial transcripts with their applications. However, it is expected official transcripts will be sent, as well.***
- "3" Completed Letters of Recommendation **must be sent electronically.**
- Please submit a personal statement describing your experiences related to, and your commitment to, pursuing a career in professional psychology and a doctoral degree.
    - Page length: 1.5-2 pages approximately 750 - 1000 words. **Must be sent electronically**.
- Test of English as a Foreign Language (TOEFL) is also required of all foreign applicants whose native language is not English. The TOEFL requirement may be waived for applicants who can present sufficiently compelling evidence of their abilities in English
- Request Official Transcripts using Parchment, eScrp-Safe, or National Student Clearinghouse. Chinese Institutions will need to use CHESICC.
- If an applicant has an international transcript, they must have a third-party transcript evaluation service complete an evaluation into US.
- Resume **Must be sent electronically**.
- Indicate the program to which you are applying.
- **Note: You can check your application for materials received (transcripts, letters). Log into the portal https://rutgers.force.com/ApplicantPortal/AppPortalCustom and go to supporting materials, you will be able to view what materials have been received and what are still pending.**

NOTE: Admission application materials should be sent directly to:

Offices of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
ASB I
65 Davidson Road
Piscataway, NJ 08854

M.A.P. Admission Procedures (GSAPP)

M.A.P. ADMISSION PROCEDURES

To be considered for admission to the M.A.P. program, applicants must meet the following requirements:

Minimum GPA: 3.0 in undergraduate or associate degree coursework

Letters of Recommendation: Two letters from individuals familiar with the applicant's academic or professional qualifications

Professional Statement: A statement outlining the applicant's goals, interests, and reasons for pursuing the program

Prerequisites: General Psychology, Statistics, one additional Psychology elective

M.A.B.A. Admission Requirements (GSAPP)

M.A.B.A. ADMISSION REQUIREMENTS

- Minimum 3.0 GPA in undergraduate or associate degree transcripts.
- Two letters of recommendation.
- A professional statement.
- Transcripts from all previously attended schools.
- Previous courses or work experience in applied behavior analysis.

MTSS Admission Requirements and Procedures (GSAPP)

MTSS Admission Requirements:

Master of Applied Psychology-MTSS Option:

1. Bachelor's degree (or advanced undergraduate), or higher degree in education, psychology, or related field
2. Undergraduate transcripts, demonstrating 3.0+ GPA; attach graduate transcripts if available
3. Personal Statement
4. Two letters of recommendation

MTSS Certificate:

1. Bachelor's degree (or advanced undergraduate), or higher degree in education, psychology, or related field
2. Undergraduate and graduate transcripts
3. Brief Statement of Interest

MTSS Admission Procedures:

Students must complete an online application and pay a $70.00 application fee. Applications are accepted on a rolling basis, and students may apply for Fall or Spring admissions. Although applications are accepted on a rolling basis, the following application submission dates are recommended.

For Admission:	Application Deadline:
Spring 2026	January 1, 2026
Fall 2026	August 15, 2026
Spring 2027	January 1, 2027
Fall 2027	August 15, 2027
Spring 2028	January 1, 2028

NOTE: Both programs require access to reliable internet

O.P. Admission Requirements (GSAPP)

O.P. ADMISSION REQUIREMENTS

- **O.P. ADMISSION REQUIREMENTS**
    - A completed application
    - Two letters of recommendation
    - CV/ Résumé
    - Transcripts of all undergraduate and/or graduate coursework
    - Personal Statement (1,000 words)*

  *As you prepare your personal statement, consider including the following:
    - Who you are?
    - Why you want to join this OP graduate program?
    - What you aspire to do when you graduate or how you intend or hope to contribute to the field.
    - Research you might have engaged in or have an interest in pursuing (it's okay not to write about this if you do not know).

  ** For students with international credentials, a professional credential evaluation by an outside credential evaluation service may be requested.

General Qualifications for Admission (GSAPP)

GENERAL QUALIFICATIONS FOR ADMISSION

An application to any one program implies a commitment to that particular program. Applicants can only apply to one of the programs at the Graduate School of Applied and Professional Psychology, or the Ph.D. program at the School of Graduate Studies. A person wishing to transfer from one program to another must go through the regular admissions procedure, **except for OP students, who may be admitted to the Psy.M. program.**

Psy.D. Student Selection

Psy.D. Student Selection

Consideration for admission to the doctor of psychology (Psy.D.) programs requires a bachelor's or master's degree, preferably with a major in psychology; an excellent scholastic average; favorable recommendations from at least two faculty persons or supervisors (for OP applicants), and three (for Clinical and School applicants) who know the academic and personal qualifications of the applicant; and appropriate statements from the applicant on the application form. Requests for admission interviews are too numerous to honor. However, the admissions committee may invite applicants for an interview after the initial screening of written applications. Efforts are made to send notifications of decisions to all applicants by March.

Students entering the programs at the Graduate School of Applied and Professional Psychology need not have majored in psychology. However, they are generally expected to have taken the main courses for an undergraduate major in the field. Prior to entering the program, students must have taken courses covering the following areas: introductory psychology; statistics; abnormal psychology; and the biological bases of psychology. Students also should have taken at least one and preferably two courses in the following areas: cognitive psychology; psychology of perception, conditioning, and learning; developmental psychology; psychology of personality; and social psychology. We prefer that one of the above listed courses have a laboratory component. All programs welcome applications from Rutgers students who are properly prepared with good academic records and references.

Special Students (GSAPP)

SPECIAL STUDENTS

Courses at the Graduate School of Applied and Professional Psychology (GSAPP) are generally available only to matriculated GSAPP students or alumni and clinical Ph.D. students enrolled in the School of Graduate Studies. However, certain courses may be taken by qualified students matriculated in programs in social work, education, or other nonclinical areas of mental health, depending upon their background and instructors' permission. Professional staff members or psychology interns at Robert Wood Johnson Medical School who meet prerequisite requirements may be able to register for theoretical courses, as defined by the GSAPP Faculty Council. A nonmatriculated student may take a maximum of three GSAPP courses with instructors' permission.

All such individuals must contact the academic dean for further information before registering for a GSAPP course.

GSAPP endorses the American Psychological Association (APA) policy regarding training of psychologists who wish to change their specialty:

"Psychologists seeking to change their specialty should take training in a program of the highest quality, and where appropriate, exemplified by the doctoral training programs and internships accredited by the APA.

"With respect to subject matter and professional skills, psychologists taking such training must meet all requirements of doctoral training in the new psychological specialty, being given due credit for relevant coursework or requirements they have previously satisfied.
"It must be stressed, however, that merely taking an internship or acquiring experience in a practicum setting is not, for example, considered adequate preparation for becoming a clinical, counseling, or school psychologist when prior training has not been in the relevant area.

"Upon fulfillment of all formal requirements of such a training program, the students should be awarded a certificate--thus according them due recognition for their additional education and experience."

For the detailed school policy, see the Academic Policies and Procedures chapter.

Financial Offers and Acceptance Decisions (GSAPP)

FINANCIAL OFFERS AND ACCEPTANCE DECISIONS

An applicant may receive more than one offer of admission before April 15 and/or receive statements that he or she is listed as an alternate. To protect a candidate against premature decisions, most graduate schools allow the applicant until April 15 to make a final decision. This is in accordance with the resolution adopted by the Council of Graduate Schools and supported by 317 universities and colleges and by the directors of four granting agencies:

"Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer."

The Council of Graduate Departments of Psychology has modified the resolution regarding offering and accepting financial aid after April 15:

"An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the proviso that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date. These rules are binding on all persons acting on the behalf of the offering institution."

Financial Aid (GSAPP)

FINANCIAL AID

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

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

For more information about all sources of aid and applicable deadlines, visit the Scarlet Hub online.

Restrictions on Financial Aid, Multiple Offers, and Employment

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

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

Academic Policies and Procedures (GSAPP)

ACADEMIC POLICIES AND PROCEDURES

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

Graduate Student Mailing Access

Registration and Course Information

Class Schedules and Hours

Grades and Records

Scholastic Standing

Graduation

Graduate Student Mailing Access (GSAPP)

GRADUATE STUDENT MAILING ACCESS

Official communications among faculty, students, and staff are delivered by campus mail to the mailboxes available to each faculty member and student. Certain official communications are mailed to the student's home address by the U.S. Postal Service. It is the student's responsibility to keep the registrar and the program coordinator informed of a current mailing address.

Registration and Course Information (GSAPP)

REGISTRATION AND COURSE INFORMATION

Registration and Course Information (GSAPP)

General Procedures

General Procedures

Formal admission to the Graduate School of Applied and Professional Psychology and payment of all charges to the cashier are prerequisites for registration. Once enrolled, students are expected to remain registered in every fall and spring semester thereafter until completing the program and earning their degree.

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

Registration and Course Information (GSAPP)

Continuous Registration

Continuous Registration

All matriculated students must be in continuous registration for every fall and spring semester. Students satisfy this requirement by registering for such coursework or dissertation study as may be required according to their program proposals.

Leaves of absence are not ordinarily granted. If such a leave becomes necessary, the student must submit a written request detailing reasons to their adviser and department chair. Such an approved leave, however, does not extend the time limitations for the degree. See the "Time Limits" section of this document for more information.

Registration and Course Information (GSAPP)

Matriculation Continued

Matriculation Continued

Students may only register for 0 credits of Matriculation Continued if they make a request in writing and have received written approval from the program director for a leave of absence for a specified time period. Copies of such correspondence should be placed in the student's files in the administrative assistant office. Such leave does not extend the university-imposed time limitations for completing the degreee.

Students who are obliged to interrupt their studies may, with the approval of their departmental chair, register for matriculation continued (leave of absence). There is no tuition fee for this registration although a small fee is charged. This category of registration is available only to students not present on campus and not using faculty time or university research facilities. Those students who are away from campus but working on their dissertations and in contact with their committees register for a minimum of 3 credits per semester, either for work on their dissertation or for internship credits. Students are permitted to register for 1 credit for their dissertation work in any one semester, in lieu of the 3-credit requirement.

Registration and Course Information (GSAPP)

Summer Registration

Summer Registration

The requirement to remain in continuous registration from the time admitted until the degree is earned applies only to the regular academic years (fall and spring semesters), not to the Summer Sessions. However, some required courses may be offered during the Summer Sessions only, therefore students may be expected to complete required courses during the Summer Sessions. Summer Session registration information is sent to each student with the fall semester registration instructions. Summer Session course information is available online after March 10, or a printed brochure may be obtained in the Office of Summer and Winter Sessions-New Brunswick, Rutgers, The State University of New Jersey, 191 College Avenue, New Brunswick, NJ 08901-8546.

Registration and Course Information (GSAPP)

Late Registration

Late Registration

Students who do not complete registration during the period prescribed in the registration instructions may do so during the late registration period. A late registration fee is charged.

Registration and Course Information (GSAPP)

Change of Courses and Withdrawal

Change of Courses and Withdrawal

Change of Courses:

Changes in registration for courses should follow the graduation schedule for Rutgers University-New Brunswick: Here. Please navigate carefully to be sure the dates you are reviewing are for graduate students.

Withdrawal from the University:

It is recommended that the student discuss their intention to withdrawal with their advisor and review the financial implications of withdrawal. Students wishing to cancel their registration, withdrawal from all of their courses, or take a leave of absence from the university, must follow the University Withdrawal Process to submit an official online withdrawal form.

Registration and Course Information (GSAPP)

Full- and Part-Time Students

Full- and Part-Time Students

A full-time student is defined as one who is enrolled for 9 or more credits; a part-time student is one who registers for less than 9 credits. All courses, including practicum placements and audited courses taken "not for credit," are totaled in determining a student's status. A full-time program averages 12 to 15 credits per semester. The maximum program is normally 19.5 credits, although under some circumstances, additional credits may be permitted with the approval of the academic advisor, program director, and academic dean.

Registration and Course Information (GSAPP)

Accessibility to Fall and Spring GSAPP Courses

Accessibility to Fall and Spring GSAPP Courses

A limited number of matriculated doctoral students in nonclinical areas of psychology; master's or doctoral level students from the Graduate School of Education or the School of Social Work; or psychology interns from the Robert Wood Johnson Medical School (RWJMS) may be able to register for theoretical courses, as defined by the Graduate School of Applied and Professional Psychology (GSAPP) Faculty Council, by means of intercollege registration, provided that (1) they meet admissions standards and prerequisites, (2) there is room in the course as approved by the academic dean, and (3) they have the permission of the course instructor.

Meeting these same requirements, RWJMS staff not enrolled in a doctoral program may request permission to officially audit GSAPP courses.

Nontheoretical courses are available only to students matriculated in GSAPP. This policy recognizes the school's integrated and coordinated program of courses and its mission to train mental health professionals, as well as the extraordinary number of applicants who wish access to these programs.

Requests for rare exceptions to this policy must be documented in writing by the student to the academic dean, who consults with the course instructor and the program director.

A maximum of three courses in GSAPP may be taken by graduate students who are not matriculated in GSAPP.

Registration and Course Information (GSAPP)

Time Limits

If a student does not complete the program within the stipulated limits, he or she will be terminated unless their faculty grants a written extension with a specific date and/or timetable for completing the program.

- A student admitted to the doctoral program at the bachelor's degree level must complete all requirements of the program within eight years of first registration as a degree student in GSAPP.
- A student who has been accepted at an advanced level (a Master's degree in clinical psychology for the clinical program or a school psychology certification prior to enrollment in the school program) must complete all requirements of the program within seven years of the first registration in GSAPP.

- An approved leave of absence does not extend the time limitations.
- The Department Chair may grant an extension of time for completion of the degree under the following conditions:
    1. The student shall have completed all requirements except the dissertation or internship.
    2. The student must request an extension in writing, including written evidence of progress on the dissertation or internship, setting forth a realistic timetable for their completion.
    3. The student may have to appear at a hearing of a Departmental Committee, whose members are designated by the Department Chair, appointed to consider whether to grant approval of the extension.
    4. The department may choose to place additional requirements on the student as a condition for granting the extension since the student has not fulfilled the time limits as contracted in the Program Proposal. Additional requirements can include interim submission of material (e.g., submitting dissertation material in writing every three months) or other requirements to demonstrate satisfactory completion of the program.
    5. Given these four conditions, an extension shall be granted only under extraordinary conditions and at the recommendation of the dissertation committee.

Class Schedules and Hours (GSAPP)

CLASS SCHEDULES AND HOURS

Starting and closing dates for each semester and scheduled holidays can be found in the academic calendar. Students are expected to be present at each meeting of their classes.

Class Schedules and Hours (GSAPP)

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.

Class Schedules and Hours (GSAPP)

Cancellation of Classes

Cancellation of Classes

The President of the university or a designated official is authorized to cancel classes at the university or any of its parts in the event that weather conditions so dictate. During severe weather conditions, announcements will be

made over local radio stations and the principal broadcasting stations in New York and Philadelphia. Cancellations and information regarding delayed openings and closings will be made available at the Rutgers University-New Brunswick campus Operating Status page: Here.

Grades and Records (GSAPP)

GRADES AND RECORDS

GSAPP follows the Rutgers University-New Brunswick grading scale.

Grades and Records (GSAPP)

Credit Prefixes

Credit Prefixes

The number of credits appearing on course records and registration cards may be preceded by a letter prefix as follows:

E Only clinical students are given E credits for their work as full-time teaching, graduate, or research assistantships. These E credits are listed on your official transcript but *are not* counted *into* the total number of *regular* credits for which you are registered each semester and *are not* counted toward the number of credits needed to graduate.

N Course is audited, i.e., "not for credit." Examination is not permitted; a final grade of S (satisfactory) or U (unsatisfactory) is assigned.

Grades and Records (GSAPP)

Transcripts

Transcripts

Official Transcripts, Verifications, and Term Grade Reports

Requests for official transcripts for all current and former students will be processed here.

Current Students: View Term Grades, Transcripts, and Class Schedules

View term grades, transcripts, and class schedules here.

NOTE: If you do not have a social security number, Rutgers Id or RUTGERS BIOMEDICAL AND HEALTH SCIENCES (formerly UMDNJ) ID, or you are not willing to supply it, you will not be able to request a transcript through this system.
To request a RBHS transcript, please download this form, and mail it to the Registrar's office.
To request a Rutgers transcript, please download this form, and mail it to the Registrar's office.

Grades and Records (GSAPP)

Student Identification Cards

Student Identification Cards

I.D. cards are needed for parking permits and use of university athletic facilities and the library.

For information go to: Here.

Keep your stamped tuition receipt until the I.D. cards arrive.

Grades and Records (GSAPP)

Holds

Holds

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

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

Scholastic Standing (GSAPP)

SCHOLASTIC STANDING

The rules of the Graduate School of Applied and Professional Psychology (GSAPP) governing scholastic standing--including policy statements on academic probation, dismissal, and readmission--may be found in the GSAPP *Student Handbook of Policies and Procedures.*

Each program annually monitors the academic and practitioner progress of all students. Any of the following requires the faculty to consider a student's possible termination from the school: three grades of C, Incomplete (which have not been remediated to completion), or No Credit; failure to pass the comprehensive examination; consistent inability to meet practitioner requirements as evidenced by faculty or supervisors' evaluations; or inability to carry out a dissertation.

Scholastic Standing (GSAPP)

Student Academic Appeals

Student Academic Appeals

Student Academic Appeals

Student academic appeals are handled within the structure of the graduate degree program. The student should take the issue to the director of the graduate program or a designee for review and mediation. The director, or a designee, consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to a faculty committee. The committee may consult with whomever it chooses in arriving at a recommendation in the matter and, in extraordinary cases, may ask third parties from among the faculty to review previous decisions by the faculty involved.

While action within the faculty is normally final, a student may appeal to the dean in cases where he or she feels that the process by which the program reached its decision was unfair. The case is then reviewed by the dean or the designee of the dean, whose decision is final.

Graduation (GSAPP)

GRADUATION

Degrees are conferred by the university only after a formal application has been filed with the registrar and upon recommendation of the faculty. Diplomas are given out at the annual commencement each May; a student who completes degree requirements at any other time may request a letter for use until commencement. If you wish to receive a letter indicating the exact date of fulfillment of all academic requirements, this can be requested from the academic dean upon completion of all requirements (i.e., repayment of all outstanding debts, if any, and receipt of all complete and corrected dissertation copies). This letter will be backdated to the day of the dissertation defense, completion of your internship, or completion of other relevant final requirements.

The Graduate Diploma Application Form must be completed by the candidate and **received** by the registrar. Due dates and other information related to diplomas can be found online: Here.

These dates are set by the university and must be followed. Unless the application is filed by the deadline, the degree will not be conferred and graduation will be delayed.

If you do not wish to attend commencement, indicate that fact on the Graduate Diploma Application. Please note the address to which the diploma may be mailed during the months of June or July. Diplomas will be withheld from a student who is under any financial obligation to the university.

Student Services (GSAPP)

STUDENT SERVICES

Student Groups at GSAPP

Graduate Student Association (GSA)

Student Groups at GSAPP (GSAPP)

STUDENT GROUPS AT GSAPP

All GSAPP students are welcome to join any of these student organizations.

Student Groups at GSAPP (GSAPP)

Asian Students' Association

Asian Students' Association (ASA)

The Asian Students' Association (ASA) promotes the social, cultural, and academic interests of Asian students at the Graduate School of Applied and Professional Psychology via a meaningful exchange of knowledge and information. Membership is extended to all Asian graduate students enrolled at the Graduate School of Applied and Professional Psychology. Members meet once a month. Events planned include both social and educational activities for those at the school as well as those in the mental health fields within the Rutgers community.

Student Groups at GSAPP (GSAPP)

Association of Neuropsychology Students and Trainees (ANST) Interest Group at Rutgers University

Association of Neuropsychology Students and Trainees (ANST) Interest Group

The Association of Neuropsychology Students & Trainees (ANST) Interest Group is open to all Rutgers students and focuses on disseminating important information about training and professional issues relevant to the field of neuropsychology. As group members, students are provided the opportunity to share and receive knowledge about clinical neuropsychology, assessment, and other brain-related topics. (Here)

Student Groups at GSAPP (GSAPP)

Black Graduate Students and Allies (BGSA)

Black Graduate Students and Allies (BGSA)

Black Graduate Students and Allies, BGSA was founded to help increase the number of Black and other diversity students at GSAPP, to enhance student life, and to provide support and community during the rigorous experience of graduate school. We are actively involved in a number of events throughout the year to achieve these goals. We have dinners and informal gatherings where we share, give support, and socialize, and we are constantly searching out new directions to cultivate our experience in graduate school.

Student Groups at GSAPP (GSAPP)

Committee on Diversity

Committee on Diversity

The GSAPP Committee on Diversity (COD) is an organization that is a faculty and student collaboration dedicated to issues of diversity, inclusion and equity in the practice of professional psychology. The COD is open to all and creates opportunities for outreach and diversity training, education, and training in multicultural psychology by fostering connections between faculty, students and alumni, especially connecting alumni of color with current GSAPP students. The COD is student-focused, committed to social justice, and creates nonjudgmental opportunities to learn and listen. The COD is an official committee of the dean¿s office at GSAPP.

Student Groups at GSAPP (GSAPP)

Hispanic Organization of Professional Psychology Students (HOPPS)

Hispanic Organization of Professional Psychology Students (HOPPS)

As an organization, the Hispanic Organization of Professional Psychology Students (HOPPS) has set forth many goals. Among its most important is to provide a supportive and nurturing environment for its members. An equally important goal is to actively assist the Graduate School of Applied and Professional Psychology (GSAPP) in recruiting qualified Hispanic students to our programs. Other goals include: educating the larger GSAPP community to the needs of the Hispanic community, sponsoring educational and social activities that celebrate Latino culture, and collaborating with other GSAPP student organizations and alumni.

Student Groups at GSAPP (GSAPP)

International Students Group (ISG)

International Students Group (ISG)

The International Students Group (ISG) was formed in 2001 in an effort to organize, support, and facilitate the integration of international students into the Graduate School of Applied and Professional Psychology (GSAPP) culture. ISG members are GSAPP students who identify themselves as international students regardless of immigration status. One of the ISG's primary purpose is to help incoming international students achieve a smooth transition into GSAPP life, as well as to guide international students in the application process and to advocate for international students needs. The group also aims to serve as a resource for GSAPP by informing about the needs and achievements of therapists and clients from foreign countries, by enhancing the dialogue with practitioners and scholars from eclectic backgrounds, and by broadening the range of learning and relational opportunities for the GSAPP community.

Student Groups at GSAPP (GSAPP)

Jewish Student Alliance (JSA)

Jewish Student Alliance (JSA)

The Jewish Student Alliance (JSA) is one of the Committee on Diversity (COD) groups at the Graduate School of Applied and Professional Psychology (GSAPP). The JSA explores and celebrates Jewish culture to add meaning and cultural education to our psychological education. Meetings are often held around Jewish holidays (Hannukah, Purim, Passover, Shavuot).

Student Groups at GSAPP (GSAPP)

Psychoanalytic Community at Rutgers (PCaR)

Psychoanalytic Community at Rutgers (PCaR)

The Psychoanalytic Community at Rutgers (PCaR) is a learning community for those with an interest in psychoanalytic and psychodynamic theories and therapies.

Student Groups at GSAPP (GSAPP)

Psychology Students for Social Action (PSA)

Psychology Students for Social Action (PSA)

As graduate students, we recognize that we hold a position of privilege. We acknowledge that with the precept "do no harm" comes an equally important impulse to work toward healthier people and healthier communities. As a student group, we recognize that education is an important piece of critical engagement and that action and advocacy are also required. We aim to be not only responsible citizens, but responsible psychologists. That practice begins as students. As students, we believe in improving access to mental health resources for students and community members and providing a forum for discourse surrounding pressing mental health issues. We provide a space for students to discuss and engage with current events and larger social issues within clinical practice. Our understanding of human psychology propels us to affirm the inherent value, dignity, and human rights of every person.

Student Groups at GSAPP (GSAPP)

Queer Student Association (QSA)

Queer Student Association (QSA)

The Queer Student Association (QSA) represents the lesbian, gay, bisexual, transgender, queer, questioning, and intersex community at GSAPP. We address issues of sexual and gender identity and practices that are relevant to clinical practice. The QSA hosts relevant viewings and discussions of movies, maintains a queer presence during GSAPP events, provides consultation to student clinicians, and organizes social activities.

Student Groups at GSAPP (GSAPP)

Student Alliance (SA)

Student Alliance (SA)

The Student Alliance is the group for all other student groups and the liaison between the GSAPP students and faculty. We meet a few times per semester and would like to support GSAPP students in any way possible! Come to SA meetings with any ideas you may have to improve our program!

Graduate Student Association (GSA) (GSAPP)

GRADUATE STUDENT ASSOCIATION (GSA)

GSAPP encourages its students to be involved in the Rutgers-New Brunswick GSA: Here.

Course Listing (GSAPP)

COURSE LISTING

Explanation of Three-Part Course Numbers

GSAPP Courses

Explanation of Three-Part Course Numbers (GSAPP)

EXPLANATION OF THREE-PART COURSE NUMBERS

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

Administrative Codes

The administrative codes used in this chapter are:

13 Undergraduate Psychology - Graduate School of Applied and Professional Psychology (GSAPP)

16 School of Graduate Studies

18 Graduate School of Applied and Professional Psychology (GSAPP)

Subject Codes

Courses with the following subject codes are listed in this chapter:

820 Professional Psychology

821 Clinical Psychology

826 School Psychology

829 Organizational Psychology

830 Undergraduate Psychology

844 Applied Psychology

Course Codes

Courses coded from 500 to 799 are graduate courses. Usually, fall semester courses end with odd numbers and spring semester courses end with even numbers.

Two course codes separated by a comma indicate that each semester course may be taken independently of the other. Two course codes separated by a hyphen indicate that satisfactory completion of the first semester course is a prerequisite for the second semester; the first semester may be taken for credit without taking the second, except if a statement is added to indicate that both semester courses must be completed in order to receive credit.

Credits

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation E indicates that the course is experiential, and the credits do not count toward the total credits required to graduate. However, E credits are listed on official transcripts and counted in the total number of credits for the semester. Examples of E-credit courses include graduate assistantships, professional practicum placement (in a work setting), and psychological clinic practicum (treating clients in the GSAPP clinic under supervision).

The notation BA indicates that the number of credits is determined by arrangement with the department offering the course.

Individual course offerings may vary from year to year as circumstances dictate. The university reserves the right to cancel or modify any course or program listed herein.

Individuals who are not matriculated in any of the GSAPP Psy.D. programs or the School of Graduate Studies clinical Ph.D. program but who wish to take courses offered by GSAPP should consult the section on Accessibility to Fall and Spring GSAPP Courses in the Academic Policies and Procedures chapter.

All applications (therapy) courses require a minimum of one case with appropriate supervision.

GSAPP Courses (GSAPP)

GSAPP COURSES

Undergraduate Courses in Psychology 830

Undergraduate Courses in Psychology

13:830:300 ***Introduction to Clinical and School Psychology (3)***
This course is intended for undergraduates who are considering careers in applied areas of psychology, specifically focusing on clinical and school psychology. It will provide an overview of professional roles in both specialty areas as well as current topics in educational settings and clinical practice. We hope it will help you learn more about the field and answer questions you may have as you plan for your future. We will begin with on overview of the professional practice of clinical and of school psychology, including the history of each field, theoretical foundations, roles and functions. We will explore assessment and intervention, the research base, ethics, work with diverse populations, and admission to graduate school. Each overarching topic will be examined from the perspective of both clinical and school psychology. Students will be exposed to different models of professional practice and career paths in schools and clinical mental health settings.

13:830:399 ***Psychology of Intimate Relationships (3)***
This course does not count toward the major or minor in psychology. The course will explore the psychology of close (romantic) human relationships. Examples of topics covered are the biological bases of our need for relationship and of attraction, how relationships form and how they come apart, the value of both awareness of the self and empathy for the other in maintaining high-quality relationships, and the impact of wider social and cultural factors. This course aims to engage you both academically and personally. We will explore what the research tells us about relationships, but will be actively applying what we are learning in experiential ways. There is no factor more central to life satisfaction than the nature and quality of our closest relationships, and we can apply the knowledge base available to us to do a better job. You are likely to find that the literature contains much that may influence the way you look at relationships and at yourself.

13: 047:102 The Impact of Drugs & Alcohol on the Brain (3)

The course provides a general overview and introduction to the psychopharmacology of alcohol, and major drugs classes as well as prescription drugs commonly used in treating mental health and addiction issues. It covers basic pharmacology and neuroscience, specific to addiction counseling. Students will learn the strengths and limitations of a strictly disease-based approach to understanding addictive behaviors, and ways to integrate this information into the bio-psycho-social-spiritual approach. Students will conceptualize the role that biologically based etiological factors play in the development of addictive disorders, and how those factors serve to promote continued drug/alcohol use despite serious health consequences. The course will also examine antiracist lens, the impact of diverse identities (i.e.: age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on biologically based issues related to addictive and co-occurring disorders.

GSAPP Courses (GSAPP)

Professional Psychology 820

Professional Psychology 820

18:820:503 ***Theoretical Foundations: Analytical (2)***
The model of human functioning offered by psychoanalytic/psychodynamic theory, with a focus on understanding the person in the context of their development. A goal for the class is for students to obtain "psychoanalytic literacy," familiarity with terms and concepts from this tradition that the students will encounter in a variety of contexts throughout their careers. Topics include: the unconscious, play and dreams, defense mechanisms, psychodynamic understandings of personality, theories of group dynamics and bullying, the integration of attachment theory into modern psychoanalytic psychotherapy, and applications of the theory to school and clinical practice.

18:820:505 ***Cognitive and Affective Psychology (3)***
Reviews selected theory and research in the areas of cognitive and affective psychology. Format will be a mix of lecture, formal presentations, and class discussion based on assigned readings, and demonstrations/activities to emphasize key concepts.

18:820:506 ***Social and Developmental Foundations of Human Behavior (3)***
This course is designed to provide students with an integrated overview of the social and developmental foundations of human behavior. It is difficult to understand any human behavior--either typical or atypical--without employing a developmental perspective. Likewise, human behavior is largely influenced by social factors and processes. These influences on human behavior wane and wax over a period of time, with time defined variously (i.e., historically, chronologically, biologically, and/or other experience-related time scales). Furthermore, these influences are not uniform across subgroups and across different contexts. To pull together these various issues, a life-span systems perspective will be utilized to examine contemporary, as well as classic issues in social and developmental psychology.

18:820:507 ***Learning Theory and Cognitive Behavioral Foundations (3)***
Introduces students to cognitive behavioral and learning theories, concepts, principles, and strategies, especially as they apply to psychotherapy. Students will become familiarized with several theories, techniques, and strategies that form the basis of most CBT approaches. In addition, they will learn to generate, from a learning theory perspective and a cognitive theory perspective, explanations of (case formulations of) (case conceptualizations of) (interpretations of) human events, through modeling, rehearsal, and shaping. Finally, case conceptualization skills from a CBT standpoint will be emphasized.

18:820:508 ***Systems Theory and Analysis (3)***
What is systems theory? *Systems of psychology.* Learn about how systems concepts are used in *cognitive* psychology and as a theoretical foundation for work with individuals, families, groups, organizations, and communities.

What are the social impacts when systems fail? *Social aspects of behavior.* Use systems theory to better understand and deal with the social forces that affect clinical psychologists and their clients, contributing to individual differences in behavior, human development, psychopathology, cultural and individual diversity, systems of oppression, and health disparities.

What can we do to fix it? *Dissemination and implementation science.* Become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs and clinical interventions. Become familiar with the organizational dynamics of schools, clinics, hospitals, and other human service organizations where clinical psychologists work.

18:820:509 ***Analytic Foundations (3)***
This course is designed to introduce students to fundamental tenets of psychoanalytic theory and therapy, with an emphasis on clinically relevant models and concepts. Examines ways in which practitioners working in the psychoanalytic/psychodynamic tradition think about the people we work with, the nature of their distress, and the potential benefits of psychoanalytically informed treatment. Students will video-record an initial session with a client conducted from a psychodynamic framework and write a case formulation of that client.

18:820:511 ***Practicum I (3)***
Practica are defined as field practice (either through internal practica housed at GSAPP or external practica at other sites) pursued under the intensive on-site supervision of practitioner supervisors. The practicum experience will vary according to the student's training level, the coursework taken, and the experiences available at the particular site. Practica are designed to provide you with the opportunity to practice what has been and is being learned through coursework, as well as an opportunity to learn directly from experienced field supervisors. Students can learn about possible clinical practica through the annual Practicum Fair. Clinical and School psychology students are approved for these positions by the GSAPP coordinator of practicum placements.

18:820:512 ***Introduction to Analysis and Single-Case Design***
Introduces the student to the process of analysis using baseline logic and learning how it applies to single-case methodology. Provides an overview of behavior measurement and recording, visual analysis, and graphing. Basic single-case research designs will be discussed, including general characteristics, strengths, and considerations. General issues regarding internal and external validity will be explored, as well as ethical considerations in research design and implementation. Students will practice applying the principles of research design and ethics to the interpretation of research literature.

18:820:513 ***Basic Principles of Behavior Analysis***
Presents the student with an introduction to the basic principles and historical overview of applied behavior analysis, learning theory, and the fundamental principles of science and behavior. Students will learn to distinguish between respondent and operant models of behavior and conditions. Concepts and principles of behavior including reinforcement, punishment, stimulus control, verbal behavior, and motivional operations will be defined and discussed in the context of behavioral learning theory in order to establish a theoretical foundation for applications in advanced-level courses.

18:820:514 ***Applications of Behavior Analytic Principles: Changing Behavior***
Presents information on the applications of behavior analytic principles in changing behavior. Specifically, students will learn to select behavior targets for change, to establish and strengthen behavior, and to weaken behavior. Strategies for strengthening behaviors include a review of reinforcement, prompting, commonly used instructional approaches (e.g. DTI, incidental teaching), delayed reinforcement systems (e.g., token systems, contracts), and self-management approaches. Strategies covered for weakening behavior include extinction, differential reinforcement procedures, positive punishment procedues (e.g., aversive stimuli, overcorrection), and negative punishment procedures (e.g., time-out, response cost). Significant time is spent on discussing the ethics of behavior reduction and the negative side effects of the use of punishment procedures. The application of these principles in changing behavior will be illustrated through reviewing a variety of books and articles, which highlight the breadth, power, and ethical considerations of applied behavior analysis (ABA) in this context.

18:820:516 ***Advanced Topics in Applied Behavior Analysis: State-of-the-Art Strategies for Teaching Children with Autism and Related Disorders***
A sampling of state-of-the-art teaching strategies for children with autism and related disorders. Specifically, the student will develop a framework for conceptualizing verbal behavior and gain familiarity with the application of this framework to the education of children with autism and related disorders. Furthermore, the student will develop an understanding of additional teaching strategies, such as precision teaching, rate building, and activity schedules. Other topics addressed include effective strategies for staff training and for working with families, increasing social skills in learners with acute stress disorders (ASDs), and collaborating with other disciplines. The goal of this course is to develop an understanding of the unique applications of a variety of applied behavior analysis (ABA) instructional techniques for learners with autism. The students should be able to conceptualize a comprehensive ABA program, and be able to select specific methodologies to address specific skill deficits.

18:820:517 ***Applications of Behavior Analytic Principles: Functional Assessment and Functional Analysis***
Focuses on understanding the functions of challenging behavior, becoming familiar with various methods of determining the functions of behaviors, and developing behavior intervention plans that match the functions of the behaviors. The student will learn how to observe, collect data, and interpret data in the assessment of challenging behaviors. Specifically, students will learn the methods for obtaining descriptive data and the procedures for conducting systematic manipulations, such as functional analyses (FA). Variations of FA procedures will be described, including brief FA and procedures that are easier to implement in natural settings. Specific single-subject experimental designs will be reviewed in the context of FA. The ethical considerations inherent in behavioral assessment, treatment, and research will be reviewed. A variety of articles describing state-of-the-art methods for FA will be assigned and discussed.

18:820:518 ***Intensive Practicum in Applied Behavior Analysis and Autism***
Offers students pursuing certification in applied behavior analysis practicum experience working with individuals with autism.

18:820:519 ***Intensive Practicum in Home-Based Applied Behavior Analysis and Autism***
Provides students pursuing certification in applied behavior analysis with practicum experience working with individuals with autism in home-based service delivery settings.

18:820:521 ***Ethics For Behavior Analysis***
This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts in the fields of education and mental health. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision-making processes will be emphasized, and the relationship between ethics and law will be explored.
Prerequisites: 18:820:512, 18:820:513.

18:820:522 ***Personnel Supervision and Management in Applied Behavior Analysis***
This course will offer an introduction to the application of behavior analytic concepts and principles to problems of human behavior in complex organizations such as businesses, human service agencies, industries, and governments. Students will learn the basics of performance management, behavioral systems analysis, and supervision. Students will practice applying the concepts discussed in class through a semester-long OBM project.

18:820:523 ***Applied Behavior Analysis and Autism***
Through weekly reading assignments, group discussions, and brief lectures, students will learn the principles and techniques currently employed to support individuals with autism spectrum disorder (ASD) acquire functional language, appropriate social behavior, and general academic and living skills, as well as decrease problematic behaviors. Students will have the option to participate in the coursework for Registered Behavioral Technician (RBT) certification.

18:820:524 ***Pediatric Feeding Disorders***
Through weekly reading assignments, group discussions, rehearsal in class, and lectures, students will learn the behavior-analytic principles and techniques currently employed to help children with feeding disorders.

18:820:525 ***Prevention and Intervention in Tiered Systems (3)***
The purpose of this course is to provide students with an in-depth introduction to the foundational concepts and recent history of multi-tiered systems of service delivery (MTSS) in primary and secondary school settings. Students will learn of the rationale behind and intended outcomes of tiered services in K-12 settings; how tiered services are often organized and function; and critically, how school systems begin the process of designing and implementing tiered services.

As this is the introductory course to MTSS, students will be exposed to topics of instruction, social-emotional learning, school climate, assessment, intervention across contexts, and culturally responsive practices. By participating in this initial, introductory course, students will have the foundational knowledge required to *begin* helping their school systems evaluate the range of services currently available and identify future implementation needs.

18:820:526 ***Assessment and Data-Based Decision-Making in MTSS (3)***
The purpose of this course is to provide students with the foundational knowledge and applied skills required to engage in multiple forms of assessment used within a MTSS framework, and to use data collected from such assessments to guide decision making and consultation at the individual and systems levels. This course will help students learn the basics of educational and behavioral measurement, assessment, and evaluation, and will familiarize students with current best practices in data-based decision making. It is expected that students completing this course will be able to translate findings from research into data practices that guide and improve services for all learners.

18:820:529 ***Analysis of Quantitative Data***
Presents the student with an introduction to the graphical depiction and analysis of quantitative data, with an emphasis on quantitative or computational models of behavioral data. Students will learn to distinguish between common models of behavior, including those in the domains of matching, behavioral economics, and relapse. Basic learning processes including reinforcement, punishment, stimulus control, and motivating operations will be discussed in relation to their independent and combined effects on responding. Students will learn to construct common models, simulate experimental conditions they might encounter in a clinical setting, conduct model fits of obtained behavioral data, and describe how well the model performed.

18:820:531 ***Clinical Interviewing and Assessment***
Preparation for clinical work through experiential training. Demonstration and practice of basic helping skills and strategies for facilitating communication and change, with exploration and feedback on one's helping style. Provides the basic orientation to the role of the practicing psychologist.

18:820:533 ***Data-based Decision Making for Intervention in Elementary Literacy***
One of the largest barriers to effective implementation of MTSS is knowing how to intervene, and with which interventions. Informed by the latest science, as well as field-based experience, this course has been designed to offer in-depth training on reading interventions for the elementary grades. Course participants will gain expertise in the science of learning to read, and in evidence-based reading intervention. Lessons will cover how to determine which students require intervention, the nature of each student's skill-based needs, and how to use data to find interventions that target those needs.

18:820:534 ***Culture in ABA***
This course is designed to prepare students to bring a lens of cultural awareness to their practice of ABA. A primary focus will be learning how cultural variables can impact different aspects of behavioral intervention including building therapeutic rapport with families, client intake, behavioral assessment, treatment, and social validity. Students will gain
knowledge and tools that prepare them to provide culturally responsive intervention to clients and to work effectively in diverse professional settings. For context, a brief history of the field's treatment of marginalized groups and a basic overview of concepts such as systemic oppression, privilege, and intersectionality will be provided. Finally, cultural-level analysis of large-scale problems of social significance will be discussed along with ways that students can seek to address inequality and promote social justice as behavior analysts and as global citizens.

18:820:538 Sexuality and Psychology (3)

In this course, students will develop a foundational understanding of human sexuality, exploring its various dimensions including anatomy, physiology, and sexual/gender identity development. Students will be exposed to common sexual challenges and disorders as outlined in the DSM-5, and will critically examine notions of sexual normalcy and pathology. Through an integrative lens, students will be exposed to therapeutic techniques for addressing sexual concerns within the context of psychotherapy, and will begin developing the professional skills necessary to provide non-judgmental, culturally responsive and inclusive sexually informed-care.

18:820:539 Intervention and Data-based Decision Making for Elementary Mathematics

This course provides students with an opportunity to learn about multi-tiered systems of support (MTSS) within the framework of elementary mathematics. This will begin with an overview of elements of academic intervention and an introduction to data-based individualization in mathematics. The course will also focus on how young learners acquire numeracy skills and strategies for intervention, as well as discussing skills development of basic operations and problem solving in elementary mathematics. In addition to gaining knowledge of foundational skills, methods of how to foster the development of these skills in children who require intervention and assessment strategies that inform intervention will be explored.

18:820:541 Using Multi-Tiered Systems of Support (MTSS) to Build Comprehensive School-Based Mental Health Services-Change to systems

The purpose of this course is to provide students with the foundational knowledge and applied skills required to develop comprehensive school-based mental health (CSBMH) programs using a MTSS framework. This course will provide an overview of MTSS and facilitate students' understanding of key components of well-developed CSBMH programs. The course will highlight the importance of developing prevention and intervention programming focused on using social-emotional learning to build evidence-based prevention and intervention programs.

Readings and assignments will challenge students to explore issues of diversity, equity, and inclusion and their influence on systemic change. Students will also begin to develop their understanding of school systems, and the steps required to implement sustainable CSBMH programs. It is expected that students completing this course will be able to translate findings from research into implementation practices that guide and improve the delivery of mental health services.

18:820:542 MAP-MTSS Capstone Project 1 & 2

For this course, students will engage in a comprehensive capstone project that integrates their knowledge of Multi-Tiered Systems of Support (MTSS) with real-world applications. This course will allow students to identify an issue related to tiered services within a school or district and develop an evidence-based, data-driven plan to address it. Students will conceptualize the issue through psychological theory and empirical research while applying MTSS principles to propose systemic improvements. The project will include both an applied component and the development of a formal program proposal.

18:820:543 Leadership and Systems Consultation (3)
The successful development and implementation of multi-tiered systems of support (MTSS) in schools requires careful planning by school leadership and involvement from many key stakeholders, such as teachers and support staff. This often requires multiple forms of ongoing consultation by individuals who not only have technical knowledge of evidence-based practice but also possess skills in guiding other educators through a process of problem-solving and professional development. This course aims to give students foundational skills that will enable consultation services to enhance the quality of Tier 1 programming and operations at the Tier 2 and Tier 3 levels of an MTSS framework and develop skills in consultation around large-scale planning and initial implementation of MTSS.

18:820:550 History and Systems of Psychology (3)
This course examines the nature and sources of the major theoretical paradigms in psychology. The focus is on historical and epistemological roots of the dominant schools of psychology, as well as on the diverse value frameworks and images of the human being that underlie contemporary approaches to psychopathology, personality, and psychotherapy. Develops the student's ability to examine critically the different theoretical approaches in professional psychology. Paradigms studied include positivism and associated philosophy-of-science models, behaviorism, psychoanalysis, pragmatism, hermeneutics, postmodernism, cultural psychology, humanistic psychology, and existential-phenomenology.

18:820:559 Theory and Practice of Adult Learning and Training
Experiential learning of the issues and problems that confront adults in training groups: issues of trust, resistance to change, power and authority, norms and practices, cultural diversity, and conflict management. Design and facilitation of adult training modules for corporate employees, health service workers, educators, and parents. Focuses on the individual as a unit of learning.

18:820:560 Self, Psychopathology, and the Modern Age (3)
Offers an interpretive or hermeneutic perspective on psychological aspects of modern culture and society. The course focuses on various forms of psychopathology and on exemplary expressions of modernist and postmodernist culture (including literature and the visual arts)--with each used to shed light on the nature of the self and subjectivity in the modern era. The forms of psychopathology considered include schizophrenia and schizoid personality disorder, as well as some of the following: narcissistic personality, borderline personality, depression,

eating disorders, and dissociative identity disorder. Provides an introduction to hermeneutics, phenomenology, and cultural psychology as alternative approaches to an understanding of personality and psychopathology.
Not offered every year.

18:820:563 Child Psychopathology: Theoretical, Experimental, and Descriptive (3)
This course will provide an overview of the most common expressions of child and adolescent psychopathology. The learning objectives include conceptual, empirical, and clinical issues related to the mental health of children and adolescents. The diverse factors that influence the etiology and expression of disorders will be considered, such as genetics, family influences, and culture. Students will become familiar with the DSM-5 and how to conceptualize cases. Students will also be taught how to communicate as a professional through writing and presentations in order to convey information in a clear and understandable manner. Although interventions will be discussed, they will not be a primary emphasis in this course. This course is designed to advance the student's understanding of the current state of knowledge with regard to etiological factors and the diagnostic issues related to the expression of various childhood disorders.

18:820:565 Adult Psychopathology*: (3)*
Largely DSM-based. Covers the process of diagnosis, differential diagnosis, case description, and the conduct of specialized diagnostic assessments including the mental status examination and various tests and inventories. Students visit local psychiatric facilities to interview patients and write findings. Classroom instruction combines interactive group exercises and role-plays, web-based resources, video and film characterizations, lectures, readings, and class discussion. Frequent papers and assignments are required.

18:820:568 ***Equity and Anti-Racism in Education (3)***
What would it look like for all learners to have equitable, fair, and just opportunities for success in school? By taking this course, students are invited to understand the multidimensional, dynamic concepts of oppression and marginalization and their role in education. We will adopt an intersectional perspective that recognizes multiple social categories and the associated power imbalances within them, while also centering race as a focal point of analysis. We will investigate pervasive narratives about the educational experiences of historically marginalized groups, explore what sustains those narratives, and identify ways to disrupt them. We will analyze policies and practices that hold promise for addressing systemic inequalities in education. Finally, we will engage in and value sticky dialogues about (in)equity, marginalization, and (anti)racism, and think critically about our own personal assumptions about and experiences with these topics.

18:820:570 Psychological Intervention with Ethnic and Racial Minority Clients and Families (3)
Focuses on the psychological and cultural experiences of African American, Hispanic/Latino, Asian, Asian Indian, and gay and lesbian populations. Implications of these findings are discussed in terms of their impact on assessment, intervention, research, and training in the cross-cultural context. The need for alternative strategies in the delivery of psychological services to minorities is addressed. Both semesters (fall and spring) include both didactic and experiential group process formats.
Prerequisite: Must be at least a second-year GSAPP student.

18:820:575 ***Diversity and Racial Identity (3)***
Using an empirically and theoretically based seminar format with both didactic and discussion components, this course teaches about the history, experiences, and backgrounds of racial and ethnic groups such as African Americans, Asians, and Hispanics/Latinos. Examines how diverse factors such as sexuality, gender, religion, socioeconomic status, and tendency to stereotype may function as risk and protective factors that are associated

with human functioning, and how they may influence the development of one's identity. Students learn to alter and improve consideration of what is healthy or abnormal, while acquiring a broader repertoire of effective practices with diverse populations in the areas of intervention, assessment, research, and supervision/training. The course considers cross-cultural societal and organizational contexts. The course meets diversity requirements and may facilitate preparation for dissertation and/or comprehensive exams.
Prerequisite: One completed year of doctoral study.

18:820:581 ***Statistical Methods and Design Analysis (3)***
Develops a practical, conceptual understanding of statistical data analysis, hypothesis testing, statistical inference, and power analysis. Develops skills in conducting and interpreting several types of analysis of variance (ANOVA), chi square analysis, and Pearson correlation/bivariate regression analysis. This course also develops theoretical knowledge and applied skills in psychometrics including classical test score theory, reliability, validity, and test construction. SPSS computer software is used for data analysis.

18:820:585 ***Advanced Statistics and Research Design (3)***
This course is designed to provide students with experience conducting and interpreting multiple regression analyses and understanding more advanced statistical topics (e.g., moderation, mediation, power). This course will also provide students with an overview of common research designs and methodologies, along with the issues about the threats to valid inference and interpretation of research results. Finally, the course addresses psychometrics and measurement issues in psychology and considers how culture and race may play a role in statistical analyses and interpretation. The material presented in this course will provide the necessary knowledge and skills for critically analyzing and evaluating research. .
Prerequisite: 18:820:581.

18:820:593 ***Community Psychology (3)***
This course will introduce community psychology to students as a specific approach to understanding a range of mental health and psychosocial issues. The course will take a broad ecological and global perspective in terms of examining some of the most pressing large-scale concerns we face at this time (e.g., chronic illness; discrimination and stigmatization; disasters, epidemics, and complex emergencies; violent conflicts; and the "three I's": inequality, injustice, and intolerance). The course will address how specific community-based interventions can impact the health of local communities through promoting cultural dialogue, engagement, and well-being, with a continued focus on prevention. Three basic questions will guide the course: 1) what are the factors in various community settings (large and small) that most strongly affect psychological well-being? 2) what are the best evidence-based programs for preventing mental, emotional, and behavioral problems and promoting psychological well-being? 3) what do we know about the problems associated with implementing these programs and the most effective implementation strategies?

18:820:595 ***Self-Regulation Methods: Mind/Body Interventions***
Use of relaxation methods, breathwork, meditation, and biofeedback. The kinds of psychological and medical disorders that can be helped by these interventions are discussed. Data from clinical research and theoretical bases for these interventions are presented. Class time is divided between didactic and practice. Students are evaluated by observation and exam and are expected to demonstrate personal competence with the practices, a theoretical understanding of the psychological and psychophysiological aspects of these practices, and an ability to teach clients.

18:820:601,602 ***Independent Study in Professional Psychology (BA,BA)***
Papers required based on independent study.
Prerequisites: Prior to registration, students must consult faculty members to determine arrangements and secure an approval form.

18:820:610 ***Seminar in Professional Psychology (BA)***

18:820:613 ***Ethics and Professional Development (3)***
This class will explore the values and ethical ideas that guide the professional practice of psychology, including philosophical foundations of ethical principles, professional codes of conduct, professional self-definition and self-regulation, and governmental sanctions (judicial, legislative, and executive). Sample areas covered: history and identity of professional psychology; APA's Ethical Principles and Standards; informed consent; competence; multiple relationships; confidentiality vs. access to clinical information; the ethics of self-care; practicing ethically within organizational pressures and demands; the ethics of multicultural competence/humility; obtaining licensure as a psychologist, and ethical issues in emergent areas of practice such as telepsychology, social media and artificial intelligence. Students are expected to enhance their capacities for ethical reflection and decision-making by learning applicable laws and codes, exploring their own values and commitments, then discussing and working through the dilemmas that arise when these come into conflict. Students will also be encouraged to reflect on their own professional development and understanding of the field as one of life-long learning within a diverse and interconnected community of practice and scholarship.

18:820:614 ***Professional Ethics, Standards, and Career Development (3)***
This class will explore the values and ethical ideas that guide the professional practice of psychology, including philosophical foundations of ethical principles, professional codes of conduct, professional self-definition and self-regulation, and governmental sanctions (judicial, legislative, and executive). Sample areas covered: history and identity of professional psychology; APA's Ethical Principles and Standards; informed consent; competence; multiple relationships; confidentiality vs. access to clinical information; the ethics of self-care; practicing ethically within organizational pressures and demands; the ethics of multicultural competence/humility; obtaining licensure as a psychologist, and ethical issues in emergent areas of practice such as telepsychology, social media and artificial intelligence. Students are expected to enhance their capacities for ethical reflection and decision-making by learning applicable laws and codes, exploring their own values and commitments, then discussing and working through the dilemmas that arise when these come into conflict. Students will also be encouraged to reflect on their own professional development and understanding of the field as one of life-long learning within a diverse and interconnected community of practice and scholarship.

18:820:622 ***Biological Bases of Human Behavior (3)***
Basic principles necessary for understanding brain behavior relationships; emphasis on linkage between models of neuropsychological functions, physiological mechanisms, and biochemical processes; issues, methods, and problems fundamental to understanding the role and limitations of psychotropic drugs in management and treatment of major clinical problems such as pain, anxiety, major affective disorders, schizophrenia, other psychoses, and alcohol and drug dependencies.
Prerequisite: Undergraduate course in physiological psychology or equivalent, or 18:820:500.

18:820:631 ***Social-Emotional, Behavioral, and Personality Assessment: Child (3)***
The purpose of this course is to attain knowledge of school-based social-emotional, behavioral, and personality assessment of children and adolescents. The course integrates multidimensional assessment (interviews, direct

behavioral observations, behavioral ratings, functional behavioral analysis, and screening tools) with current theories, research, and best practices. Assessment includes the evaluation of externalizing disorders, internalizing disorders, social competence, adaptive skills, and personality. Issues related to working with children from diverse populations will be integrated throughout the course in the form of lectures, assignments, and discussions.

18:820:633 ***Cognitive Assessment (3)***
The purpose of this course is to develop competent skills for the cognitive assessment of children, adolescents, and adults. This course integrates the skills of administration and scoring of major cognitive assessment instruments (i.e., WISC-V, WAIS-IV, WJ-IV COG) in the context of recent cognitive theories and research. An overview of the Stanford Binet Intelligence Scale and other tests will also be presented. The Cattell-Horn-Carroll Theory of Cognitive Abilities will be contrasted with other conceptualizations of intelligence. The conceptualizations of intelligence will examine the historical and contributions of racism in the development of the tests and how information from the tests is used in education, employment, and and social intercourse. The topics of Learning Disorders and neuro-psychological assessment are introduced along with historical, conceptual, and relevant clinical issues. The APA/AERA Ethics Codes and Professional Standards pertinent to testing and dissemination of test results will be discussed along with educational, employment, and social implications of assessment and development of communication skills and appropriate interventions. Issues of assessing culturally and linguistically diverse individuals are integrated throughout the course and systemic cultural contributors to the "achievement gap."

18:820:634 ***Psychodynamic Interview***
Enhance interviewing skills and formulate a case within a broad, psychodynamic, and life-history framework, arriving at a diagnostic impression, along with appropriate recommendations for treatment. Students interview clients while being observed and receive feedback on interviewing style and assessment reports. Each student must conduct one interview based on videotaped interviews.

18:820:638,639 ***Personality Assessment: Adult (3,3)***
An introduction to the major "projective" techniques used in the psychological assessment of adults: the Thematic Apperception Test and the Rorschach Inkblot Method. The main focus will be on learning to administer, code (in the case of the Rorschach), and interpret these tests; and, more generally, to understand their relevance for developing a complex grasp of personality structure and dynamics. Some individual supervision is provided.

18:820:689 ***Professional Practicum Placement (3)***
One day per week. Required during most semesters for full-time Psy.D. students. Special section(s) for regional public school practicum. For characteristic placements, see listings under each program.

18:820:700 ***Advanced Dissertation and Research (3)***
Dissertation research design and conduct, from selecting a topic through interpreting the results, and writing the final manuscript. Group supervision in dissertation research. This course can be used to meet some of the 9 required dissertation credits.

18:820:701,702 ***Dissertation in Professional Psychology (3,3)***
Required of all Psy.D. students actively involved in and soliciting input on dissertation preparation, literature research, data collection, and writing of a doctoral project (fall, spring, summer).
Student must register with a particular faculty adviser.

18:820:703 ***Dissertation in Professional Psychology (1)***
For students defending during the first two weeks of September only (by special permission of the department chair).

18:820:800 ***Matriculation Continued (0)***
May be used only if a student has a written official leave of absence granted by the department chair.

18:820:811 ***Graduate Fellowship (0)***

18:820:866 ***Graduate Assistantship (BA)***

18:820:877 ***Teaching Assistantship (BA)***

GSAPP Courses (GSAPP)

Clinical Psychology 821

Clinical Psychology 821

18:821:511 Suicide Risk Assessment Across Populations and Settings (3)

This course addresses the assessment of suicide and related topics. In order to address suicide, one must assess suicide, but suicide assessment is not easy. Students are provided with an overview of psychological measurement and the theories and topics related to suicide that inform assessment. The main focus of the course will be reviewing the gold-standard measurements for suicide ideation and behavior, as well as understanding factors one should consider when picking an assessment for a particular use. Issues related to diversity and ethics will be attended to throughout the course.

18:821:512 Evidence-Based Clinical Interventions for Suicide (3)

The suicide rate has risen steadily over the past decades with over 800,000 people dying by suicide each year globally (WHO, 2014). Over the last 50 years, several interventions have been formulated and tested to treat suicidal thoughts and behaviors (STBs), and thereby reduce the rate of suicide. This course introduces students to interventions that have been designed to reduce the suicide rate and/or suicidal behavior. The course covers the history of such interventions and then focuses on evidence-based approaches to the treatment of suicide risk at an individual level. Throughout the course, students will learn an overview of a number of different approaches to treating suicide risk, the evidence supporting (or failing to support) their use for diverse populations, and the key target mechanisms addressed by the interventions.

18:821:543 ***General GSAPP Clinic (0.5)***
Required of all clinical and school students.

18:821:547 ***Introduction to Group Psychotherapy (3)***
The study of group leadership and group therapy covered through lectures and readings; experiential process group and/or observation of an ongoing psychotherapy group; sharing or group leadership experiences; and observation of videotapes.

18:821:555 CBT: Essential Skills for Treatment of Anxiety Depression & Personality Disorders ***(3)***
This course focuses on the clinical application of specific behavioral and cognitive principles and practices that are used with adults with anxiety and depression. The focus is on adult populations, but the principles and practices have broad applicability. Principles will include cognitive and learning theories. Practices will include case conceptualization, treatment planning, progress/outcomes monitoring, exposure-based interventions, behavioral activation, and cognitive restructuring. The course will also expose students to third-wave practices, such as mindfulness and values-based behavioral approaches (e.g., Acceptance and Commitment Therapy). Students are required to complete an experiential component of the course, which typically entails applying course-taught techniques with a case that the student is seeing through the school clinic or at the student's external practicum.
Prerequisite: 18:820:504 (school), 820:509 (clinical), or instructor's approval.

18:821:558 ***Learning Disabilities - Adult (2)***
Training in psychological assessment and integrative report writing is a fundamental and necessary requisite for being a well-rounded psychologist. The primary objective of this course is to teach and train students on individual psychological tests (cognitive, academic, neuropsychological, objective personality) in preparation for conducting cognitive evaluations through the GSAPP Center for Psychological Services Clinic. Through didactic lecture, experiential group exercises, and group supervision of cases, students are expected to demonstrate knowledge and competency in the administration, scoring, and interpretation of various assessment tools, and understand how foundations of assessment are relevant to the field. In addition to providing training on particular assessment tools, the course is also designed to expose students to a range of disorders that are commonly assessed using cognitive measures (ADHD, Specific Learning Disorder, etc.). This course is designed for student interaction and application of principles offsets and measurement. The didactic component of the course will be expanded by case data presentations, pragmatic experiential experiences (e.g., in-class mock administration/scoring of measures), and group discussion of cases.

18:821:561 ***Health Psychology (3)***
This course is designed to introduce students to the field of health psychology, including an overview of psychology and health, stress, coping, health promotion, substance use, health disparities, weight management and nutrition, positive psychology/spirituality/meaning, pain, chronic illness and complementary and integrative medicine, health services and adherence, heart disease and stroke, cancer, HIV/AIDS, and the future of health psychology. There is a focus on applications to clinical practice, including individual, group, and community-level interventions, working related clinical systems, and dissemination and implementation science.

18:821:562 ***Behavioral Couples Therapy (3)***
Introduces students to national couple trends and normative couple behavior. Teaches theoretical and empirical bases of behavioral couples therapy and clinical applications. Topics include interviewing; ethics; self-report and observational assessment procedures; treatment planning; intervention techniques such as behavior exchange, communication, and problem solving; and cognitive and affective interventions. Applies behavioral couples therapy to couples from diverse ethnic/racial backgrounds and to gay/lesbian couples.

18:821:601 ***Independent Study in Clinical Psychology (3)***
Register for "By Arrangement" credits. Prior to registration, students should consult faculty members to determine arrangements. Students are required to submit papers based on their studies. Faculty member must sign-off on gold-colored "Independent Study" form. Submit signed form to student services coordinator.
Prerequisite: Students must consult faculty members to determine arrangements.

18:821:605 ***Integrative Perspectives on Trauma (3)***
This course is designed to introduce students to the treatment of trauma-spectrum disorders, focusing on interventions for adults. Evidence-based treatments for PTSD and Complex Trauma will be reviewed, with emphasis on clinical examples and applications. Individual, family, and community approaches to understanding trauma will be presented, as well as political and ecological perspectives that reflect the prevalence of trauma-spectrum disorders in global mental health. Informed by a philosophy and value of cultural responsiveness, the course examines the applicability and appropriateness of major trauma interventions for various cultural and ethnic communities.

18:821:608/609 ***Clinical Research and Treatment for Youth Anxiety and Depression (3,3)***
This clinical applications course will provide didactic and experiential training in state-of-the-art diagnostic, assessment, and treatment procedures for youth anxiety and mood disorders (ages 8-17). Course 608 is run in the fall and is open to anyone. Course 609 runs in the spring and is only open to students who are selected for the Youth Anxiety and Depression Clinic practicum. In the fall (608) course, students will become competent in the administration of a structured diagnostic interview (e.g., Anxiety Disorders Interview Scale; Child Depression Rating Scale) and objective measurement (e.g., Multidimensional Anxiety Scale for Children, Revised Child Anxiety and Depression Scale). Students will develop a knowledge base of theoretical and empirical research on the phenomenology, assessment, and treatment of internalizing disorders in youth, focusing on evidence-based protocols. Students will receive didactic and experiential training in multiple manual-based treatments, including the Coping Cat, Primary and Secondary Enhancement Therapy, and the Individual Behavioral Activation Therapy protocols. Students who enroll for the course may also participate in a clinical research setting, recruiting research participants, collecting data, administering assessments, and providing treatment. This will provide a model for how research can be completed within a service setting. Students must receive permission from the instructor prior to enrolling for or attending this course.
Prerequisite: Student must be selected by instructor to take this course.

18:821:612 ***Fundamentals of Dialectical Behavior Therapy (3)***
Familiarizes students with dialectical behavior therapy (DBT), an evidence-based psychosocial treatment initially developed for suicidal individuals with borderline personality disorder (BPD). Students will be taught the primary theories, principles, and strategies that inform DBT. Students will also become familiar with the latest research on DBT for BPD as well as adaptations for other populations. Lecture, demonstration, multimedia applications, and group discussion will be used as the primary teaching methods. DBT is a complex treatment with multiple facets. This course will be a necessary prerequisite before using DBT in an applied setting.

18:821:613 ***Dialectical Behavior Therapy in Practice (3)***
Focuses on the clinical application of dialectical behavior therapy (DBT), an evidence based treatment designed for individuals with borderline personality disorder and comorbid psychological disorders. Students learn how to conduct a multidimensional assessment using structured clinical interviews, generate a DBT case conceptualization, and implement DBT. Students will have a variety of opportunities to gain experiential practice that may include DBT individual therapy, co-therapy on a DBT case, rating tapes of DBT sessions, and/or co-

leading DBT skills-training groups. The emphasis for experiential practice will be on developing adherence to the DBT model, maintaining fidelity to the model, and conducting outcomes and psychotherapy process assessment in clinical cases. Topics will focus primarily on adult cases. This course is part of a one-to-two year practicum experience.
Prerequisites: 18:821:612 and/or instructor's approval.

821:614 ***Practice in DBT II (BA)***
This course is the second of a yearlong sequence that focuses on the clinical application of Dialectical Behavior Therapy (DBT), an evidence-based treatment designed for individuals with borderline personality disorder and comorbid psychological disorders. Students learn how to conduct a multidimensional assessment using structured clinical interviews, generate a DBT case conceptualization, and implement DBT. Students will have a variety of opportunities to gain experiential practice that may include DBT individual therapy, co-therapy on a DBT case, rating tapes of DBT sessions, and/or co-leading DBT skills training groups. The emphasis for experiential practice will be on developing adherence to the DBT model, maintaining fidelity to the model, and conducting outcomes and psychotherapy process assessment in clinical cases. Topics will focus primarily on adult cases. This course is part of a one-to-two year practicum experience.
Prerequisites: 18:821:613 and instructor's approval.

18:821:615,616 ***Family Therapy (3,3)***
Discusses family systems theory as a new paradigm for conceptualizing human dilemmas; major theoreticians and schools in the family therapy field; core concepts and their relevance for the clinical application; phases of psychotherapy with a family, basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through clinical experiences; formulation of a psychosocial assessment of a family system with the therapist's use of self within the "therapeutic system." Participants study their own clinical work and focus on specific strategies of intervention according to different types of families. Family therapy case with supervision required.
This is a yearlong course; both semesters required. Prerequisites: Advanced standing. Previous counseling/therapy experience and coursework required.

18:821:617 ***Psychoanalytic Case Formulation and Diagnosis (3)***
This course will utilize clinical experiences with adult and child psychotherapy clients to focus on complex clinical issues in psychodynamic psychotherapy, integrating case presentations with assigned reading from the empirical, theoretical/clinical, and professional literatures. Students will have several opportunities to present diagnostic and session material, as well as to develop consultation skills. This course also offers an exciting opportunity to learn from and to receive case consultation from senior clinicians at the Austen Riggs Center, a residential psychodynamic treatment facility in Stockbridge, MA. The Austen Riggs Center has been providing high-quality psychodynamic care for patients with severe mental illness for the past 100 years. Faculty from the Austen Riggs Center will join course sessions via Zoom to present on a variety of psychoanalytic topics unique to their milieu as well as to provide consultation for ongoing clinical cases being presented in this seminar.

18:821:623 Introduction to Neuropsychological Assessment (3)

This course is an advanced seminar with the goal of introducing students to the theory and practice of Clinical Neuropsychology. This specialized subfield of Clinical Psychology aims to assess and interpret the relationship between nervous system function, cognition, emotion and behavior; and to apply this knowledge to the design of individualized patient interventions. Students will gain an understanding of the field through review of adult and

pediatric neurodevelopmental and neurological disorders. The psychosocial adjustment of patients living with each disorder and the dynamics among individuals involved in their care are additional themes of emphasis. The course takes an interdisciplinary approach integrating information from several subfields of medicine (e.g. neurology, neuroradiology and psychiatry) and psychology (e.g. cognitive, abnormal, developmental, biological, health psychology). Students will acquire knowledge through review of both clinical cases and research outcomes. I will also introduce you to some neuropsychological tests. An introductory background in neuroscience is required.

18:821:624 ***Theory and Practice of CBT II (3)***
Required of Ph.D. clinical students and open to Psy.D clinical students. The focus is mainly on the dissemination and implementation of evidence-based CBT treatments for adults. There is an emphasis on effective global applications of CBT including the nature of successful cultural adaptations of specific treatments for problems such as depression, substance abuse, and eating disorders. Different forms of diversity (e.g., sexual orientation) are also covered.
Required of clinical Ph.D. students. Prerequisite: Only students who took the spring segment may register for fall.

18:821:625 ***Theory and Practice of CBT I (3)***
Required of all first-year Ph.D. students in the clinical program; open to students from the Psy.D. program. Provides comprehensive and in-depth coverage of cognitive behavior therapy for adult clinical disorders. The guiding principles of social learning (social cognitive) theory are emphasized. Consistent with the philosophy of the clinical Ph.D. program, the course integrates theory, research methodology, and clinical application.
Required of all first-year Ph.D. students in the clinical program.

18:821:633 ***Existential, Phenomenological, and Humanistic Psychology and Psychotherapyy (3)***
The course offers an introduction to existential, phenomenological, and humanistic approaches in clinical psychology and psychotherapy. The primary emphasis will be on existential-humanistic therapy and existential analysis, and on phenomenological approaches to treatment, with attention paid to cultural and multicultural issues connected with these developments. More than other psychological approaches, existentialism and humanism emphasize the importance of a sense of meaning and the role a person's general orientation or vision of existence can play in psychological well-being. Phenomenology seeks a rich and accurate understanding of subjective life--of "what it is like" to be a particular individual or to experience a particular kind of mental disorder. Students will be introduced to the psychological, philosophical, and cultural perspectives that have inspired and undergird these approaches. The focus, however, is on clinical interventions and their theoretical basis, hence on the relevance such perspectives have for practice, especially in psychotherapy.
Not offered every year.

18:821:635 ***Integrative Couple Therapy I***
Students will learn the theoretical and empirical bases of various modalities of couples therapy, such as Behavioral Couple Therapy, Emotionally Focused Therapy, Imago, Experiential/Body-Based Treatment, and the Gottman Method. Students will also learn about treating couples using systems- and multiculturally-informed perspectives. To facilitate application of the material, students will review tape of real couples therapy sessions and may have the option to take on their own couple case. Special topics include trauma, mindfulness/self-regulation, individual psychopathology, family caregiving (kids, parents, extended family), sex therapy, infidelity, intimate partner violence, and separation/divorce. Students will have the opportunity to take this as a year-long course to receive comprehensive training in couple therapy. However, students have the option of taking either semester of this course, depending on scheduling availability and interests in topics

18:821:636 ***Integrative Couple Therapy II***
Students will learn the theoretical and empirical bases of various modalities of couples therapy, such as Behavioral Couple Therapy, Emotionally Focused Therapy, Imago, Experiential/Body-Based Treatment, and the Gottman Method. Students will also learn about treating couples using systems- and multiculturally-informed perspectives. To facilitate application of the material, students will review tape of real couples therapy sessions and may have the option to take on their own couple case. Special topics include trauma, mindfulness/self-regulation, individual psychopathology, family caregiving (kids, parents, extended family), sex therapy, infidelity, intimate partner violence, and separation/divorce. Students will have the opportunity to take this as a year-long course to receive comprehensive training in couple therapy. However, students have the option of taking either semester of this course, depending on scheduling availability and interests in topics covered.

18:821:637 ***Basic Principles and Methods of Psychoanalytic Therapy (3)***
This course focuses on the clinical application of evidence-based psychodynamic/psychoanalytic treatment models for adult clients. Students will learn how to conduct a multidimensional psychodynamic assessment using semistructured clinical interviews, generate a psychodynamic case conceptualization, and implement an evidence-based treatment model. The evidence-based psychodynamic treatments to be covered include: Transference-Focused Psychotherapy (TFP), Mentalization-Based Therapy (MBT), and Interpersonal Reconstructive Therapy (IRT).
Prerequisite: 18:821:535 or permission of instructor.

18:821:639,640 ***Short-Term Dynamic Psychotherapy (3,3)***
Psychodynamic understanding and technique as applied to the short-term treatment (10 to 35 sessions) of selected clients; current models of practice based on either drive/structural, relational, cognitive/dynamic, emotion-focused or integrative concepts; and theory and application demonstrated through use of videotapes. Discussion topics include psychotherapy integration, transference and resistance, curative factors, research approaches, gender and sociocultural factors, modern attachment and mindfulness-based approaches, and values and visions in psychotherapy. Therapy case with supervision required.
Yearlong course; both semesters required for credit to be given. Prerequisite: Previous course in psychoanalytic theory or therapy and/or supervised experience in psychodynamic therapy.

18:821:641 ***Cognitive Behavioral Therapy Foundations Supervision (1.5)***
Required of first-year clinical students.

18:821:642 ***Psychodynamic Foundations Supervision (1.5)***
Required of first-year clinical students.

18:821:653 ***Supervision & Professional Development (1)***
Biweekly group supervision to discuss cases and issues that arise in practicum settings.
Required for first-year clinical Psy.D. students.

18:821:655 ***Training, Supervision, and Consultation: Expanded Roles and Competencies of Health Service Psychologists (3)***
The professional roles of psychologists are ever-expanding and today's clinical psychologists must be prepared to assume multiple roles throughout one's career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. Training refers to the educational and instructional processes involved in the initial (e.g., graduate education) or ongoing (e.g., continuing education) learning to establish competence as a psychologist. Supervision refers to mentored activities that

influence a provider's direct or indirect service with clients of psychological care. Consultation refers to a diverse array of activities wherein psychologists provide specialty services or work in collaboration across professions and in diverse settings (e.g., medical, school, forensic, business). The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.
Prerequisite: Must be a third-year clinical student or above.

18:821:657,658 ***Internship in Clinical Psychology (3,3)***
Required for all Psy.D. students in the clinical psychology program, usually during the fourth or fifth year of training. Provides a 12-month (1,750 hours) supervised experience in a setting determined by the program chair and the student.
Prerequisites: Students must have completed all coursework and required pre-internship practicum hours and successfully passed the written comprehensive exams.

18:821:659 ***Part-Time Internship in Clinical Psychology (BA)***
For students who have approval to complete the supervised experience over a two-year period. Register for 2 credits in the fall and 1 credit in the spring semester, totaling 3 credits each year.
Prerequisite: Special permission from the department chair.

GSAPP Courses (GSAPP)

School Psychology 826

School Psychology 826

18:826:506 Practicum Group Supervision ***(1)***
Biweekly group supervision addressing issues that arise in practicum settings.
Required of all first-year non-advanced school psychology students during their first semester of practicum.

18:826:532 ***Basic Therapeutic Strategies with Children and Adolescents (3)***
This course introduces first year graduate students to the therapeutic interview and to basic attending and communication skills that are essential to both the initial visit and the ongoing therapeutic process. Students will demonstrate the knowledge, skills, attitudes, and self-awareness necessary to conduct effective initial therapeutic interviews and ongoing therapeutic interventions. Throughout the course, they will improve upon their use of "micro-counseling" skills as listed in the syllabus. In this course, students will consider multicultural and diversity aspects as they relate to the major concepts of this course. The course will also prepare students for conducting intakes at community-based mental health clinics, including the Psychological Clinic at Rutgers.

18:826:543 ***Human Development (3)***
This course is designed to provide students with an overview of human development throughout the lifespan, as relevant to school and clinical psychologists. In this course we will explore how processes of physical, cognitive, and socio-emotional development occur across the lifespan, emphasizing an ecological-systems view of dynamic person - context interactions in families, schools, communities, and culture. We will critically examine prevailing theoretical and conceptual perspectives on development and related themes. Throughout the course, students will develop an understanding of the processes that underlie developmental change, including contributing biological and environmental factors, and the contextual factors such as cross-cultural, familial, school, and peer-group

influences. Students will acquire foundational knowledge of developmental psychology including the theories and science of development, needed for effective service delivery of professional work in psychology.
Required for school psychology students; elective for all others.

18:826:544 ***Pediatric Behavioral Medicine (3)***
This course focuses on the foundational knowledge needed to deliver effective, integrated pediatric behavioral healthcare in a variety of child-serving systems, including healthcare settings and schools. The course will examine concepts and skills related to integrated behavioral healthcare and interprofessional collaboration. Additionally, evidence-based screening, prevention, and treatment practices for commonly occurring pediatric conditions will be explored.

18:826:550 ***Introduction to School Psychology (3)***
This course provides an introduction to the profession and practice of school psychology. Topics to be discussed include the historical confluences of school psychology and psychological services in schools and the roles and functions of school psychologists. Current legal, ethical, and professional issues, in addition to relevant educational laws and the cultures of schools, will be discussed.

18:826:555 ***Exceptional Children (3)***
This course is designed to introduce the student to the topics of human disability and exceptionality. The areas emphasized are normalization, stigma, inclusion, intellectual disability, intellectual superiority, sensory impairment, physical disability, emotional/behavioral disability, special education services, and personal and family impact.

18:826:557 ***Psychological Foundations of Learning Disabilities (3)***
Focuses on the administration, scoring, and interpretation of major standardized assessment approaches (e.g., cognitive, achievement), and assessing various child learning difficulties. The roles of RTI, CHC theory, and cross-battery assessment approaches for the identification and monitoring of learning difficulties and disabilities are presented. Under faculty supervision, the completion of two comprehensive clinic-based cases is required.
Prerequisites: Successful completion of the first year of full-time study at GSAPP and high competency of administration and scoring of major cognitive assessment batteries.

18:826:558 ***Adult and Organizational Learning and Change: Effective Program Planning and Implementation (3)***
Examines theory, research, and practice of adult and organizational learning and change. Emphasizes bringing evidence-based practices and programs to schools and other human service settings through understanding the process of innovation implementation. Focuses on how to incorporate a new practice or program in the functioning of an individual, group, or organization in systems change efforts.

18:826:602 ***School-Based Psychological Intervention (3)***
This course is designed to introduce doctoral students to the research, theory, and practice of implementing evidence-based practices in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory, case conceptualization, and research related to behavioral and cognitive behavioral interventions and will expose students to direct and indirect common practice elements along with manualized interventions to address internalizing and externalizing behaviors in school-aged children. The course is also designed to expose students to specific issues related to delivering tiered interventions in schools including fidelity, adaptation, cultural competence, and the integration of the best available research with clinical expertise in the context of student characteristics, culture, and preferences.
Prerequisites: 18:820:502, 503, 504, and 635; 18:826:605, 606.

18:826:605,606 Advanced Group Supervision in School Psychology *(3,3)*
Provides for personal and professional growth and development through small-group supervision by faculty and peer group. Focuses on the integration of coursework with the professional, ethical, and legal issues encountered in school practicum placements.
Required of all school psychology students for two years, starting with the second year.

18:826:609 *Learning and Academic Interventions: Research to Practice (3)*
Provides students with a comprehensive theoretical and research foundation in human learning as well as the key characteristics and features of common academic intervention strategies targeting academic skills (e.g., reading, writing, math) and academic behaviors (e.g., studying, homework completion). A self-regulated theoretical framework will also be used to help conceptualize the development and implementation of academic interventions in school contexts.

18:826:612 *Consultation Methods (3)*
Overview of theory, research, and practice of school-based consultation methods. Indirect models of delivering educational and mental health services by consultants in schools and school-related settings serving diverse populations and communities. Consultants learn research-based, data-driven methods for improving consultee(s) capacities (e.g., educators, parents) that lead to improved client(s) outcomes. Behavioral consultation, conjoint behavioral consultation, mental health consultation, and instructional consultation approaches addressed. Course requires a school-based consultation project.

18:826:616 *Program Evaluation (3)*
This course aims to develop students' knowledge, skills, and abilities that contribute to effective evaluation of programs that add value to individuals and groups in organizations (profit, nonprofit) and related community settings. Students will learn a range of evaluation models, methods, and approaches used in the field. They will develop an in-depth understanding of program theory and program process while considering how to be culturally responsive. Students will develop skills in communicating findings, selecting measures, and analyzing quantitative and qualitative program data. Students will hone their abilities to communicate using formal, professional writing and presentations.
Required of all third-year school psychology students. Prerequisites: Prior courses in statistics. Students are not permitted to audit this course.

18:826:630 *Cognitive Assessment (3)*
The purpose of this course is to attain knowledge on cognitive assessment and skills in administering measures of cognitive abilities. This course integrates administration and scoring of major cognitive assessment instruments in the context of theory, research, and best practices. Students will be introduced to interpretation of cognitive assessment results, as well as communication of findings through written reports. The course will reinforce basic issues of measurement such as reliability and validity, address the assessment of persons representing various stages of development, and introduce a wide variety of measures. Issues of assessing children and adolescents from a diverse set of populations are integrated throughout the course in addition to specified lectures. Upon completion, students will be qualified to administer the measures on which they have been trained, and to monitor themselves in obtaining competence to administer, score, and interpret a wide range of cognitive assessment measures.
Required for first-year school psychology students.

18:826:631,632 ***Internship in School Psychology (3,3)***
Supervised experience of 1,500 hours (departmental requirement) or 1,750 hours (predoctoral licensing requirement) in a setting determined by the internship coordinator and the student.
Required of all students in the school psychology program.

GSAPP Courses (GSAPP)

Organizational Psychology 829

Organizational Psychology 829

18:829:511 ***Organizational Psychology: Science & Practice (3)***
Reviews basic research and theory concerning work and careers; examines various strategies for improving the quality of life at work and promoting optimal career development.

18:829:512 ***Introduction to Personnel & Work Psychology (3)***
This course provides an in-depth exploration of psychological principles and practices applied to workplace settings as they relate to personnel and work psychology. Students will gain a comprehensive understanding of how psychological theories and research inform various aspects of organizational behavior, human resource management, and employee performance. Emphasis will be on the application of research and theory relevant to the practice of organizational psychology in applied settings.

18:829:514 ***Introduction to Organization Development & Change (3)***
Focusing on psychological and systems-based frameworks, this course provides an introduction to the field of Organizational Development and Change (OD&C), equipping students with fundamental knowledge and skills to enter/contract; diagnose organizational pain points; and design, implement, and evaluate evidence-based interventions that facilitate transformational change at multiple levels of organizational functioning, including interpersonal, group, intergroup, and systemic.

18:829:520 ***Foundations of Qualitative Research for the Organizational Psychologist - Organizations (3)***
This course serves as an introduction to the principles and applied practices of qualitative research within the context of organizational psychology and equips students to conduct rigorous qualitative research in organizational settings. Students will explore relevant contemporary research and engage in hands-on activities and practical exercises to develop their qualitative research skills.

18:829:521 ***Interviewing and Observation - Organizations (3)***
Skills of observation and interviewing within an organizational context. How phenomena of organizational life can influence how procedures are carried out and kinds of information they provide. Introduces nature of fieldwork, theory of role relations in organizations, and how to work with one's subjective experiences in fieldwork.

18:829:525 ***Experiential Group Dynamics (3)***
Group and intergroup dynamics using a combination of experiential and didactic methods. Experiential sessions focus on the "here-and-now" experiences of people in the room. As events unfold, attention may turn to the dynamics of the several groups represented in the course. Didactic sessions provide opportunities to step back from the here-and-now events and reflect upon what has occurred.

18:829:531 ***Cross-Cultural Organizational Psychology (3)***
This course examines topics in organizational psychology from a cross-cultural lens, focusing on portability of Western-based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work-family issues, leadership, negotiations, acculturation and expatriation/repatriation. Co-requisite: 18:829:548 or permission from instructor.

18:829:531 ***Organizational Diagnosis and Cultural Dynamics (3)***
Theory and method of group relations and organizational diagnosis. Combination of lectures, discussions, classroom exercises, and a field project for those who choose it.
Prerequisite: 18:829:525.

18:829:536 ***Ethics in Organizational Psychology/Organizational Development Research and consulting (3)***
The course will reinforce Industrial, Work, and Organizational Psychology (IWOP) values and ethical principles and standards of the American Psychological Association, as well as the Human Systems Development Consortium. Students will apply ethical judgments in organizational consulting practice, identifying potential ethical issues, proposing solutions to simulated or actual challenges faced by organizations, and demonstrate abilities to navigate ambiguous organizational situations. Prerequisites: Intro to Personnel & Work Psychology, Cross-Cultural Organizational Psychology, Applied Systems Theory & Analysis, or permission from instructor.

18:829:542 ***Occupational stress and Health psychology (3)***
This course surveys the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health & well-being.
Prerequisite: 18:829:548.

18:829:559 ***Theory and Practice of Training & Development (3)***
Experiential learning of the issues and problems that confront adults in training groups: issues of trust, resistance to change, power and authority, norms and practices, cultural diversity, and conflict management. Design and facilitation of adult training modules for corporate employees, health service workers, educators, and parents. Focuses on the individual as a unit of learning.

18:829:565 ***Executive Coaching: Organizational Interventions at the Individual Level (3)***
Introduction to a disciplined, theory-based approach to executive coaching emphasizing multilevel forces impacting individual behavior. Student will apply theory and methods learned through readings, class discussion, and case study analysis to a supervised executive coaching project.
Prerequisites: 18:829:521 and 18:829:531.

18:829:604 ***Psychology of Group Behavior & Decision Making (3)***
Examines the group dynamics of organizations using both historical and contemporary materials. Understanding of organizations as entities through an understanding of their group dynamics rooted in authority, function, gender, race and ethnicity, and generation. Investigates the balance between personality and group representational forces in accounting for behavior of leaders.

18:829:605,606 *Supervision in Organizational Psychology (3,3)*
Provides personal and professional development through group supervision; practicum experiences analyzed to facilitate integration of thought and action.

18:829:610 *Proseminar on Theories in Organizational Psychology: A Comparative, Case-Based Approach (3)*
Provides the opportunity to learn a variety of theoretical models of assessment and intervention in organizational psychology (OP). A distinctive aspect of the course will be the presentations of intensive case studies by outside instructors. The cases will viewed from multiple theoretical perspectives in part as a way of learning about those perspectives. The focus will be a systematic, comparative approach of how different theories play out in actual organizational cases. The instructors will be drawn from both GSAPP and the resources of the larger OP community outside GSAPP such as non-GSAPP OP faculty at Rutgers--adding to the span of students' exposures to OP theories and practice. A coordinating faculty instructor will be a resource in all classes and will provide continuity throughout the class.

18:829:616 *Organizational systems theory and analysis (3)*
Covers family systems theory as a new paradigm for conceptualizing human dilemmas; the major theoreticians and schools in the family therapy field; core concepts and their relevance for application; basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through a variety of systematic experiences; formulation of a psychosocial assessment; and the psychologist's use of self. A number of different schools of family therapy are explored, including structural, Bowenian, strategic, behavioral, narrative, and multisystemic.

18:829:617 *Current Topics in Organizational Psychology: Emotional Intelligence at Work (3)*
Reviews research on the link between social and emotional competence and work performance. Considers actual programs and strategies designed to enhance these competencies, and the empirical research concerning their effectiveness. Addresses implementation, dissemination, and evaluation issues.

18:829:618 *Current Topics in Organizational Psychology (3)*
Special topics on various aspects of organizational psychology. Topics change from year to year based on student and faculty interests as well as recent developments in the field.

18:829:631,632 *Internship in Organizational Psychology (3,3)*
At least 10 months of supervised experience in a setting determined by the program and the student. Required for all organizational psychology students. Student must have completed all required practicum credits, all required courses, and passed the written comprehensive exams.

18:829:635,636 *Part-Time Internship in Organizational Psychology (3,3)*
Two-to-three days per week of supervised experience in a setting determined by the program and the student. Students must have completed all required practicum credits, all required courses, and passed the written comprehensive exams.

18:829:682 *Judgment and Decision-Making (3)*
Explores theory and research on judgment and decision-making, including decision theory and judgmental heuristics. Includes research from cognitive, social, and clinical psychology as well as organizational behavior and management.

Applied Psychology 844

Applied Psychology 844

18:844:501 ***Practicum Group Supervision (3)***
Practica are defined as field practice (either through internal practica housed at GSAPP or external practica at other sites) pursued under the intensive on-site supervision of practitioner supervisors. The practicum experience will vary according to the student's training level, the coursework taken, and the experiences available at the particular site. Practica are designed to provide you with the opportunity to practice what has been and is being learned through coursework, as well as an opportunity to learn directly from experienced field supervisors. Students can learn about possible clinical practica through the annual Practicum Fair.
Clinical and school students are approved for these positions by the GSAPP coordinator of practicum placements.

18:844:502 ***Independent Study - Capstone Experience (0)***
Independent study is a good opportunity for students to understand the research process from the ground up and experience firsthand what goes into the process of collecting data and writing a paper. While the course is through arrangement with individually faculty members and what is required may differ between the faculty, most faculty require working a set number of hours in a laboratory, attending laboratory meetings, and writing a final paper for the course.

18:844:503 ***Honors Capstone (3)***
The electronic portfolio is an opportunity for graduate students in the applied psychology program to highlight their accomplishments over the course of their studies. Graduate students compile items from their studies illustrating successful completion of the master of applied psychology degree program. Examples of items include the curriculum vitae (CV), work samples, advanced certification trainings, and other files that pertain to the field of applied psychology outlined by a program rubric.

18:844:505 ***Professional Practicum Placement I (3)***
Practica are defined as field-based training experiences, conducted either through internal placements at GSAPP or external sites, under the close supervision of qualified practitioner supervisors. These experiences are tailored to each student's level of training, completed coursework, and the opportunities available at the practicum site. The primary goal of practica is to bridge academic learning with real-world application. Students gain hands-on experience by applying concepts and skills learned in the classroom, while also benefiting from direct mentorship by experienced field professionals. Information about available clinical practica is shared on the Applied Canvas page and meetings with the practicum coordinator are encouraged.
Clinical and school students are approved for these positions by the GSAPP coordinator of practicum placements.

18:844:506 ***Statistical Methods and Research Design (3)***
The primary goal of this course is to provide students with an overview of the statistical methods and designs commonly utilized in psychological research to become a good consumer and producer of scientific research products. To this end, first, this course will expose students to various research designs and their logics, such as experimental, quasi-experimental, observational, and longitudinal study designs. Students will also learn how to utilize various techniques of data analysis, including multiple and logistic regression analyses. This course will include lectures and computer lab sessions.

18:844:507 ***Biological Bases of Human Behavior (3)***
In today's health care climate, psychologists are often required to serve beside medical personnel in integrated health care teams for assessment and treatment of complex cases. This course will prepare students for these interactions by providing them with a comprehensive overview of key aspects of biology that explain or otherwise interface with normal and/or dysfunctional behavior. Scientific constructs, techniques, and theories will be examined in depth. Biological topics include the peripheral and central nervous system, the neurobiological systems that underlie sensation, motor behavior, emotion, cognition, self-other representation, and social behavior. We will also integrate understanding of altered behavioral processes of brain-damaged and psychiatric patients with knowledge of basic neuronal and neurobiological processed. Each week students will be required to read the textbook chapters, case studies, and watch a video dealing with a specific topic in the biological basis of behavior.

18:844:508 ***Psychopathology (3)***
This course is designed to introduce students to the diagnosis, causal factors, and treatments of the major psychological disorders in childhood, adolescence, and adulthood. Historical and contemporary conceptions of abnormal behavior will be explored as well as controversies within the field regarding the classification, assessment, and treatment of psychological disorders. Behavioral, cognitive, interpersonal, sociocultural, genetic, and biological/neuroscience aspects of psychopathology will be covered as appropriate. The course will emphasize descriptive psychopathology (e.g., phenomenology, epidemiology, natural course of disorder). Issues of etiology, treatment, access to mental health services, and cultural issues to be considered will also be covered.

18:844:510 ***Special Topics Seminar: Civic and Global Citizenship, Social Justice, and Cultural Diversity (3)***
This course consists of graduate-level material to prepare students to address issues related to multiculturalism and various issues of diversity. As the material within the topics of civic and global citizenship, social justice, and cultural diversity are constantly changing, the course material is variable depending on the political climate, the instructor, and other social justice issues within the American and global cultures. Research related to microagressions, racism, prejudice, social justice, and issues of diversity will form the framework of the course.

18:844:511 ***Ethics and Professional Development Seminar (3)***
This course will provide an overview of professional psychology education and practice, including historical ethical issues and court cases as well as current practical applications of the American Psychological Association (APA) ethics code.

18:844:512 ***Public Policy in Mental Health (3)***
This course examines the federal and state policies affecting mental health and substance use education, funding, reimbursement, and treatment in a variety of settings. The course will focus on understanding U.S. mental health and substance use policies, including the organization, delivery, and financing of service systems and the roles of professionals and the public and private sectors. Situations that impact practitioners, patient access and quality of care, and behavioral health care delivery will be carefully examined. An emphasis will be on learning skills for critical analysis of contemporary policy issues and practitioner dilemmas, especially policies that aim to: expand access to care, reduce behavioral health disparities, improve provider alignment to patient need, encourage service delivery reform, increase community services, and reduce reinstitutionalization. Students will be trained in gathering and evaluating information that can inform their perspective on policy and services.

18:844:513 ***Introduction to Autism Spectrum Disorders (3)***
This course will provide a broad overview of current research and practices related to autism spectrum disorder (ASD). Topic areas span a wide range of professional disciplines (e.g., psychology, psychiatry, neuroscience, genetics).

As is the case with many introductory courses, the goal is to expose students to a breadth of information, rather than go into any one area in great depth. Readings and discussions will draw from a range of perspectives (research, professional practice, family members and self-advocates, media). Students are expected to gain knowledge about research findings and best practices. However, assignments will emphasize application of that knowledge to inform critical thinking and evaluation of new information (e.g., case studies, research articles, media coverage, etc.), rather than regurgitation of facts.

18:844:514 ***Autism in Adulthood (3)***
This course will focus on increasing students understanding of autism spectrum disorder (ASD) in adulthood. There will be a focus on understanding ASD in the context of ongoing development from transition age/young adulthood through later life. Topics will likely include: presentation of ASD symptoms, the unique challenges faced by autistic adults, strengths and adaptability, evidence-based and emerging practices for supporting adults, and quality of life in the context of aging. The course will encourage interdisciplinary perspectives, drawing from literature from fields such as psychology, social work, public health, and neuroscience.

18:844:517 ***Applied Behavior Analysis and Autism (3)***
Through weekly reading assignments, group discussions, and brief lectures, students will learn the ABA-based principles and techniques currently employed to help individuals with autism spectrum disorder (ASD) acquire functional language, appropriate social behavior, and general academic and living skills, as well as decrease problematic behaviors. Students will have the option to participate in the coursework for Registered Behavioral Technician (RBT) certification.

18:844:524 ***Addiction and Evidence-Based Prevention/Intervention Techniques (3)***
This is a master's-level course designed to introduce students to substance use and its societal impact as well as research and treatment designed to address these issues in both larger populations (college/community level) and individual clinical settings. The course uses a combination of lecture, discussion, peer-reviewed journal reading and critique, and the learning/application of clinical skills. Emphasis will be placed on epidemiology of drugs use, substance use disorders, etiology of substance use disorders, and intervention/prevention efforts.

18:844:525 ***Social Psychology & Health Behavior***
This course focuses on social psychological applications to health risk behaviors and addictive behaviors. Topics include social influences, motivations, identity, emotion regulation, and other topics based on students' interests. The course is a combination of discussion, peer reviewed journal reading and critique, and the learning/application of social psychology to a health behavior of interest.

18:844:526 ***Professional Development***
This course focuses on professional development in applied psychology. Topics include research in clinical, social, health, school, I/O, ABA, cognitive, and developmental psychology. Furthermore, the course will also focus on the discussion and development of professional materials (e.g., CV, cover letters, personal statements) that students can use to apply to either jobs or advanced graduate education.

18:844:527 Foundations in Psychotherapy (3)
This course introduces students to the major psychological theories (behavioral, cognitive behavioral, cross cultural, energy, evolutionary, humanistic/existential, positive psychology, psychodynamic, systems). By the end of this course, students should be able to understand, recognize and describe the different theories and apply them

to beginning clinical practice. Exposure to psychological theories of practice is necessary for students providing clinical practice on practicum, for entry level positions in mental health agencies, and to build a foundation of study for students applying for doctoral programs

18:844:617 ***Assessment and Intervention in Sport Psychology (3)***
The purpose of this course is to assist your development in areas considered relevant to professional sports psychology practice. That is, you will be considered in your role as a doctoral student in professional psychology at GSAPP, or as a Ph.D. student in the Department of Psychology at Rutgers University, or as a student or postdoc in another setting, or as a psychologist already engaged in the practice of psychology. Through the materials that comprise this syllabus, you will learn about the process of assessment in sports psychology as well as assessment in emerging, related areas such as the performing arts. More specifically, you will learn how to use assessment information obtained on athletes, other performers, and teams as a basis for designing customized and potentially worthwhile interventions with these target populations, as well as for larger organizational entities that are associated with sports and with performance, such as theater ensembles.

18:844:618 ***Sports Psychology: Theory, Research, and Practice (3)***
The course will provide you with opportunities to develop a base of information about sports psychology---its predominant theoretical and empirical bases and about the practice of sports psychology. In addition, the course content may refine your thinking about whether, and to what extent, you want to pursue additional education and training in sports psychology.

18:844:680 ***Foundations in Alcohol Studies: Biology, Psychology, and Sociology (3)***
Foundations in Alcohol Studies introduces the master of applied psychology (M.A.P.) student to lawful aspects of physical and mental functioning with relevance to alcohol use and misuse, and to associated forms of mental disorder and social distress. This course is required for the Alcohol Certification component of the M.A.P. program.

Certification Courses - Applied Behavior Analysis (ABA)

Certification Courses - Applied Behavior Analysis (ABA)

The courses listed below are certification courses intended for non-Graduate School of Applied and Professional Psychology (GSAPP) students, although GSAPP students may elect to take one or more of these courses.

18:820:512 ***Introduction to Analysis and Single-Case Design (3)***
Introduces the student to the process of analysis using baseline logic and learning how it applies to single-case methodology. Provides an overview of behavior measurement and recording, visual analysis, and graphing. Basic single-case research designs will be discussed, including general characteristics, strengths, and considerations. General issues regarding internal and external validity will be explored, as well as ethical considerations in research design and implementation. Students will practice applying the principles of research design and ethics to the interpretation of research literature.

18:820:513 ***Basic Principles of Behavior Analysis (3)***
Presents the student with an introduction to the basic principles and historical overview of applied behavior analysis, learning theory, and the fundamental principles of science and behavior. Students will learn to distinguish between respondent and operant models of behavior and conditions. Concepts and principles of behavior including

reinforcement, punishment, stimulus control, verbal behavior, and motivational operations will be defined and discussed in the context of behavioral learning theory in order to establish a theoretical foundation for applications in advanced-level courses.

18:820:514 ***Applications of Behavior Analytic Principles: Changing Behavior (3)***
Presents information on the applications of behavior analytic principles in changing behavior. Specifically, students will learn to select behavior targets for change, to establish and strengthen behavior, and to weaken behavior. Strategies for strengthening behaviors include a review of reinforcement, prompting, commonly used instructional approaches (e.g., DTI, incidental teaching), delayed reinforcement systems (e.g., token systems, contracts), and self-management approaches. Strategies covered for weakening behavior include extinction, differential reinforcement procedures, positive punishment procedures (e.g., aversive stimuli, overcorrection), and negative punishment procedures (e.g., time-out, response cost). Significant time is spent on discussing the ethics of behavior reduction and the negative side effects of the use of punishment procedures. The application of these principles in changing behavior will be illustrated through reviewing a variety of books and articles, which highlight the breadth, power, and ethical considerations of applied behavior analysis (ABA) in this context.
Prerequisites: 18:820:512, 18:820:513.

18:820:516 ***Applications of Behavior Analytic Principles: Functional Assessment and Treatment Development (3)***
A sampling of state-of-the-art teaching strategies for children with autism and related disorders. Specifically, the student will develop a framework for conceptualizing verbal behavior and gain familiarity with the application of this framework to the education of children with autism and related disorders. Furthermore, the student will develop an understanding of additional teaching strategies, such as precision teaching, rate building, and activity schedules. Other topics addressed include effective strategies for staff training and for working with families, increasing social skills in learners with acute stress disorders (ASDs), and collaborating with other disciplines. The goal of this course is to develop an understanding of the unique applications of a variety of applied behavior analysis (ABA) instructional techniques for learners with autism. The students should be able to conceptualize a comprehensive ABA program, and be able to select specific methodologies to address specific skill deficits.
Prerequisites: 18:820:512, 18:820:513.

18:820:517 ***Advanced Topics in ABA: Teaching Children with Autism and Related Disorders (3)***
Focuses on understanding the functions of challenging behavior, becoming familiar with various methods of determining the functions of behaviors, and developing behavior intervention plans that match the functions of the behaviors. The student will learn how to observe, collect data, and interpret data in the assessment of challenging behaviors. Specifically, students will learn the methods for obtaining descriptive data and the procedures for conducting systematic manipulations, such as functional analyses (FA). Variations of FA procedures will be described, including brief FA and procedures that are easier to implement in natural settings. Specific single-subject experimental designs will be reviewed in the context of FA. The ethical considerations inherent in behavioral assessment, treatment, and research will be reviewed. A variety of articles describing state-of-the-art methods for FA will be assigned and discussed.
Prerequisites: 18:820:512, 18:820:513, 18:820:814.

18:820:521 ***Ethics for Behavior Analysis (3)***
This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts in the fields of education and mental health. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within

the context of case method. Ethical decision-making processes will be emphasized, and the relationship between ethics and law will be explored.
Prerequisites: 18:820:512, 18:820:513.

18:820:522 Personnel Supervision and Management in Applied Behavior Analysis (3)
This course will offer an introduction to the application of behavior analytic concepts and principles to problems of human behavior in complex organizations such as businesses, human service agencies, industries, and governments. Students will learn the basics of performance management, behavioral systems analysis, and supervision. Students will practice applying the concepts discussed in class through a semester-long OBM project.
Prerequisites: 18:820:512, 18:820:513.

About the School (MGSA)

ABOUT THE SCHOOL

Established in 1976, Mason Gross School of the Arts at Rutgers, The State University of New Jersey, comprises a vibrant community of nearly 1,200 creators--dancers, filmmakers, musicians, theater artists, visual artists, and designers unafraid to take risks as they collaborate with our renowned faculty of professional working artists. Mason Gross graduates emerge, not merely with a degree, but with a commitment to making innovative and purposeful contributions to the wider community--onstage, backstage, in the gallery, the classroom, the studio, and beyond. Mason Gross School of the Arts nurtures **curiosity**, **skill**, **critical thought**, and **innovation** in creating art and scholarship that touches hearts, challenges minds, imparts joy, and awakens a sense of shared humanity. We uphold the highest standards of inclusive excellence in artistry, pedagogy, and scholarship while affirming the role of the arts in shaping the world around us.

Mason Gross offers undergraduate and graduate degrees in art & design, dance, filmmaking, music, and theater, as well as courses and programs in the arts for the wider university and public programming for the community at large. Our faculty are leading the way in creating challenging, rewarding curricula that celebrate the diversity of the arts and prepare students for a wide range of career paths.

Situated just 45 minutes from New York City and a little over an hour from Philadelphia, Mason Gross serves as the flagship public arts conservatory at Rutgers, a Big Ten research university serving more than 66,000 students. Rutgers is the nation's eighth-oldest institution of higher learning and a member of the prestigious Association of American Universities. Students at Mason Gross benefit from our distinctive identity as an arts conservatory within a leading public research university in a richly diverse region with a robust arts scene. Our students have access to major research collections in the Rutgers University Libraries and a vast array of extra- and co-curricular activities.

Courses in the arts are taught on the New Brunswick and Piscataway campuses and online.

Admission (MGSA)

ADMISSION

All applicants to Mason Gross School of the Arts must complete two applications: the Rutgers University application AND the Mason Gross talent assessment. The talent assessment collects applicant talent through

audition, interview, or portfolio. An additional submission fee, separate from the Rutgers University application fee, is required on the Mason Gross talent assessment. Mason Gross applicants are reviewed by faculty members for both admission and merit scholarship based on the Mason Gross talent assessment. Applicants receive information on how to access the Mason Gross talent assessment after the Rutgers University application is submitted. For deadlines, submission fees, and audition/portfolio requirements, visit admissions.

Regardless of U.S. residency status, an English proficiency examination is required of all applicants who did not complete an undergraduate degree in the U.S. or in a country where English is the principal language. Even if the applicant holds a master's-level degree from the U.S. or from a country where English is the principal language, the applicant is required to submit a passing English proficiency exam. To review acceptable exams and minimum scores, visit: Graduate and Professional Admissions.

For any questions about the application and admissions process, contact admissions@mgsa.rutgers.edu.

Academic Policies and Procedures (MGSA)

ACADEMIC POLICIES AND PROCEDURES

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

Registration and Course Information

Class Schedule and Hours

Grades and Records

Academic Standing

Registration and Course Information (MGSA)

REGISTRATION AND COURSE INFORMATION

Registration for Newly Admitted Students

Registration for Newly Admitted Students

Newly admitted students will receive registration materials electronically before the start of the fall and spring semesters. Official registration and billing forms should be received well before the first day of classes.

You will receive admission information via U.S. mail within several days after you are formally admitted. The admission information contains your formal certificate of admission, and in some cases, other relevant information for admitted students. In most cases, you will also receive additional information separately from the graduate school and program to which you have been admitted.

Newly admitted students who fail to receive these materials at least two weeks before the start of the semester of their admission should contact the graduate admissions office immediately. Contact options for each campus can be found at Contact Us.

Registration and Course Information (MGSA)

Registration for Continuing Students

Registration for Continuing Students

Registration for continuing students takes place well in advance of each semester, usually through the online registration system. Students should check their home, departmental, and Rutgers email account mailboxes for official communications. It is the student's responsibility to contact the registrar to request registration information if he or she fails to receive it by the third week in March for the fall semester and the third week in October for the spring semester. Registration information and the New Brunswick Registrar contact link can be found at the Office of the Registrar.

Registration and Course Information (MGSA)

Continous Registration

Continuous Registration

All students in degree programs must maintain their status in the school by registering each fall and spring semester in coursework, research, dissertation study, or Matriculation Continued (see Matriculation Continued). Students who fail to maintain continuous registration in coursework, research, or Matriculation Continued must apply for reinstatement if they are to continue in good standing. Such students are charged a reinstatement fee for each semester in which they failed to register. The current fee for Mason Gross School of the Arts is $750 per semester missed with a cap of $1500.

Registration and Course Information (MGSA)

Matriculation Continued

Matriculation Continued

Graduate students enrolled in MGSA degree programs who have completed all credit-bearing curricular requirements may register for matriculation continued in order to maintain continuous enrollment as well as retain access to university facilities. Students who register for matriculation continued are permitted to progress on non-credit degree requirements (e.g. exams, recitals, etc.).

Students are permitted to register for matriculation continued only after they have satisfied all credit-bearing curricular requirements. In music, D.M.A. students who have not completed the Lecture-Recital requirement may register for matriculation continued only if their Lecture-Recital paper has been fully approved by their advisor before the start of the semester in question.

No more than two semesters of matriculation continued are permitted for each student. If these two semesters are exhausted, students must take a formal leave of absence or register for at least one credit. There will be no exceptions to this policy. Late registration for Matriculation Continued is not allowed beyond the second week of the semester. After this time, the student is required to apply for reinstatement, depending on degree status, and if approved, will have to pay a reinstatement fee based on the number of semesters missed (see Continous Registration). Students wishing to drop all courses and add Matriculation Continued must do so before the first day of the semester.

While matriculation continued is 0-credit and carries no tuition costs, students who register for matriculation continued must pay registration fees as established by the university and the school.

If a student has completed their coursework and intends to progress on degree requirements, but has already exhausted their two semesters of matriculation continued, they must register for one credit of Independent Study to maintain good standing in their program. Semesters of Matriculation Continued registration count in the time limit allowed for degree completion.

Students on F-1 visas may not register for matriculation continued. If there is a medical concern or other issue, students on F-1 visas must speak with their graduate adviser/director and Rutgers Global. Students on temporary visas who interrupt their studies must in most cases leave the United States during such periods; students in this position are strongly advised to consult with Rutgers Global at the earliest opportunity.

Registration and Course Information (MGSA)

Reinstatement

Reinstatement

Students who have interrupted their graduate registration without completing their degree program and who failed to register for Matriculation Continued must apply for reinstatement to resume their studies. They may be required to reaudition or submit a current artistic portfolio, depending on the requirements of their department. Under the reinstatement process, students must pay a reinstatement fee for each semester in which they were not enrolled and fill out the appropriate reinstatement forms. These forms, which are available online or from the Office of the Dean, require the signature of the graduate program director or adviser and Assistant Dean for Advising & Student Success. The current fee for Mason Gross School of the Arts is $750 per semester missed with a cap of $1500.

Registration and Course Information (MGSA)

Summer Registration

Summer Registration

The requirement of the Mason Gross School of the Arts that its students remain in continuous registration from the time they are admitted until they earn their degrees applies only to the spring and fall semesters, not Summer Session. Information about Summer Session is available at the Office of Summer & Winter Sessions, 3 Rutgers Plaza New Brunswick, NJ 08901; the registrar's office; or online at Summer Session.

Registration and Course Information (MGSA)

Change of Registration and Withdrawal

Change of Registration and Withdrawal

After the second week of classes, the only routinely permissible changes of registration are withdrawals from individual courses or withdrawal from all courses. Both procedures are allowed without academic penalty until the end of the eighth week, and may be accomplished through WebReg or by a form that is available on the ScarletHub. The date on which the registrar receives notification of withdrawal from the student governs the academic and financial consequences of the withdrawal. Detailed information can be found in the University Withdrawal Process page. A student who stops attending a course without notifying the registrar will receive a grade of F in that course. A student who withdraws from courses may receive a partial refund according to the rules described on the Student Accounting website.

Registration and Course Information (MGSA)

Late Registration

Late Registration

Arrangements with the cashier regarding payment of tuition and fees are part of the registration process, and registration is a prerequisite to class attendance. Continuing students who fail to register during the advance registration period may do so only during scheduled late registration periods and not later than the seventh calendar day following the start of the semester. A fee must be prepaid for any late registration submitted after the published date.

Registration and Course Information (MGSA)

Registration and Bill Payment

Registration and Bill Payment

All students who register on time should receive a term bill including instructions for payment. All students, regardless of method of payment, must contact the cashier in accordance with those instructions or their registration will be canceled. These procedures for registration and bill payment must be completed in order for a student to be enrolled officially in courses at the university.

Registration and Course Information (MGSA)

Intercollege Registration

Intercollege Registration

A student enrolled in the Mason Gross School of the Arts may take courses offered by other divisions of the university. However, the student must first obtain the approval of their graduate program director or adviser. In addition, other approvals may be required, for example, from the department or program offering the course that the student intends to take.

Registration and Course Information (MGSA)

Graduate Enrollment in Undergraduate Courses

Graduate Enrollment in Undergraduate Courses

Any Mason Gross course numbered 500 or above is designed for graduate students and normally carries credit toward one of the Mason Gross graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s also may be approved for a given graduate student, either as a regular part of his or her graduate program or to remedy a deficiency in preparation. When a matriculated graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the student's adviser is required, and the credit prefix E, G, or N must appear on the transcript. The definitions for these credit prefixes are listed below:

E. Course excluded from credit toward a degree. The student must complete all coursework, including the final exam.

G. An undergraduate course for which credit has been approved toward the degree program.

N. Course is taken not-for-credit; no examination; final grade of S (satisfactory) or U (unsatisfactory) assigned.

Registration and Course Information (MGSA)

Courses Taken Not-for-Credit (Official Audit)

Courses Taken Not-for-Credit (Official Audit)

A student may enroll in a course without receiving academic credit if (1) space is available, (2) the instructor has approved the audit, and (3) the graduate program director or adviser has given advance approval. At registration, an *N* is placed in the credit prefix column on the course-request card. All course requirements except the final examination must be completed. 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 given toward a degree for the course.

Registration and Course Information (MGSA)

Auditing Courses Without Registration

Auditing Courses Without Registration

Upon obtaining permission of the instructor of the course and subject to the availability of space, full-time students of the school may audit courses without registration. It is understood that no academic credit is earned in this manner. No official record is kept of courses audited. At Mason Gross School of the Arts, auditing studio courses is not typically permitted.

Registration and Course Information (MGSA)

Transfer Credit

Transfer Credit

Approval of transfer credit is determined by each department. Typically, transfer-of-credit requests may be considered if the following items are submitted to the Graduate Director or Adviser to which the student is assigned.

- Official transcript from the institution from which the credit transfer is requested
- Materials from the original courses being transferred, including, as possible, syllabi, assignments, course materials, etc.

Additional transfer credit requirements can be found in department and degree handbooks and through consultation with an adviser or program director.

Registration and Course Information (MGSA)

Full-Time and Part-Time Students

Full-Time and Part-Time Students

For statistical, billing, and veteran-certification purposes, a full-time student is defined as one who is taking at least 9 credits per semester, depending on departmental requirements. A part-time student is one taking fewer than 9 credits per semester. All courses, including those taken not-for-credit, are counted in computing credits taken. Under some circumstances, students taking part-time credit loads may apply for consideration as full-time; this option must be discussed and approved by the individual Graduate Director or Adviser.

Registration and Course Information (MGSA)

Time Limit for the Degree

Time Limit for the Degree

It is possible to complete all coursework and requirements for the master of fine arts, master of music, and doctor of musical arts degrees in three years (six semesters) of continuous registration and coursework. The time limit for completion of the master of fine arts degree at the Mason Gross School of the Arts is five years (10 semesters) for theater arts and four years (eight semesters) for art & design. The master of music degree must be completed in four years (eight semesters). Candidates for the doctor of musical arts and artist diploma have a maximum of five years (ten semesters) from the date of admission to complete that degree. Summer Session is not included in these counts.

Registration and Course Information (MGSA)

Maximum Credit Load

Maximum Credit Load

The maximum credit load is usually not in excess of 18 credits. Students holding teaching assistantships must register their appointments as E credits (no credit earned toward the degree, and no grade computed in the cumulative grade-point average).

Registration and Course Information (MGSA)

Rutgers-Princeton Cooperative Exchange Program

Rutgers–Princeton Cooperative Exchange Program

Rutgers and Princeton Universities have had an exchange program since 1964. This informal program does not require admission to or registration at the host institution, and no funds are exchanged between the two universities. The student pays tuition only at his or her home institution. The policies of this program stipulate that (1) participants must be matriculating candidates for a doctoral program; (2) exchange is limited to one or two graduate courses per semester per student; and (3) the courses must be part of the student's degree program and unavailable at the home institution. To participate, a Rutgers student must request permission from the graduate director or adviser and must register for 16:001:816 Princeton Exchange (BA) (normally 3 credits). In addition, a student must have a form (obtained from the Rutgers graduate registrar) signed by the graduate program, dean, and Princeton course instructor. This form is then submitted to the dean of the Graduate School, Princeton University. Princeton grades are assigned and are recorded on the student's record via this form.

Class Schedule and Hours (MGSA)

CLASS SCHEDULE AND HOURS

Starting and closing dates for each semester, scheduled holidays, and other important scheduling information are listed in the academic calendar at Rutgers University Academic Calendar. All class periods are 160 minutes in length, meeting once a week, unless otherwise specified. There are 15 weeks of instructional activity for each course.

Attendance

Attendance

Each instructor is required to maintain an accurate record of attendance for each of his or her classes or sections. Students are expected to be present at each meeting of their classes. Exceptions to this rule may be made in the case of illness and in such other instances as seem justified to the instructor.

University examinations will not be scheduled on Saturdays except in those courses that regularly meet on Saturday.

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 students to make up work missed because of such absence. Examinations and special, required, out-of-class activities ordinarily will not be scheduled on those days when such students may not participate in secular activities. Absences for religious obligation will not be counted for reporting purposes. A student absent from an examination because of a required religious observance will be given an opportunity to make up the examination without penalty.

Cancellation of Classes

Cancellation of Classes

It is the general policy of the university not to cancel classes because of inclement weather. For more information, see the University Policies and Procedures section.

Arrangements for makeup work are announced by individual instructors.

Grades and Records (MGSA)

GRADES AND RECORDS

In the Mason Gross School of the Arts, outstanding work is graded A, and good work is graded B. Candidates for all degrees normally are expected to earn a grade of B or better in all coursework. Each department establishes policies with regard to grades below B for candidates for master's degrees. At the doctoral level, no grade below a B may be counted toward the degree without petition to and approval from the Graduate Performance Committee. A grade of F is assigned to students who fail to earn credit in a course they complete. Students who fail to complete a course and do not withdraw their registration (either from the course or from the university) in the prescribed manner of written notification to the graduate registrar also receive an F.

Additionally, the Mason Gross School of the Arts graduate school uses the following grade symbols:

IN incomplete

S satisfactory (used in courses taken not-for-credit)

U unsatisfactory (used in courses taken not-for-credit)

W withdrawal (officially withdrew)

An instructor may assign an IN grade if he or she thinks added time is warranted to allow a student to make up work that was incomplete at the end of the semester. Excluding Summer Session, the instructor may permit a student to take as many as two additional semesters to make up incomplete coursework. Incompletes generated in a Summer Session must be made up by the end of the following spring semester. Graduate program directors may establish shorter time limits for a student to complete an IN grade.

The university grants an extension of time beyond these deadlines to make up an IN grade only in cases of specific medical or extreme hardship cases. Moreover, the extension is granted only if the student provides a written statement describing the medical condition or hardship.

When a graduate student is permitted or requested to take an undergraduate course (those courses numbered below 500), the student must get specific approval for credit from the graduate program director or adviser. Credits for these courses appear on the transcript with one of the following prefixes: G (approved for credit toward the graduate degree), E (not approved for credit toward the graduate degree), or N (official audit; no degree credit; no final exam; S or U grade). For further information on this topic, see the Registration and Course Information section of this chapter.

Grades for Graduate Students in Undergraduate Courses

Grades for Graduate Students in Undergraduate Courses

Graduate students, in a master's degree program only, who register in undergraduate courses for graduate credit are graded according to the rules of the school or faculty offering the courses in which they are enrolled.

Grades and Records (MGSA)

Transcripts

Transcripts

Requests for official transcripts of a student's academic record should be made through the portal at Transcript/ Enrollment Certification & Term Grade Report System. At least 10 days should be allowed for processing the request.

Grades and Records (MGSA)

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 (MGSA)

Student Identification Cards

Student Identification Cards

Students must have an active role and be registered in official University schools and degree programs to be eligible to receive an RU ID. Additionally, you must have activated your NetID and uploaded your photo online. Those with multiple roles will receive an RU ID that indicates their primary relationship with the University based on the following hierarchy (employees, students, and guests). Do not alter or punch holes in your RU ID.

You must upload your photo online for your RU ID. This can be done via your enrollment pathway.

Photo requirements, restrictions, and an online photo submission tutorial can be viewed here. You will receive an email confirmation of your photo's approval status (approved or denied). Please check your official Rutgers email account, your personal email account, and your Spam/Junk folders. If your photo did not meet the requirements, please upload a new photo that does.

Most new graduate students will need to visit an ID Card Service Center to obtain their RU ID.

You can find more information and service center locations online here.

Grades and Records (MGSA)

Student Complaints about Grades

Student Complaints about Grades

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

A written complaint about a grade for work completed while the course is in progress must be submitted to the program director or adviser no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade to the program director or adviser no later than four weeks after the official notification of grades. A student who wishes to appeal the decision of the graduate program must do so in writing to the Office of the Dean. Written notification of the action taken by the graduate director or adviser or the dean is sent to the student within six weeks of filing an appeal, excluding weeks in which classes are not in regular session.

Academic Standing (MGSA)

ACADEMIC STANDING

Academic Standing (MGSA)

Scholastic Standing

Scholastic Standing

Normally, candidates for graduate degrees are expected to earn a grade of B or better in all coursework.

Each student's program is monitored by the entire faculty, and their work is evaluated at the end of each semester. Only those students whose work meets approval by the faculty may proceed to the next year of the program.

Official notification of academic probation, academic warning, academic dismissal, or artistic dismissal is handled by the Mason Gross School of the Arts Scholastic Standing Committee. The committee acts on recommendations submitted by the departmental Scholastic Standing Committee.

Any student may be required to terminate their graduate studies and withdraw from the Mason Gross School of the Arts if they fail to maintain satisfactory academic or professional standards in any phase of the graduate program. Failure to maintain professional standards is regarded grounds for as artistic dismissal. Artistic dismissal is subject to review by the dean of the school.

Upholding Professional Standards

Mason Gross trains students to be professional artists. As such, students are expected to comport themselves with integrity according to the accepted standards of the profession both in their work at Mason Gross and in their outside performances and exhibitions. As has been the policy and practice of the Mason Gross School of the Arts for many years, failure to maintain professional standards is grounds for artistic dismissal whether the behavior occurs on or off campus.

Academic Standing (MGSA)

Comprehensive Examinations

Comprehensive Examinations

Comprehensive examinations are required for all students in the music program. The examinations are given twice yearly, once in each semester.

Academic Standing (MGSA)

Committees and Advisers

Committees and Advisers

If a student's program includes a performance, an exhibition, or a thesis, supervision of the student's course of study and research and the conduct of the final examination are carried out by a three-member committee. Each committee consists of members or associates of the graduate faculty of the Mason Gross School of the Arts, and all nominations to the panel must be approved by the director or adviser of the program. One member of the committee serves as its chair. If a student's program does not include a thesis, the committee is appointed shortly before the final examination or performance. In any case, the student is encouraged to seek advice during the course of study from the graduate program director or adviser, committee chair, and professors supervising their courses.

Academic Standing (MGSA)

Submission of the Thesis

Submission of the Thesis

For a student whose program includes a thesis, the thesis must be approved by the chair of the student's committee and accepted by the other members of the panel. The final draft of the thesis should be prepared in accordance with the instructions available on the Electronic Theses and Dissertations submission website. After the thesis has been accepted by the committee, the approved document must be submitted electronically to the dean of the Mason Gross School of the Arts no later than four weeks before commencement (or no later than the announced deadline for October and January-dated diplomas).

Academic Standing (MGSA)

Graduation

Graduation

Degrees are conferred upon recommendation of the Mason Gross School of the Arts faculty. A candidate entering the final semester of their program should submit a diploma application to the graduate registrar and an application for admission to candidacy to the dean's office. This can be completed online.

Degrees at Mason Gross are conferred and diplomas are issued fall (January), spring (May), and summer (August). However, there is only one commencement ceremony held each spring. M.F.A. or M.M. students graduating in August and requiring only 6 or less credits to complete the degree requirements may participate in that year's spring ceremony. If more than 6 credits are required to complete the degree requirements, the M.F.A. or M.M. students will be eligible to participate in the following year's spring ceremony. D.M.A. students with any outstanding requirements will be ineligible to participate until the following year's spring ceremony.

Diplomas are withheld from all students having unpaid financial or library accounts or other outstanding obligations to the university.

The graduate diploma application must be completed and submitted online by the candidate. This must be done according to the deadlines on the Scarlet Hub graduation and diploma information webpage. Unless the application is filed by the appropriate date, the degree will not be conferred and graduation will be delayed.

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

Academic Standing (MGSA)

Time Limits for Degrees

Time Limits for Degrees

The time limit for completion of the master of fine arts degree at the Mason Gross School of the Arts is five years for theater arts and four years for art and design. The master of music degree must be completed in four years. Candidates for the doctor of musical arts and artist diploma have a maximum of five years from the date of admission to complete that degree.

At no point in the program should the student allow their academic registration in the Mason Gross School of the Arts to lapse. The entire master's or doctoral program must be completed within the specified period. Under exceptional circumstances, to be initiated by the student with his or her graduate program director or adviser and the dean, this limit may be extended. Students are referred to the section of the Mason Gross catalog titled Registration and Course Information for details about the requirement for continuous registration.

Academic Standing (MGSA)

Teaching Assistantships

Teaching Assistantships

Graduate students may qualify for financial assistance from Mason Gross, as determined by departmental need, student need, and artistic/academic merit. In most cases, financial assistance is contingent upon engagement in work that contributes to the department or school. In some cases depending on eligibility, qualifications, and experience, graduate students may receive experience teaching under the supervision of a faculty mentor or appointments as part-time lecturers.

Continuation of graduate financial awards is dependent on success in the program, including a semester G.P.A. of 3.0 or better, satisfactory artistic standing, and fulfillment of the responsibilities of the work assignment. Decisions about the allocation of funds for graduate financial awards are made by the Mason Gross dean's office in consultation with the department administration.

Graduate Programs in Art and Design (MGSA)

GRADUATE PROGRAMS IN ART AND DESIGN

Degree Program: Master of Fine Arts

Chair, Department of Art & Design: Jacqueline Thaw, Associate Professor

Master of Fine Arts in Design

Director, Graduate Program in Design: Gerry Beegan, Professor

The Rutgers master of fine arts (M.F.A.) degree in design is a two-year, full-time course of study that combines creative work and critical inquiry. This program focuses on research-driven design and enables collaborations with scholars and experts throughout all fields of study at Rutgers University. Students delve deeply into the innovative use of technology and interdisciplinary research in the creation of online and print publications, exhibitions, information, interfaces, and more. This program prepares designers for a contemporary design studio practice that contributes to the future of arts, science, humanities, and technology.

Master of Fine Arts in Visual Arts

Director, Graduate Program in Visual Arts: Jeanine Oleson, Associate Professor

The Rutgers master of fine arts (M.F.A.) degree in visual arts at Mason Gross School of the Arts was established in 1960 as the first nondisciplinary-specific fine art graduate program in the United States. Today, the two-year, full-time program continues to flourish through the rigorous cultivation of community, dialogue, experimentation, and creative thinking and making across media, approaches, and perspectives. Graduate students pursue their creative work in dialogue with each other, with faculty, and with the greater community. We are a diverse, tight-knit, and pluralistic community of artists, and our graduate students contribute to and benefit from all that our community offers. Our location, in New Brunswick, New Jersey, offers our students the space and time to concentrate and immerse themselves in their creative pursuits while only an hour away from New York City and Philadelphia.

Each semester, the school invites approximately 20 visiting artists, critics, and curators to meet with students in their studios and deliver a public lecture. Recent guests include El Arakawa, Fia Backstrom, Yevgeniya Baras, Tourmaline, Cara Benedetto, Anna Betbeze, Meriem Bennani, Trisha Donnelly, Huma Bhabha, Hannah Black, Damien Davis, Aki Sasamoto, Hugh Hayden, Sharon Hayes, Gregor Huber, Amy Yao, Tiona Nekkia McClodden, Camilo Godoy, Mika Rottenberg, Cameron Rowland, Sable Elyse Smith, Anna Shteynshleyger, A.L. Steiner, Mimi Smith, Lumi Tan, Stewart Uoo, Geo Wyeth, B. Wurtz, Carolyn Lazard, American Artist, Sanya Kantravosky, and Layga Nuna Yawar.

Members of the Faculty

Art and Design Admission

Master of Fine Arts in Design Arts Program

Master of Fine Arts in Visual Arts Program

Art and Design Graduate Courses

Members of the Art and Design Faculty (MGSA)

MEMBERS OF THE ART AND DESIGN FACULTY

For individual faculty profiles, please visit our website.

Ahmet Atif Akin (Design)

Gerry Beegan (Design)

Mark Thomas Gibson

Marc Handelman

Heather Hart

Sue Huang (Design)

Steffani Jemison

Julie Langsam

Cheon pyo Lee

Miranda Lichtenstein

Barbara Madsen

Mark McKnight

Jeanine Oleson

Hanneline Røgeberg

Jacqueline Thaw (Design)

Didier William

Chat Travieso, - Tepper Family Endowed Chair

Some of our distinguished graduate faculty who retired from the department after many years of teaching include Emma Amos, Mark Berger, Judith K. Brodsky, Mel Edwards, Lauren Ewing, Leon Golub, John L. Goodyear, Geoffrey Hendricks, Gary Kuehn, Ardele Lister, Toby MacLennan, Diane Neumaier, Raphael Ortiz, Tom Nozkowski, Martha Rosler, Joan Semmel, Peter Stroud, Patrick Strzelec, Stephen Westfall, and John Yau.

Art and Design Admission (MGSA)

ART AND DESIGN ADMISSION

M.F.A. IN VISUAL ARTS

The Master of Fine Arts (M.F.A.) degree in visual arts is a full-time, two-year program with no midyear admissions. Admission into the program requires submitting applications to both Rutgers University and the Department of Art & Design at Mason Gross School of the Arts. Each application has a separate deadline.

1. Rutgers University Application (submitted via the University Portal)

- An official transcript from each postsecondary institution attended. Transcripts must be sent from the institution to Rutgers' Office of Graduate and Professional Admissions.
- Three letters of recommendation.
- Personal Statement

In 300-500 words, discuss your creative practice within a personal and critical context. Please include why you believe graduate study at Mason Gross School will contribute to reaching your artistic growth and personal/professional goals.

The university application must be submitted FIRST in order to gain access to the Department of Art and Design application. Typically five business days after submitting the university application, applicants will receive an email invitation to complete the Department of Art and Design application.

For the university application, apply at Graduate and Professional Admissions or Art and Design.

2. Department of Art and Design Application (submitted via Slate)

- Department questionnaire.
- Personal statement (please submit the same statement used for the university application).
- Résumé/CV (please include current and recent employment, artistic involvement, and related skills/experience/training).
- Portfolio.

Portfolio must consist of 20 slides of works created within the last two years.

Slides can be a combination of completed works, detail shots, film stills, and time-based works.

Each slide should be captioned with title, dimensions, materials, brief description, and date of creation.

Images can be up to 5MB each and videos can be up to 250MB each.

For time-based work (video, film, performance), please submit between 5-10 videos. Each video may be up to 10 minutes in length. Links to Vimeo and YouTube files are acceptable. When applicable, please provide passwords for protected links to ensure your files are accessible to reviewers. **Acceptable Slate file formats are here below:**

-Video: 3g2, .3gp, .avi, .m2v, .m4v, .mkv, .mov, .mpeg, .mpg, .mp4, .mxf, .webm, .wmv Apple ProRes is supported.

-Slide: .bmp, .gif, .jpg, .jpeg, .png, .tif, .tiff

-Document: doc, .docx, .odg, .odp, .odt, .pdf, .ppt, .pptx, .rtf, .wpd

For more information on the application process, visit Admissions. If you face issues submitting your application please email admissions@mgsa.rutgers.edu.

For general information, use the contact form on the Rutgers' Office of Graduate and Professional Admissions website here or call 848-932-7711.

M.F.A. IN DESIGN

The Master of Fine Arts (M.F.A.) degree in design is a full-time, two-year program with no midyear admissions. Admission into the program requires submitting applications to both Rutgers University and the Department of Art & Design at Mason Gross School of the Arts. Each application has a separate deadline.

1. Rutgers University Application (submitted via the University Portal)

- An official transcript from each postsecondary institution attended. Transcripts must be sent from the institution to Rutgers' Office of Graduate and Professional Admissions.
- Three letters of recommendation.
- Statement of Research Interests.
  In 300-500 words, discuss your intentions for research and design exploration in graduate study. Describe how this intention relates to your current creative practice as well as to your personal and professional long-term goals.

The university application must be submitted FIRST in order to gain access to the Department of Art and Design application. Typically five business days after submitting the university application, applicants will receive an email invitation to complete the Department of Art and Design application.

2. Department of Art and Design Application (submitted via Slate)

1. Department questionnaire.

2. Statement of Research Interests (please submit the same statement used for the university application). In 300-500 words, discuss your intentions for research and design exploration in graduate study. Describe how this intention relates to your current creative practice as well as to your personal and professional long-term goals.
3. Portfolio.
   Please submit up to 20 images that represent the range of your creative work.
   Slides can be a combination of completed and/or in-progress works, in any medium.
   Each slide should be captioned with title, dimensions, materials, brief description, and date of creation.
   Images can be up to 5MB each and videos can be up to 250MB each.
   For time-based work (video, film, performance), each video may be up to 10 minutes in length. Links to Vimeo and YouTube files are acceptable. When applicable, please provide passwords for protected links to ensure your files are accessible to reviewers.
   Acceptable Slate file formats are here below:
   -Video: 3g2, .3gp, .avi, .m2v, .m4v, .mkv, .mov, .mpeg, .mpg, .mp4, .mxf, .webm, .wmv Apple ProRes is supported.

   -Slide: bmp, .gif, .jpg, .jpeg, .png, .tif, .tiff

   -Document: doc, .docx, .odg, .odp, .odt, .pdf, .ppt, .pptx, .rtf, .wpd

4. Résumé/CV.

For more information on the application process, visit Admissions. If you face issues submitting your application please email admissions@mgsa.rutgers.edu.

For general information, use the contact form on the Rutgers' Office of Graduate and Professional Admissions website here or call 848-932-7711.

Information and Regulations for All Graduate Design & Visual Art Students (MGSA)

INFORMATION AND REGULATIONS FOR ALL GRADUATE DESIGN AND VISUAL ARTS STUDENTS

Information and Regulations for All Graduate Design & Visual Art Students (MGSA)

Financial Support

Financial Support

M.F.A. in Design

As a public institution, we are committed to supporting an economically diverse population. We aim to find the maximum financial assistance possible for master of fine arts (M.F.A.) in design graduate students and to provide it in an equitable manner.

Every accepted student in the M.F.A. in design program receives a partial scholarship from Mason Gross School of the Arts.

The Department of Art and Design also offers part-time employment in jobs that support the operation of the undergraduate and graduate design area.

Teaching Opportunities

We do not offer traditional teaching assistantships. M.F.A. in design students interested in gaining teaching experience can do so via a for-credit, semester-long teaching mentorship under faculty supervision. Upon completion of the mentorship, students become qualified for teaching assignments as part-time lecturers (PTL).

If and when appointed as a part-time lecturer, a graduate student is paid the full PTL rate.

NOTE: Graduate teaching positions or continuous teaching assignments are not guaranteed. Opportunities are contingent on faculty recommendation, experience, expertise, and position availability.

M.F.A. in Visual Arts

In line with the school's belief that graduate study in art should be accessible to students from a diverse range of backgrounds, all incoming graduate students in visual arts are awarded a fellowship the equivalent of full out-of-state tuition in the first year and full in-state tuition for the second year of the program (international students continue to receive out-of-state tuition in their second year). Students are responsible for covering all additional university fees including health insurance, campus fees, housing, and materials.

Additional financial support comes in the form of a host of department jobs that support its operations.

Teaching Opportunities

We do not offer traditional teaching assistantships. Graduate students interested in gaining teaching experience can do so via a for-credit, semester-long teaching mentorship under faculty supervision. Upon completion of the mentorship, students become qualified for teaching assignments as part-time lecturers.

If and when appointed as a part-time lecturer, a graduate student is paid the full PTL rate.

NOTE: Graduate teaching positions or continuous teaching assignments are not guaranteed. Opportunities are contingent on faculty recommendation, experience, expertise, and position availability.

Studios

Studios

Every visual arts graduate student is assigned a studio space with 24-hour access. Second-year graduate students are given priority.

Every design graduate student is given 24-hour access to the shared design studio space. Students are expected to share the space respectfully with their peers.

Use of studios is contingent upon following U.S. Environmental Protection Agency guidelines for the safe and environmentally responsible use of art materials. *Safety Rules for Graduate Students* is distributed at the beginning of the academic year. Failure to comply will result in revocation of studio privileges. All students are required to complete online Rutgers University Environmental Health and Safety Training on Art Safety here at the start of each academic year. First-year students cannot move into their studios until they complete the training and provide proof of completion.

Students are permitted to use only university locks (not personal) when securing their studios. This is a university regulation enforced by the Division of Fire Safety. Studios must be painted and cleaned according to the rules and regulations, and graduating master of fine arts students must vacate by May 31. Students registered for Matriculation Continued may not keep their studio space beyond this date.

All artwork and possessions used in studios and galleries are not covered by Rutgers University insurance. It is strongly recommended that students obtain their own insurance. Information is available here for purchasing insurance to cover student's personal belongings brought on campus.

Fire Regulations

Fire Regulations

All students must comply with Rutgers University's fire regulation code. No bedding is permitted in the studios and studios are not to be used as a residence. Hot pots are illegal, as are hot plates and toaster ovens, microwaves, and extension cords. Power strips are allowed. The Division of Fire Safety checks the studios; students found to violate the fire code could lose their studio rights.

Master of Fine Arts in Design Arts Program (MGSA)

MASTER OF FINE ARTS IN DESIGN PROGRAM

The Rutgers master of fine arts (M.F.A.) degree in design is a two-year, full-time course of study that combines creative work and critical inquiry. This program focuses on the innovative use of technology and interdisciplinary

research in the creation of publications, experiences, exhibitions, information, interfaces, and more--preparing designers for a contemporary design studio practice that contributes to the future of arts, science, humanities, and technology.

This program attracts students who value experimentation, collaboration, and criticality. It combines studio work and the study of historical, theoretical, and cultural contexts with opportunities for collaboration with experts in a wide range of fields at Rutgers University. The program emphasizes research-driven work, empowering designers to identify, question, and synthesize quantitative and qualitative data and material from primary sources to underpin their creative projects. Design becomes a tool for inquiry and investigation alongside communication and expression.

Through seminars, studio courses, and independent work, M.F.A. design graduate students develop skills and experience to:

- Identify meaningful and appropriate subjects for design investigation
- Collaborate with research partners on complex projects that address cross-disciplinary concerns
- Visualize, design, prototype, and produce ambitious, innovative projects
- Situate their work within current scientific, social, and political contexts

This program is ideal for visual designers and other makers who seek to deepen their skills in order to initiate their own projects and contribute to and lead collaborative project teams. Graduates will find career opportunities in various creative, technological, media, and educational fields, in a wide range of roles such as information designer, interface designer, design researcher, graphic and/or digital producer, coordinator of digital laboratories, coordinator of collaborative design projects, and more.

An integral part of the program is the annual Design Lecture Series, bringing renowned and diverse practitioners and theorists to speak directly with students in an intimate setting. Previous speakers have included Somnath Bhatt, Tega Brain, Shiraz Gallab, Chris Hamamoto, Sara Hendren, Shira Inbar, Laureen Lee McCarthy, Silas Munro, Nontsikelelo Mutiti, Fiona Raby, Sadie Red Wing, Louise Sandhaus, McKenzie Wark, and Amelia Winger-Bearskin.

Development and assessment of the work happen through self-reflective writing, presentations, class discussions, and critiques with faculty and peers.

Master of Fine Arts in Design Arts Program (MGSA)

Core Courses

Core Courses

Core Courses

- Research Methods in Design
- Design Studios I, II, III, IV
- Design Seminar: Theory
- Design Seminar: Contemporary Practice
- Publication and Display
- Web Projects

- Thesis I, II

In addition to design courses within the program, M.F.A. design students may choose a university elective course outside of the Department of Art and Design each semester. These outside electives enable designers to engage more deeply with potential topics in the sciences, social sciences, and humanities, which will serve as springboards for their creative work.

In the first year, students focus on and develop their individual research interest through studio work, as well as readings, writing, and discussion. They begin to identify potential collaborators throughout the university for creative collaborations. In the second year, design courses address the development, production, display, and publication of the student's thesis work.

Master of Fine Arts in Design Arts Program (MGSA)

Thesis

Thesis

In the fourth semester of study, students are guided in the production of visual and written thesis work, in varied forms and contexts as described below.

Design Thesis Exhibition Students present their work installed in the Mason Gross Galleries.

Thesis Essay Students formulate an argument/idea about their Thesis Project. They describe, analyze, and synthesize this argument in the form of an illustrated and captioned five-page essay.

Thesis Panel Presentation Students deliver a verbal and visual presentation of the Thesis Project, continuing to formalize their ideas after completing the thesis exhibition.

Post-Thesis Project Students carry the work forward to a new audience or wider public. The format for this work is open; possibilities include a website, article, book, exhibition, or public display. Students are supported to seek out and apply for grants and other opportunities to distribute, publish, exhibit, or otherwise extend this work.

Master of Fine Arts in Design Arts Program (MGSA)

Transfer Credit

Transfer Credit

The Mason Gross School of the Arts policy on transferring graduate credit earned at another institution is outlined in the **University Policies and Procedures** section in the Rutgers Main catalog for university-wide academic policies and procedures.

Master of Fine Arts in Design Arts Program (MGSA)

Extra Graduation Credits

Extra Graduation Credits

Graduate students who have deficiencies in an academic area may be required to pursue extra graduation credits to eliminate the deficiency. For example, entering students with a lack of knowledge about design methods may be asked to take a remedial course. This requirement will be disclosed by the faculty through the M.F.A. design director and included in the student's file.

Master of Fine Arts in Design Arts Program (MGSA)

Continuation beyond Normal Two Years

Continuation Beyond Normal Two Years

In the special case of a student having difficulty fulfilling degree requirements within two years, they may apply to the M.F.A. design director for a third year in which to complete the requirements. In some circumstances, the director or the faculty may recommend that a student continue beyond the second year. At the discretion of the M.F.A. design director, some facilities privileges may not be provided in the third year.

If the graduate thesis is the only requirement left unfilled and will be completed by October of the following academic year, the student need not register for a third year. However, if the thesis will not be completed until the end of the fall semester, the student must register for Matriculation Continued. Maintaining Matriculation Continued status until all requirements are completed is important to avoid problems of readmission. The time limit for completing the degree is four years from the start time of matriculation.

Master of Fine Arts in Visual Arts Program (MGSA)

MASTER OF FINE ARTS IN VISUAL ARTS PROGRAM

Sixty core, or approved, credits are required for the master of fine arts (M.F.A.) degree. All M.F.A. in visual arts courses are 4 credits, and a normal semester load is 16 credits per semester. To maintain full-time status, students must be registered for a minimum of 12 credits each semester. Students may not exceed the maximum 20-credit limit for registration. Students may take one course each semester outside the program with approval of the instructor and graduate director. Classes outside of the department may not be 4 credits, therefore students need to ensure they maintain a sufficient semester load.

Master of Fine Arts in Visual Arts Program (MGSA)

Visiting Artists/First-YearReview

Visiting Artists/First-Year Review

Visiting Artists

First-year students are required to register for a 4-credit course entitled Visiting Artists (08:081:521-522) each semester.

Each semester, approximately 10 artists, curators, writers, and critics are invited for studio visits with graduate students to give an evening public lecture, usually on Wednesdays and occasionally on Fridays. The selection of visitors is determined by graduate students and coordinated by two Visiting Artist Coordinators, Co-Ad (co-adjunct) positions, held by one first-year and one second-year graduate student. First-year students are expected to attend visiting artist series as part of the All Graduate Seminar. Additionally, each first-year student is responsible for creating a flier for one of the visiting artists as well as preparing a bio to be read as an introduction for the artist at the start of their presentation.

First-Year Reviews

Toward the end of the first and second semesters, faculty committees meet with each graduate student for a 40-minute review. During the review, the faculty evaluate the student's work and progress in the program. In preparation for the review, students are required to complete a one-page artist statement before the review, which is submitted to the faculty reviewers. In the statement and during the review, students are expected to articulate and defend their artistic strategies and intentions.

Fall Review

The fall review takes place during the First-Year Graduate Student Exhibition at the Mason Gross Galleries at the Civic Square Building. The review serves to better acquaint the graduate faculty with the first-year students, and for faculty to evaluate the work the student has done since entering the program, with a focus on the work in the exhibition. It is recommended that students arrange studio visits with members of their committee before the review takes place.

Spring Review

During the spring review, which takes place in each student's studio, faculty will assess the work assembled by the graduate student and determine whether the student is qualified to advance in the program. Following the review, the graduate director provides a written letter to each student informing them of their status in the program.

Passing both reviews is a requirement for successfully completing 08:081:521-522 Visiting Artists. An unsatisfactory review may result in a re-review and possible probation, and may lead to dismissal from the university. Students will be advised in writing as to why they have been put on artistic probation, what needs to be done to correct it, and the deadline to remedy the situation. In the case of artistic dismissal, the student may appeal to the dean. Not passing a review may result in the withdrawal of funding or a part-time lecturer position. The review assessment is independent of the student's grades in classes.

Master of Fine Arts in Visual Arts Program (MGSA)

Thesis and Exhibition

Thesis and Exhibition

Second-year students are required to register for a two-semester sequence that includes Thesis (08:081:703) in the fall semester and Exhibition (08:081:704) in the spring semester. The sequence is a 4-credit per-semester course.

Enrolled students are required to register for the Thesis Seminar in the fall semester, which meets weekly and is led by the graduate director. Additionally, students are expected to meet with each of their Thesis Advisory Committee members at least three times over the fall semester to have check-ins regarding the development of their Thesis Exhibition. In the spring semester, exhibition is driven independently by the graduate student who should be scheduling visits with their Thesis Advisory Committee to critique their thesis exhibition and develop their Thesis Exhibition one-pager as well as their expanded Thesis Statement.

Thesis Advisory Committee

In October of the fall semester, second-year students recruit three faculty members to serve on their Thesis Advisory Committee, asking one of the three to chair the committee. The chair is the "point person" for the committee and communicates with the student and faculty over any concerns, issues, or problems regarding the student's thesis. This committee will oversee the student's thesis, providing feedback and support as the student develops artwork leading to the thesis exhibition and group exhibition in New York. They will also oversee and advise on the student's Thesis Statement. It is the student's responsibility to schedule regular studio visits throughout the two semesters with all committee members, to view and discuss work-in-progress and the thesis statement.

Thesis Exhibition

In the spring semester, students are required to exhibit their work in a thesis exhibition at the Mason Gross Galleries. This exhibition is a culminating presentation of the student's artistic pursuit of two years of study in the program. Students are strongly encouraged to arrange meetings with other faculty not on their thesis or review committee to view and critique their work. In addition, the department provides $2,000 for the class to invite visiting critics to review the show.

M.F.A. Final Review

Taking place after the completion of the M.F.A. Thesis Exhibitions, the Final Review is a 60-minute defense of the student's work during which the student will present a 20-30 minute prepared presentation followed by 30 minutes of discussion and faculty feedback. The review is composed of the three faculty members, one of whom is on the student's Thesis Advisory Committee. The prepared presentation should address the student's creative and intellectual trajectory over the course of the program, addressing and contextualizing the student's full body of work created during their time in the graduate program including their Thesis Exhibition.

Thesis Statement

A three-to-five-page paper (no more than 2500 words) that is an expansion of the Artist Statement presented for the M.F.A. Final Review. The Thesis Statement is a text about the student's work, approach, ideas, and historical and contemporary context in which the student situates their artwork and production. The statement should not be viewed as an artwork in itself, but rather one that situates the student's ongoing body of work in an intellectual, critical, aesthetic, and social context. Students should take into consideration feedback from the Thesis Committee as well as their Thesis Reviewers. Students may consider this text as a template for future grant applications, fellowship proposals, and exhibition catalogues.

Thesis and Exhibition are pass/fail courses. Passing this course and graduation are contingent upon the successful and timely completion of the written thesis statement as well as the thesis exhibition and requires the approval of all three members of the thesis/exhibition advisory committee.

Master of Fine Arts in Visual Arts Program (MGSA)

Incomplete Work

Incomplete Work

For the Mason Gross School of the Arts policy on incomplete work, see Grades and Records in the Academic Policies and Procedures chapter. For rules on how an incomplete grade can affect a teaching appointment, see Financial Support earlier in this chapter.

Master of Fine Arts in Visual Arts Program (MGSA)

Academic Deficiencies

Academic Deficiencies

Graduate students deficient in any academic area are required to pursue extra graduation credits to eliminate their deficiency. The requirement for extra graduation credits is determined by the faculty, through the graduate director, and a notification of deficiency becomes part of the student's file.

Master of Fine Arts in Visual Arts Program (MGSA)

Artistic Dismissal

Artistic Dismissal

An unsatisfactory review may result in probation and may possibly be followed by artistic dismissal from the school's Department of Art and Design. This decision may be made independently of a student's grades in courses in which they may be enrolled. A student will be advised in writing why they are put on artistic probation, what needs to be done to correct it, and the deadline by which the student must remedy this situation. In the case of artistic dismissal, the student may appeal to the Mason Gross School of the Arts dean of students. Not passing a review may result in the withdrawal of a teaching position.

Master of Fine Arts in Visual Arts Program (MGSA)

Transfer Credit

Transfer Credit

Transfer of graduate credits from another program cannot be considered until the student has completed 12 credits (typically one semester) in the Mason Gross graduate program. Transfer of credit forms are available in the Department of Art and Design office. Any courses requested for transfer credit must first be evaluated and approved by the graduate director and the MGSA dean of students.

Art and Design Graduate Courses (MGSA)

ART AND DESIGN GRADUATE COURSES

M.F.A. in Design Courses

M.F.A. in Design Courses

08:208:516 ***Research Methods: Epistemological Inquiry for Design Practice (4)***
Introduces various research methods for informing and stimulating the design process. Case studies cover qualitative and quantitative methods, ethnography, cultural diversity, scientific reasoning, and techno-cultural criticism. Familiarizes students with a wide range of hands-on practices, such as visualization, digital humanities, crowdsourcing, field studies, interviews, physical sensing, polls, cartography, and mapping. Readings and references will shed light on major debates in epistemology, including those over the structure of knowledge, genealogy, classification, and meta-epistemological issues in the age of digital communication.

08:208:517 ***Design Studio 1 (4)***
Each semester, M.F.A. design students take a different studio, the primary locus for developing visual work. Design Studio 1 launches the process of engaging the tools, methods, and materials of research-driven design. This course guides the student through a sequence of sketch problems followed by a student-initiated project. Examination of working models and methods and hands-on experimentation situate students for a contemporary studio practice as a designer.

08:208:518 ***Design Seminar 1: Theory (4)***
Design Seminar 1 is a topics-driven seminar focused on critical issues in design theory. For students working in all media, this course includes readings, case studies, and screenings. Departing from basic semiotic studies, this seminar examines a series of design discourses that are the direct outgrowth of related social, economic, and technological histories. Students develop writing skills in the seminar courses in preparation for their thesis writing.

08:208:532 ***Web Projects (4)***
Through readings, field trips, and individual tutorials, this class introduces an expansive view of publishing online for artists interested in making work for, of, and about the internet. In addition to a deep dive into browser-based work, this course will emphasize how physicality is an innate part of web publishing and production.

08:208:533 ***Design Studio 2 (4)***
In this second course in the studio sequence, students make work that explores visualization through supplied prompts spanning media that operate on different scales: web browser, architectural space, and sprint. Students are responsible for making a research connection within Rutgers University to support their own semester-long, research-driven design project.

08:208:534 ***Design Seminar 2: Contemporary Practice (4)***
Proposes a range of models for contemporary design practice. Contemporary designers present their practices and how they see the future design. Talks and readings will address the pragmatics of design, the role of the designer as a social agent, and design and politics. Helps students understand the challenges that designers are engaging with

and situate their own research. Class discussion is a major element of the seminar. Over the course of the semester students will develop a critical design language through these discussions and through writing enabling them to analyze the field more productively.

08:208:616 ***Thesis 1 (4)***
Thesis 1 is a methodical analysis of a series of research questions by each individual student, based in the domains of art, design, or technology. It requires identification of a realm, researching its history and precedents, and explaining the significance and potentials in social or scientific contexts. This class is the environment that establishes the process and method for proposing solutions, creating prototypes, and offering a conclusion through production of a series of works.

08:208:617 ***Design Studio 3 (4)***
This studio course guides students in undertaking a self-initiated, research-driven design project in collaboration with another academic department or unit at Rutgers University or in the wider community. Students will explore and apply various visual communication techniques to realize their collaborative projects. Alongside their peers, they will compare the impact of their work in different fields of knowledge.

08:208:619 ***Publication and Display (4)***
This is a studio class on display and publication strategies. Using their own projects from the first M.F.A. year, students formulate varied ways in which their design ideas and artifacts can be presented in a public setting. The course focuses on the modalities of display in online and print media as well as installation in public or gallery/ museum spaces.

08:208:632 ***Thesis 2 (4)***
Thesis 2 is the class in which students reflect on, frame critically and write about their work, and further hone their individual design approach. This course supports the development of the thesis work exhibition, for panel presentation and for continuing the work beyond graduation. The finished thesis project goes public, evidencing originality, experimentation, critical and independent thinking, effective display, and thorough documentation.

08:208:633 ***Design Studio 4 (6)***
Design Studio 4 provides a studio environment and production guidance for students to develop, actualize, and complete the individual thesis project, a large-scale research-driven work emerging from collaboration with another academic unit at Rutgers University or larger Rutgers community. This course challenges and develops the student's advanced design studio skills. The work completed in Design Studio 4 shapes the thesis project, which is displayed in the Mason Gross Annual Design Exhibition and presented to a design panel with guest critics.

M.F.A. in Visual Arts Courses

M.F.A. in Visual Arts Courses

Graduate students enroll in at least two out of the approximately six seminars offered each semester; a 12 credit minimum is required to be considered full-time student. Each seminar focuses on issues, topics, and practices in contemporary art in relationship to students' ongoing studio work. They introduce students to new ideas, concepts, and methodologies for creatively and experimentally working and thinking together and independently as artists who are part of a larger critical field. The seminars encourage and challenge students to experiment, expand, and

deepen their ideas, to engage in productive dialogue and debate about artwork--their own and others--and to learn new approaches and concepts as they develop and deepen their own art practice. Seminars may include group and individual critique, specific projects, readings, discussions, presentations, field trips, and workshops. Most full-time visual art faculty teach one graduate seminar a year. *Course topics and faculty assignments are subject to change each semester.*

08:081:521,522 *Visiting Artists (4,4)*
This is a required course for both the fall and spring semesters for first-year graduate students. It features weekly presentations and public lectures from notable artists, critics, and curators invited to the school. Each student will participate in a limited number of individual studio visits with invited guest presenters. Selection of visiting artists is determined by graduate students. Each first-year student is responsible for creating a flier for one of the visiting artists as well as adapting a bio/ introduction for the artist to be read at the start of the evening presentation.

08:081:525,526 *Research Projects I (4,4)*
Research Projects is an independent study at the graduate level, for a student to pursue creative research and/or studio work outside of scheduled class time under the supervision of a full-time Art & Design faculty member. The purpose of the Independent Study is to give the student the opportunity to work independently on a specific project supervised by a faculty member. The student is expected to arrange meetings and maintain communication with the supervising faculty member during the semester. **Schedule by agreement between faculty member and graduate student**

08:081:621,622 *Visiting Artists (4,4)*
Weekly lectures and presentations of work and ideas by invited guest artists, critics, and curators; followed by discussion. As part of this course, second- year students participate in a limited number of individual studio visits.

08:081:625,626 *Research Projects II (4,4)*
Research Projects is an independent study at the graduate level, for a student to pursue creative research and/or studio work outside of scheduled class time under the supervision of a full-time Art & Design faculty member. The purpose of the Independent Study is to give the student the opportunity to work independently on a specific project supervised by a faculty member. The student is expected to arrange meetings and maintain communication with the supervising faculty member during the semester. **Schedule by agreement between faculty member and graduate student**

08:081:675 Grad Seminar: Writing as a Studio Practice *(4)*
This seminar will provide a structure and context for an engagement with writing as it relates to each person's needs. Writing is an important skill for all creative practitioners, whether it is a part of their creative work, a professional ability to represent ideas or as an extension of critical engagement. Participants will focus on and improve their writing as a flexible tool for creative uses in and as extensions of their studio work. This could include scripts, songs, essays, poems, interviews, appropriative techniques, and critical writing. Examples and contexts for different styles/approaches will be discussed to broaden the potential relationships between language as an integral part of studio practice, writing as a means of supporting professional development, and to communicate critical ideas. Practically, we will spend our time together developing and workshopping projects/writings, reading/ discussing the assembled texts, and giving feedback in group studio visits. FALL 2025

08:081:676 Grad Seminar: Self and others in our studio *(4)*
The seminar is open to all disciplines, and is made up of group studio visits and presentations of individually and collectively chosen texts and source material. The presentations may take many forms, and will serve as a shared frame of reference through which we examine each other's work.

There is one assignment: to self-diagnose a generative irritant/problem/enduring nut in your work, and make a material articulation of it. Pick a (relatively) unfamiliar medium so as not to repeat the terms of your usual MO, and foreground the specifically unresolved. This is an invitation to reframe ourselves as makers without the usual defenses, and the discussion around it requires courage and care with each other.

The seminar aims to bring the participant closer to their own procedural definition for progress, analysis and resolution via the resources of the group, and to help build a discursive home for their practice that is cognizant of the tenderest parts of what sustains them as a maker. FALL 2025

08:081:677 Grad Seminar: On Beauty *(4)*
In this course, we will attempt to interrogate, apprehend, and reclaim beauty as we collectively explore its relevancy and political potency, not only in relation to a world that is increasingly "ugly," but also with respect to a contemporary art discourse that has become "beauty blind." Readings will include fiction, philosophy, ekphrastic writing, essays, and poetry by writers like Dave Hickey, Byung-Chul Han, Elaine Scarry, Zadie Smith, T. Fleischmann, Alexander Nehemas, Mark Doty, and more. This course may include the following: screenings, regular group critiques, individual studio visits, exploratory thinking/writing/making exercises, and non-art related experiences and field trips that will become a jumping off point for discussions: of beauty, art, life, meaning, and more. This course is open to graduate students who are enthusiastic about reading. Students may work in any media. FALL 2025

08:081:678 Grad Seminar: Myth, Rhythm, and Place *(4)*
What creative freedoms can we allow ourselves if we replace History, Time, and Geography, with Myth, Rhythm and Place? This course asks participants to examine the terms employed in their own work and the work of peers and predecessors in order to try and rethink and perhaps clarify the function of these representational anchors. What freedoms might we be offered in the process of letting them go? We consider that Narrative storytelling is perhaps an amalgam of archives converging from various sources to tell a story that is truer in unison than it is in isolation. In so doing the course asks participants to find new or more appropriate forms and language in hopes that they might get closer to their stated objectives. The course will be divided into three different sections, 1) Authorship and Narrative, 2) Withholding: Representation, Refusal and Resistance, 3) Transformations of silence. On alternating weeks participants will lead discussions on readings which foreground seminar themes and ideas. On opposite weeks participants will share work in group and individual discussions. Among others, seminar texts will include works by Audre Lorde, Frantz Fannon, Kara Keeling, Kevin Quashie, Toni Morrison, Fred Moten, Jose Esteban Munoz, and Ross Gay. FALL 2025

08:081:679 Grad Seminar: Landscape as Metaphor *(4)*
The landscape as a subject is unique in that it is both a lived experience and historical record; it is both a physical place and an ideological space. It incorporates both past and present in the marks and scars which are etched into the earth as reminders of the forced removal of peoples; the extraction of natural resources and the subsequent pollution of land, water, and air; and economic policies that promote 'growth' and 'shareholder profit' at the expense of workers and communities. The word 'landscape' first came into popular usage in the 1600's as a way to describe the view of a scene of nature; or specifically, to paintings of extensive, natural scenery. This usage, as a form

of representation, implies the presence of a spectator or creator, and by default asserts the understanding of the body's position in space. As a verb, landscaping refers to land as shaped and cultivated by people. Together, we will be reading, watching films, and looking at a myriad of different art practices that have the landscape as some form of departure, subject, material, medium or investigation; as well as discussing issues of agency, ownership and sovereignty; environmental racism; the idea of progress; cycles of civilizations; and contemporary issues surrounding land use. Unless we are taking a trip or having a group critique, we will meet each week for readings/screenings/presentations/discussion, with the balance of the time dedicated to unpacking, discussing, and clarifying your own personal work, which does not have to be related to landscape, and can be in any medium. All are welcome. FALL 2025

08:081:703 ***Thesis (4)***
Thesis Seminar offers guidance, feedback, and structure for 2nd-year Visual Art MFA graduate students as they research, develop and explore the practical, theoretical, and conceptual concerns for their upcoming thesis. We will work together on planning involved in the thesis. This includes both practical planning and investigations into exhibition design and display strategies as students envision and develop exhibition proposals, plans, and a vision for their solo and group shows. Through individual presentations, group exercises, discussions, and readings, students will work towards articulating the practical, social, political, artistic, and theoretical concerns, contexts, and the historical precedents that inform their work and thinking.

08:081:704 ***Exhibition (4)***
The exhibition is a presentation of two years of creative work in the program. It takes place during the final spring semester in the Mason Gross Galleries along with a final presentation to audience of faculty and graduate peers. A student's exhibit is subject to committee review, consultation, and evaluation by the thesis committee and other members of the graduate faculty.

08:081:800 ***Matriculation Continued (0)***
In order to retain degree-seeking status in the program until all requirements are completed, students must maintain continuous registration by registering each fall and spring semester for coursework, research, or matriculation continued. Students who fail to maintain their status must apply for reinstatement.

08:081:877 ***Teaching Mentorship (4)***
The purpose of the Teaching Mentorship is to provide an opportunity for first-year Graduate Students to shadow a faculty member during one semester of an undergraduate BFA course. This is a time to observe teaching styles and classroom management; become familiar with departmental curriculum, protocols and procedures; support the faculty as needed; as well as interface with undergraduate Art & Design students by doing demonstrations and critiques under the instructor's supervision. Undergrad courses meet once a week for six hours or twice a week for three hours.

Graduate Programs in Dance (MGSA)

GRADUATE PROGRAMS IN DANCE

Degree Programs: Master of Education in Dance Education (Ed.M.)

Chair, Department of Dance: Gerald Casel

The Department of Dance at Mason Gross School of the Arts fosters excellence at the intersection of dance performance, creative achievement, and research inquiry. An accomplished faculty of artist-scholars work closely with students, providing mentorship and expert instruction in dance techniques, somatic studies, performance, choreography, pedagogy, and theoretical studies. The proximity of the Mason Gross School to New York City offers students opportunities for master classes and workshops in world dance forms with international artists.

The mission of the department is to cultivate a community of dance artists of the highest caliber who are collaborative and multidimensional in their view and knowledge of the dance field internationally. The faculty supports student artists' creative and scholarly research on multiple levels, encouraging them to develop critical thinking skills as a base for career pathways in the arts, business, education, sciences, and technology. Students will attain a clear and fundamental knowledge of how their embodied experiences, including improvising, performing, choreographing, writing, and teaching are investigated, integrated, and ultimately synthesized through artistic and scholarly methodologies.

The Ed.M. Program in Dance Education is a partnership between the Rutgers Graduate School of Education (GSE) and the Department of Dance at Mason Gross School of the Arts. It is part of the GSE's Urban Social Justice Teacher Preparation Program, which aims to develop a generation of teachers with the knowledge, skill, and dispositions to teach and advocate for all students and learn from the communities they serve. It prepares teacher candidates to effectively teach diverse learners by fostering a deep understanding of students from historically marginalized linguistic, economic, and cultural backgrounds and communities.

Ed.M. in Dance Education

Frederick Curry, Program Director
Graduate Studies School 15 (Graduate School of Education-New Brunswick)
Undergraduate and Graduate Studies School 07, 08 (Mason Gross School of the Arts)

Ed.M. in Dance Education Program Goals

Dance Graduate Courses

Ed.M. in Dance Education Program Goals (MGSA)

ED.M. DEGREE PROGRAM GOALS

Knowledge/Understanding

- Students will develop professional teacher-learner knowledge of dance-as-art as an educational practice, scholarly field, policy landscape, and community of practice.
- Students will develop professional teacher knowledge about the pedagogy of teaching dance and how individual differences among children in terms of their abilities and their social, economic, and cultural backgrounds influence learning.

Communication/Community Building

- Students will recognize and appreciate the multiple communities that make up schools and how they are mutually informed.

- Students will develop skills to cultivate being in embodied relationships with diverse people toward achieving community goals.

Diversity, Equity, and Inclusion (DEI)

- Students will learn to disrupt educational structures that perpetuate the marginalization of non-dominant communities and identities.
- Students will develop professional teacher knowledge of how individual differences among children in terms of their abilities and their social, economic, and cultural backgrounds influence learning.
- Students will examine dance learning contexts for the potential to nurture identity formation, engender empathy, embrace diverse perspectives, engage interdisciplinary inquiry, and shape social transformation.
- Students will be empowered as advocates of dance-as-art state mandates who strive to ensure educational equity for all PK-12 children.

Research/Professional Practice

- Students will apply social justice-informed pedagogies that nurture identity formation, engender empathy, embrace diverse perspectives, engage interdisciplinary inquiry, and shape social transformation.
- Students will develop their knowledge, skills, and dispositions in curriculum development, assessment, research, data-informed decision-making, and leadership.
- Students will reflect on and refine their practice as well as participate in professional development for pre-service and in-service dance and classroom educators.

Assessment

- Students will design standards-informed multi-modal assessments that demonstrate embodied learning and are intended for diverse learners.
- Students will enhance their ability to facilitate equity-informed assessment processes that stimulate student ownership of creating, performing, responding, and connecting in dance.

Professional Development/Self-Reflection

- Students will engage in critical conversations in the field of dance education and understand the implications of these conversations for their school community and teaching practice.
- Students will understand their intersectional identities and positionality, recognize the implicit biases that may result from that positionality, and mitigate how implicit bias can adversely impact their planning, instruction, and assessment.
- Students will take on service and leadership responsibilities that help shape practice in the field of dance education.

Dance Graduate Courses (MGSA)

DANCE GRADUATE COURSES

Ed.M. in Dance Education Courses

07:207:405 ***Motor Learning and Control for Dance Pedagogy (3)***
Motor Learning and Control for Dance Pedagogy provides students an overview of theories and practice in motor learning, concepts, and principles that relate to the acquisition and relearning of motor and movement skills. Students are involved in class lectures, discussions, and movement laboratories that examine and apply these principles.

07:207:406 ***Introduction to Curriculum Design and Assessment for Dance (3)***
Introduces basic concepts of instructional planning and assessment necessary for the development of PK-12 dance curricula that are meaningful in PK-12 settings as well as culturally situated. Students will be guided in developing PK-12 dance yearlong plans, instructional units, and lesson plans based on their own teaching visions, the culture of a specific school community, as well as in consideration of local educational guidelines.

07:207:407 ***Dance Technique Pedagogy (3)***
Introduces students to developing theoretical knowledge and practicing essential pedagogic skills for teaching developmentally appropriate dance technique classes for children and adolescents in PK-12 education. Students will learn to situate lesson planning within movement theory, educational standards, artistic traditions, and backward planning, and to scaffold movement principles to help diverse learners achieve shorter- and longer-term educational and artistic goals.

07:207:408 ***Creative Dance and Choreography Pedagogy (3)***
Students will examine pedagogical issues and methods for planning, teaching, and assessing creative dance, dance improvisation, dance-making, and responding to dance across a range of learner development and English language learners and as appropriate for PK-12 urban learning settings.

08:207:501 ***Teaching Concepts in Dance for Students with Special Needs (3)***
Prepares students with the knowledge and skills to design and implement a program in dance education that addresses students with special needs. Topics will include federal legislation, an examination of common diseases/conditions, Individual Education Plans (IEP) and 504 plans, Universal Design for Learning, resource development, adaptive planning, adaptive dance teaching methods, and related classroom management and adaptive dance assessments. Students will be provided concrete models of adaptive dance pedagogy and practice teaching specific adaptive teaching skills.

08:207:502 ***Embodied Dance History Pedagogy (3)***
The course content focuses on historically significant traditions in dance education and the ways in which they can inform pedagogic strategies that illuminate and clarify dance in urban education. Students will examine pedagogical issues and methods for planning, teaching, and assessing dance technique across a range of learner development as appropriate for PK-12 urban education settings.

08:207:510 ***Introduction to Research in Dance Education (3)***
Aims to engage students in developing introductory knowledge and skills for discerning, reviewing, and conducting qualitative research data collection in educational dance contexts. Students will explore various elements of research inquiry such as narrowing researching questions, searching, skimming and scanning literature, developing critical annotations, and examining various data elicitation methods.

08:207:511 ***Leadership in Dance Education (3)***
This course introduces leadership concepts and program planning as it applies to directing dance programs in PK-12 schools and other settings. It will examine the interrelationships between curriculum, programming, and service

and the development of professional career materials that demonstrate leadership potential. During this seminar-based course, students will engage in activities such as examining critical contemporary issues in PK-12 education, examining case studies, developing strategic employment materials, and examining the leadership responsibilities of dance educators. This course will draw upon the student's prior knowledge of Ed.M. courses, including instructional planning and educational technology, to successfully complete course assignments and projects.

08:207:557 ***Graduate Independent Study (1-3)***

08:207:595 ***Special Topics in Graduate Dance Education (1-3)***
By special permission, students can continue their technique training by participating in select B.F.A. dance classes.

Graduate Programs in Music (MGSA)

GRADUATE PROGRAMS IN MUSIC

Degree Programs: Master of Music, Doctor of Musical Arts, Artist Diploma

Director, Department of Music: Amanda Eubanks Winkler, Ph.D.

Graduate Adviser: Robert Grohman, D.M.A.

The Department of Music at the Mason Gross School of the Arts offers advanced training in performance, conducting, jazz studies, opera, and music education leading to the master of music (M.M.) degree, the doctor of musical arts (D.M.A.) degree, or to the artist diploma (A.D.). These programs have as their common aim the development of highly educated professional musicians who excel in their major areas of study. The M.M. and D.M.A. programs also strive to give participants a deep historical and theoretical understanding of all aspects of music and a firm grasp of the most recent developments in the field.

Those who choose to pursue advanced training at the Mason Gross School of the Arts Department of Music enjoy the advantages of a distinguished performance and music education faculty. In addition, they receive the benefits of an equally prominent faculty in musicology, music theory, and composition through course offerings at Rutgers School of Graduate Studies. The diverse faculty resources available offer a breadth of experience that students rarely encounter in other programs and institutions.

A special feature of the graduate programs is the Rutgers Concert Bureau, which arranges concert opportunities for enrolled graduate students.

Music Faculty

Music Admission

Information and Regulations for All Graduate Students in Music

Master of Music Programs

Doctor of Musical Arts Program

Artist Diploma Program

Music Faculty (MGSA)

MUSIC FACULTY

For individual faculty profiles, please visit our website.

Andrew Adelson (oboe)
Robert Aldridge (composition)
Robert Ameen (percussion)
Alan Baer (tuba)
Noreen Baer (trombone)
Julia Baumanis (instrumental conducting)
Robert Bernotas (jazz)
Ralph Bowen (saxophone and jazz theory)
Anthony D.J. Branker (jazz saxophone)
Karina Bruk (piano)
Bille Bruley (voice and opera)
Abraham Burton (jazz saxophone)
Lee Caplan (ethnomusicology)
Eduardo Chama (voice and opera)
David Chapman (music history)
Nicholas Chong (musicology)
Yun Kyung Choo (piano)
Andrea Christie (musicology)
Timothy Cobb (double bass)
Paul Cohen (saxophone)
Paul Conrad (piano)
Stephanie Cronenberg (music education)
Sarah Cyrus (horn)
Kenneth Davis (double bass)
Kenneth DeCarlo (trumpet)
Christopher Doll (theory)
Mark Dover (clarinet)
Melissa Dunphy (composition)
Amanda Eubanks Winkler (musicology)
Orrin Evans (jazz piano)
Kevin Farrell (composition)
Bart Feller (flute)
Jack Frerer (composition)
Jason Geary (musicology, dean)
Barbara González-Palmer (piano and vocal coaching)
Robert Grohman (coordinator of graduate studies, piano)

Conrad Herwig (trombone)
Kaoru Hinata (flute)
Maureen Hurd Hause (clarinet)
Kynan Johns (orchestral conducting)
Douglas Johnson (musicology)
Taina Kataja (voice)
Dawn Kotoski-Shicoff (opera and voice)
Min Kwon (piano)
Ching-Chun Lai (orchestral conducting)
Louis Levitt (double bass)
Victor Lewis (percussion)
Alex Lough (music technology)
Adam Machaskee (jazz trombone)
Mikhaela Mahony (opera)
Burt Mason (trombone)
Jessica Morel (aural skills)
Todd Nichols (music education and instrumental conducting)
Judith Nicosia (voice)
Michael Noordzy (jazz)
Alex Norris (jazz trumpet)
Roger Nye (bassoon)
MyungJin Oh (musicology)
Hirono Oka (violin)
Scott Ordway (theory and composition)
Daniel Panner (viola)
David Peel (horn)
Todd Phillips (violin)
Nancy Yunhwa Rao (music theory)
Marjoris Regus (music education)
Sasha Romero (trombone)
Gregory Rosetti (music technology)
Carol Sharar (music education)
John Sheppard (trumpet)
Jonathan Spitz (cello)
Marc Stasio (jazz studies)
George B. Stauffer (musicology and organ)
Jo-Ann Sternberg (clarinet)
Dave Stryker (jazz guitar)
Ian Sullivan (percussion)
Brennan Sweet (violin)
Andre Tarantiles (harp)
Mark Timmerman (bassoon)
Joseph Tompkins (percussion)
Mike Truesdell (percussion)
Stephanie Tubiolo (choral conducting)

Timothy Urban (aural skills)
Jessica Valiente (Latin American Chamber Music Ensemble)
Vladimir Valjarevic (piano)
Aaron VanderWeele (euphonium)
Kristen Wallentinsen (music theory)
Jennifer Wharton (bass trombone)
Brandon Williams (music education and choral conducting)
Kraig Alan Williams (instrumental conducting)
David Wolfson (music theory)
Yen Yu (violin)
Shelley Zhang (ethnomusicology)
Zhuo Zhao (music theory)
Carmit Zori Rinehart (violin)

Music Admission (MGSA)

MUSIC ADMISSION

Deadlines

All applicants for September admission must submit the university application by January 1, and supplemental materials by January 15.

Application for Graduate Performance Degrees

Students seeking a performance degree are required to present an audition. Audition requirements may vary based on specialization and can be found at Music MM, DMA, AD Application Information. Those wishing to enter the doctor of musical arts (D.M.A.) degree program in performance must also take a writing exam. International applicants to the master of music (M.M.) degree program whose undergraduate degrees are from schools whose primary language of instruction is not English must also take a writing exam. For both the D.M.A. degree and the artist diploma (A.D.), applicants also must submit evidence that they have completed an M.M. degree or the equivalent; the only exception to this is the A.D. in opera, which requires as prerequisite only an undergraduate degree.

Application for Graduate Music Education Program

Applicants to the M.M. degree program in music education should hold a baccalaureate degree (or equivalent) in music or music education. No audition or GRE is required. In addition to the other required application materials, applicants to the M.M. degree program in music education must submit a scholarly writing sample, such as a term paper from an undergraduate music or music education course.

Applicants to the D.M.A. degree program in music education should have completed an M.M. degree (or the equivalent) in music or music education and hold at least one degree in music education. In addition, they should have a minimum of two years of successful teaching experience (or the equivalent) in grades K-12. No audition or GRE is required. Additional application requirements may apply, depending on the student's choice of cognate area (such as an audition for performance or conducting, or a portfolio for composition). A cognate area does not

need to be selected before admission to the D.M.A. program. In addition to the other required application materials, applicants to the D.M.A. degree program in music education must submit a scholarly writing sample, such as a master's thesis or equivalent term papers, and they will be interviewed by the music education faculty.

TOEFL Scores

For all international applicants to graduate programs, minimum TOEFL scores apply. Applicants should contact the Department of Music Office of Admissions for details.

Application Procedures

Up-to-date audition and application requirements may be viewed online at Music MM, DMA, AD Application Information.

To apply:

1. Complete the Rutgers University application at Graduate and Professional Admissions. (Choose Mason Gross School of the Arts as the school of intent.)
2. Complete the Mason Gross Supplemental Application, emailed to applicants upon completion of the Rutgers application.
3. For programs that require an audition, choose the audition date in the Mason Gross Supplemental Application. Once that is submitted, your audition date will be confirmed by the Office of Admissions of the Department of Music.

Information and Regulations for All Graduate Students in Music (MGSA)

INFORMATION AND REGULATIONS FOR ALL GRADUATE STUDENTS IN MUSIC

Facilities

Facilities

Facilities used by the Department of Music include 50 practice rooms, several large ensemble spaces, Schare Recital Hall, Shindell Choral Hall, Voorhees Chapel, Kirkpatrick Chapel, and numerous teaching studios, classrooms, and offices. The Nicholas Music Center is an 800-seat concert hall. The Robert E. Mortensen Hall is a state-of-the-art facility featuring 22,000 square feet of performing and practice spaces as well as a recording studio.

The school owns pianos, organs, harpsichords, and a fortepiano. The Blanche and Irving Laurie Music Library contains approximately 53,000 books and scores and 18,000 recordings. The library also hosts the Performing Arts Library Seminar Room and a music technology classroom.

Performance Organizations and Performance Requirements

Performance Organizations and Performance Requirements

Students are required to participate in large ensembles, chamber music, and other ensembles as dictated by their individual programs. Students take part in such groups as the Rutgers Symphony Orchestra, Rutgers Wind Ensemble, Rutgers Symphony Band, Rutgers Jazz Ensemble, Kirkpatrick Choir, Opera at Rutgers, and the Rutgers Baroque Players.

Fellowships and Financial Aid

Fellowships and Financial Aid

Working financial aid awards based on musical merit are awarded through the Department of Music. For information about need-based financial aid and applications for grants, please visit Financial Services.

Additional Information

Additional Information

More detailed and complete information relevant to all graduate students is available in the Department of Music Graduate Handbook.

Master of Music Programs (MGSA)

MASTER OF MUSIC PROGRAMS

The Master of Music programs cultivate the study and creation of music through engagement with current methodologies in and innovative approaches to research and composition.

Master of Music Degree in Jazz

Master of Music Degree in Jazz

The program of study leading to the master of music (M.M.) degree in jazz is open to students with a bachelor of music (B.M.) degree or bachelor of arts (B.A.) degree (or equivalent) in music. Applicants who hold a B.A. in another field may apply but will be required to undergo additional testing to demonstrate their proficiency in music. To gain admittance to the program, applicants must demonstrate the level of performance skill and musicianship necessary to start a professional career.

Required Course of Study

Completion of the program normally takes two years, but the time limit for the M.M. degree is four years from the time of matriculation. Exceptions to extend the time limit may be made with the approval of the Graduate Oversight Committee, the graduate coordinator, and the dean.

A total of 36 credits is required, distributed as follows:

1. Four semesters of performance study (12 credits), culminating in a degree recital (1 credit). This performance is evaluated by a faculty committee consisting of the student's major teacher and an additional faculty member approved by the graduate adviser. The student must receive a passing evaluation from both of the committee members, with the result of a split evaluation determined by the graduate adviser.

2. Four semesters of jazz ensemble (4 credits).

3. Two courses (6 credits) in graduate-level composition and arranging.

4. Two courses (6 credits) in graduate-level historiography of black music.

5. Six (6) credits of Graduate Improvisation and one (1) credit of Jazz Chamber Ensemble.

Master of Music Programs (MGSA)

Master of Music Degree in Music Education

Master of Music Degree in Music Education

The program of study leading to the master of music (M.M.) degree in music education is designed for practicing music teachers who possess a bachelor's degree in music education (or equivalent) with a minimum G.P.A. of 3.0, a teaching certificate in music education, and have at least one year of full-time K-12 music teaching experience.

Required Course of Study (a total of 30 credits, which are distributed as follows):

1. Six courses (18 credits) in music education:

Required Courses:

- 08:702:513 Philosophical Foundations of Music Education (3)
- 08:702:514 Graduate Research in Music Education (3)
- 08:702:516 Culturally Responsive Pedagogy in Music Education (3)

Electives in Music Education (choose three from the following):

- 08:702:531 Wind Band Literature for Graduate Music Educators online (3)
- 08:702:533 Advanced Conducting in Music Education (3)
- 08:702:538 Proseminar in Music Education (3) (may be repeated with different content)
- 08:702:544 Advanced Topics in General Music (3)
- 08:702:545 Psychology and Sociology of Music Education (3)
- 08:702:571 Graduate Inclusive Learning In Music (3)

- 08:702:572 Seminar in Choral Literature for Music Educators online (3)
- 08:702:574 Teaching Music Across the Curriculum
- 08:702:575 Integrating Technology in the Music Curriculum online (3)
- 2. Three courses (9 credits) in music theory and music history, to be selected with the graduate adviser's approval.

3. Master's Capstone in Music Education (3). The Capstone instructor will provide students with instructions for completing the Capstone Presentation and Project Approval Form.

Students in music education are not guaranteed lessons but may take them if space is available following an audition with the appropriate area faculty.

Master of Music Programs (MGSA)

Master of Music Degrees in Performance and Conducting

Master of Music Degrees in Performance and Conducting

The programs of study leading to the master of music (M.M.) degrees in performance or conducting are open to students with a bachelor of music (B.M.) degree or bachelor of arts (B.A.) degree (or equivalent) in music. Applicants who hold a B.A. in another field may apply but will be required to undergo additional testing to demonstrate their proficiency in music. To gain admittance to the program, applicants must demonstrate the level of performance skill and musicianship necessary to start a professional career. Instruction is available in most orchestral instruments, piano, voice, as well as choral, orchestral, and wind band conducting.

Required Course of Study

Completion of the program normally takes two years, but the time limit for the M.M. degree is four years from the time of matriculation. Exceptions to extend the time limit may be made with the approval of the Graduate Oversight Committee, the graduate adviser, and the dean.

A total of 36 credits is required, distributed as follows:

1. Four semesters of performance study (12 credits), culminating in a degree recital (1 credit). This performance is evaluated by a faculty committee consisting of the student's major teacher and an additional faculty member approved by the graduate adviser. The student must receive a passing evaluation from both of the committee members, with the result of a split evaluation determined by the graduate adviser.

2. Four semesters of major ensemble (4 credits), or for keyboardists, chamber music/accompaniment.

3. Two courses (6 credits) in graduate-level music theory, to be selected with the graduate coordinator's approval.

4. Two courses (6 credits) in graduate-level music history, to be selected with the graduate coordinator's approval.

5. Seven (7) credits of elective courses in music acceptable for graduate credit. For voice students, three of these credits are restricted to three courses (1 credit each) in vocal coaching.

In addition, students must meet the following requirements:

1. All students must pass a comprehensive examination in the history and literature of their major performance specialties, including aspects of theory and performance practice. A student who fails this examination is provided with a written explanation as part of the notification. He or she then will have the chance to take a reexamination. Reexaminations occur at the next regularly scheduled test period. Unless a procedural flaw occurs in the reexamination process, a student is permitted to take only one reexamination.

2. Candidates in voice must also demonstrate proficiency in diction/International Phonetic Alphabet (I.P.A.) and singing French, German, Italian, and English.

Master of Music in Voice with Concentration in Opera

Master of Music in Voice with Concentration in Opera, Artist Diploma in Opera

The program of study leading to the master of music (M.M.) in opera is open to students with a bachelor of music (B.M.), bachelor of arts (B.A.), or equivalent in music. To gain admittance to the program, applicants must demonstrate the level of performance skill and musicality necessary to start a professional career.

MM in Opera Course of Study

Completion of the programs normally takes two years, but the time limit for the M.M. degree is four years from the time of matriculation. Exceptions to extend the time limit may be made with the approval of both the graduate coordinator and the dean.

A total of 37 credits for the M.M. is required, distribution as follows:

1. Four semesters of performance study (12 credits) culminating in two role performances or roles study (1 credit each). These performances are evaluated by a faculty committee consisting of the student's major teacher and two additional faculty members approved by the graduate coordinator. The student must receive a passing evaluation from a majority of the committee members.

2. Four semesters of ensemble (Opera Workshop - 4 credits).

3. One course (3 credits) in graduate-level music theory, to be selected with the graduate coordinator's approval.

4. Two courses (6 credits) in graduate-level music history (one must be Studies in Opera), to be selected with the graduate coordinator's approval.

5. Four courses (4 credits) in Graduate Diction, one semester each of English, French, German, and Italian.

6. One course (2 credits) Acting for Singers

7. One course (2 credits) Movement for Singers

8. One course (1 credit) Seminar in Vocal Health

9. One course (1 credit) Business of Opera

In addition, all students must pass a comprehensive examination based on the coursework included in the degree program. A student who fails this examination is provided with a written explanation as part of this notification. He or she will then have the chance to take a reexamination. Reexaminations occur at the next regularly scheduled test period. Unless a procedural flaw occurs in the reexamination process, a student is permitted to take only one reexamination.

Candidates must also demonstrate translation abilities in two languages, and proficiency in diction/International Phonetic Alphabet (I.P.A.) in French, German, Italian, and English.

Master of Music Programs (MGSA)

Progress Reports

Progress Reports

A grade of B or better is expected in all coursework. No grade below B is acceptable in the student's performance specialty or major. Up to 3 credits of C-level work in courses outside of the student's performance specialty or major may be counted toward their degree. No more than 3 credits of C-level work will be permitted toward the master of music (M.M.) degree.

Students are considered to be in good standing in the program and to be making satisfactory progress toward their degree unless they are officially notified to the contrary by the graduate coordinator under advice of the Graduate Oversight Committee. In performance areas, the committee regularly reviews a student's contribution to ensembles and other departmental activities. It also examines any concerns that the faculty might have about the student's level of performance. The committee may recommend continuation, probational continuation with possible loss or reduction of any financial aid, or dismissal from the program for artistic or academic reasons. In performance areas, the student must perform before a jury at the end of every semester, except for those in which a degree recital has been presented satisfactorily.

A student may appeal a recommendation for probational continuation or dismissal to the dean of Mason Gross School of the Arts. If the dean upholds the judgement of the Graduate Oversight Committee, there is no further appeal.

Master of Music Programs (MGSA)

Transfer Credit

Transfer Credit

As many as 6 credits toward the master of music (M.M.) degree earned at another accredited graduate program may be evaluated for transfer by the Graduate Oversight Committee after a student has completed 12 credits at Rutgers. No undergraduate credit can be transferred.

Master of Music Programs (MGSA)

Master's Students Continuing to Doctoral Study

Master's Students Continuing to Doctoral Study

Students completing a master of music (M.M.) degree at the Mason Gross School of the Arts may request that their final degree recital be considered as an audition for the doctor of musical arts (D.M.A.) or artist diploma (A.D.) audition. Such a request must be made at least one month prior to the recital date.

Doctor of Musical Arts Program (MGSA)

DOCTOR OF MUSICAL ARTS PROGRAM

The doctor of musical arts (D.M.A.) program offers specializations in performance, conducting, and music education. One of the specializations must be selected in order to complete the D.M.A. program.

Performance Track

Performance Track

The doctor of musical arts (D.M.A.) program in performance is designed for musicians who seek to refine their musical skills, expand their repertoire, extend their performing experience, and deepen their understanding of musicology and music theory. Musicians in this program have earned a master of music (M.M.) degree or equivalent and are preparing for a professional, public concert career, and/or a faculty position in higher education. Students admitted to doctoral study must have demonstrated a professional level of performance and are expected to achieve excellence as both musicians and scholars.

Required Course of Study

It is possible to complete all requirements for the D.M.A. degree within three years of full-time residence. Students must complete the program in no more than five years. With the approval of the graduate coordinator, the Graduate Oversight Committee, and the dean, the school may extend this maximum time limit. A typical schedule for each of the six semesters includes lessons in a major area of performance study, at least one ensemble appropriate for doctoral credit, and one or two courses not involving performance. The specific requirements are as follows:

Performance Study

1. *Private study:* Six semesters (1 credit each) in the candidate's major performance area are required.

2. *Recitals:* Instrumentalists perform two solo recitals, one chamber recital, and one lecture-recital are required. Conducting students perform one aggregate, one full recital, and one lecture-recital. Voice students perform 3 recitals with chamber music comprising 30 minutes across the three recitals. The level of performance, which should be professional at the outset, is expected to mature significantly during the period of study. With the

permission of the major teacher, voice students may petition the Department of Music's Graduate Oversight Committee to substitute one appearance on a concerto program or opera performance at Rutgers for one of the required solo recitals.

3. *Independent research:* Undertaken in connection with the required lecture-recital, this is accomplished by enrolling in 08:702:603,604 Lecture Recital Advisement with a faculty member active in research. The research project culminates in a formal paper of a minimum length of 11,000 words that is submitted for approval to the student's recital evaluation committee.

4. *Special requirements:* All voice students must perform a major role from an opera or oratorio. With the approval of the Graduate Oversight Committee, this performance may substitute in some cases for one of the solo or chamber recitals.

5. Piano students must present a complete concerto, either in a public performance or in a hearing for the piano faculty. A performance with a piano reduction is acceptable.

Ensemble

Ensemble participation is required in each semester of residency (six semesters total). One credit is earned each semester. Placement in the ensemble must be approved by the graduate coordinator in consultation with the department director based on audition results. There are two distinctions in an ensemble: large and chamber. All orchestral instrumentalists and vocalists must be enrolled in six semesters of large ensemble (orchestra, wind ensemble, symphony band, opera workshop). Certain ensembles may require auditions as often as each semester.

In addition to the large ensemble requirement, D.M.A. instrumentalists are required to take at least two semesters of chamber ensemble (2 credits total). This can be fulfilled by chamber ensemble, brass ensemble, percussion ensemble, Helix, or Rutgers Baroque Players.

Pianists: All D.M.A. and A.D. pianists must enroll in a combination of six semesters of either chamber ensemble or studio accompanying. The general distribution is two semesters of chamber music and four of studio accompanying. Substitution of up to two chamber ensemble credits in place of studio accompanying credits is allowed with the permission of the graduate coordinator. Participation in a large instrumental ensemble, opera, and choral ensemble may also be substituted for studio accompanying with the permission of the graduate coordinator. The department reserves the right to assign students to a particular ensemble.

Graduate Courses in Musicology, Music Theory, and Related Areas

Except for pianists, a minimum of 18 credits in advanced graduate coursework outside the candidate's applied study is required. The requirements include:

- 16:700:501 Introduction to Music Research (3)
- One of the following courses in Musicology (3):
    - 16:700:517 The History of Musical Style
    - 16:700:519,520 Proseminar in Music History
    - 08:702:550 Special Topics in Music History
- One of the following courses in Music Theory and Analysis (3):
    - 16:700:525 or 526 Studies in Music Analysis
    - 16:700:541 or 542 Special Topics in Music Theory and Analysis

    - 16:700:571 or 572 Schenkerian Analysis
    - 16:700:573 or 574 Twentieth-Century Theory
- Proseminar in Performance Practice 16:700:567, 568
- Literature or repertory course
- One 3-credit graduate elective

Pianists follow the same requirements as above with an additional literature course required for an additional 2 credits and a piano pedagogy course, resulting in a total of 21 credits in graduate coursework in related areas.

Voice Majors must also take 08:703:557 Acting for Singers (2).

A comprehensive list of graduate courses offered by the School of Graduate Studies (16:700) and by the Mason Gross School of the Arts (08:702 and 703) is available on this catalog page.

Pedagogical Component and Professional Development

Candidates in the D.M.A. programs in performance and conducting are required to fulfill a pedagogical component during the period of their D.M.A. coursework. Many students satisfy this requirement by teaching secondary lessons at the MGSA Music Department (i.e., teaching piano lessons to undergraduate music students who are not piano majors) or by teaching in a supervised setting such as a community music school. Other means of satisfying this requirement may be proposed by the student and evaluated on a case-by-case basis by the student's major teacher in consultation with the graduate coordinator.

The graduate programs of the Department of Music are designed to prepare musicians and scholars for successful professional lives in the musical world. A major component of this endeavor involves supporting students as they pursue relevant professional activities and grow their network while enrolled in the program. To that end, students are strongly encouraged to pursue professional opportunities and are supported by the department in engaging with work relevant to their studies. Students who engage in outside work may register for one of the Practical Training courses (08:702:597, 598, or 599) in order to receive formal department approval and acknowledgment for these pursuits. While different students will be afforded different opportunities according to their skills, network, and goals, this professional development is an expected component of the experience of all Department of Music graduate students.

Foreign Language

The program requires a reading knowledge of French, German, or Italian. Voice students must also show diction/ International Phonetic Alphabet (I.P.A.) proficiency. The student must take the language proficiency test before taking comprehensive examinations. Students may also satisfy the foreign language requirement by completing the summer language course offered by the School of Arts and Sciences through the School of Graduate Studies with a grade of B+.

Comprehensive Examinations

Candidates must pass written and oral comprehensive examinations in the literature for their instrument and related issues in history, theory, and performance practice. Specific information related to the scope and particulars of the comprehensive exams are given to students by the graduate coordinator.

D.M.A. Examination Procedures

The committee evaluating written examinations for D.M.A. students consists of two members selected by the area head. In some situations, a third reader may also be asked to evaluate the examination. The Oral Examination Committee is normally comprised of the major teacher, another performance faculty member from the student's area, the lecture-recital adviser, another member of the academic faculty (theory, composition, musicology), and the graduate coordinator. Each area reserves the right to request the appointment of additional members to the committee. Students should contact the graduate coordinator and the major teacher to determine the exact makeup of the committee.

The committee's decision on the results of the written comprehensive exam shall be by an evaluation rubric. A student who has failed is provided with an explanation in writing as part of the notification. The committee will provide the candidate with guidelines for the areas in which it found the candidate's performance to be unsatisfactory. Reexamination may take place two months after a failed attempt. Unless the student can show a procedural fault occurred in the examination process, he or she may take only two reexaminations. If a student believes that a flaw in the process led to a negative decision, he or she must file a written appeal to the director of the Department of Music, who brings the issue to the Graduate Oversight Committee. That committee resolves the dispute by a majority vote.

Doctor of Musical Arts Program (MGSA)

Music Education Track

Music Education Track

The doctor of musical arts (D.M.A.) in music education is a research degree designed for professional music educators who wish to pursue advanced scholarly inquiry while expanding their perspectives on music education. Doctoral students in music education broaden their knowledge of current music education research and practice, either to advance in their teaching/supervisory positions or to prepare for a career in higher education.

The degree requires a minimum of 57 semester hours of graduate coursework beyond the master's degree. Courses are offered by the Department of Music and the Graduate School of Education and include advanced studies in research, music education, curriculum and pedagogy, music theory, and music history. Students complete 12 credits in a cognate area of their choice, such as: educational administration, teaching with technology, special education, conducting, musicology, composition, or another topic. All cognates require music education faculty approval, and some require auditions. After successfully passing comprehensive examinations, a student's study culminates in 12 credits of dissertation research leading to a dissertation on a topic related to music education. Dissertations may be historical, philosophical, empirical, or curricular in nature. There is no foreign language requirement.

It is expected that the degree requirements for this program will be completed in five years of continuous enrollment; a maximum of eight years is allowed. Students are not required to maintain a full-time residency but must enroll in at least one 3-credit course each semester prior to dissertation research.

Required Course of Study

All requirements for the D.M.A. degree may be completed within five years of continuous enrollment. They must be completed within eight years. With the approval of the graduate coordinator, the Graduate Oversight Committee, and the dean, the school may extend this maximum limit. Upon matriculation, the student must enroll in a minimum

of 3 credits each semester until the degree is completed. One semester's leave, which may be taken at any time during the course of study, is allowed. Permission for the leave must be arranged in advance with the graduate coordinator. Additional leaves will be permitted only in extraordinary circumstances.

The following requirements must be met:

1. Research and music education courses: 21 credits (12 credits of required classes and 9 credits of electives)

Required Courses

08:702:614 Graduate Research in Music Education (3)

08:702:640 Doctoral Seminar in Music Education Curriculum (3)

16:300:509 Qualitative Research Methods in Education (3)

16:300:511 Quantitative Research Methods in Education (3) OR 15:291:531 Statistical Methods in Education (3)

Electives in Music Education: Students will choose three courses (3 credits each) from the following:

08:702:513 Historical and Philosophical Foundations of Music Education (3)
08:702:516 Culturally Responsive Pedagogy in Music Education (3)
08:702:531 Wind Band Literature for Graduate Music Educators (3)
08:702:533 Advanced Conducting in Music Education (3)
08:702:538 Proseminar in Music Education (3) (may be repeated with different content)
08:702:544 Advanced Topics in General Music (3)
08:702:545 Psychology and Sociology of Music Education (3)
08:702:572 Seminar in Choral Literature for Music Educators (3)
any education research course for which the student is eligible (3)

Students should choose from the courses listed above, remembering that 538 may be repeated with differing content.

2. Music courses: Two courses (6 credits) in graduate-level music theory and two courses (6 credits) in graduate-level musicology.

3. Cognate: The cognate is an area of study related to the field of music education in some fashion. Students may choose from topics such as performance, composition, musicology, educational administration, etc. Lessons, if available, may not be taken without participating in a large ensemble. Students must propose a plan for the cognate area to the head of music education for approval prior to enrolling in any cognate courses. A maximum of 4 credits of ensemble may count toward this requirement. Upon declaring a cognate area, students must meet any specific entrance requirements and prerequisites for that area (12 credits).

4. Dissertation: Students are required to undertake an individual project that is designed and approved in consultation with a faculty adviser. The focus and scope of the project will depend on the student's interests and skills (12 credits). See below for further description.

Comprehensive Examinations

Candidates must pass written comprehensive examinations in music education. Reexamination and appeal procedures mirror those established for the D.M.A. in performance.

Dissertation

A dissertation consisting of original research related to music education and developed under faculty direction is required. After successful completion of the written comprehensive examination, students work with a faculty advisor to develop a three-chapter dissertation proposal. Once the document is prepared, a proposal defense can be scheduled. A five-member committee hears the presentation of the proposed dissertation. The committee will include the graduate coordinator, two members of the music education faculty (one of whom will serve as chair), one member of the Department of Music musicology or music theory faculty, and one outside reader. The graduate coordinator, in consultation with the student's adviser, appoints the outside reader. This person is expected to be a recognized authority on the subject of the dissertation. Following proposal approval and completion of the five-chapter dissertation, an oral defense of the dissertation is held.

Doctor of Musical Arts Program (MGSA)

Scholastic Standing

Scholastic Standing

Graduate courses require a minimum grade of B to count toward degree requirements. However, DMA students (other than piano majors) may count one course with a grade of C or C+ toward degree requirements, though this opportunity is not available for C/C+ grades earned in Applied Lessons, Conducting Lessons, or Ensemble Requirement courses. Piano majors may not count any C or C+ toward degree requirements.

Students are considered to be in good standing in the program and to be making satisfactory progress toward their degree unless they are officially notified to the contrary by the graduate coordinator under advice of the Graduate Oversight Committee. In performance areas, the committee regularly reviews a student's contribution to ensembles and other departmental activities. It also looks at any concerns that the faculty might have about the student's level of performance. The committee may recommend continuation, probational continuation with possible loss or reduction of any financial aid, or dismissal from the program for artistic or academic reasons. In performance areas, the student must perform before a jury at the end of every semester, except for those in which a degree recital has been presented satisfactorily.

A student may appeal a recommendation for probational continuation or dismissal to the dean of Mason Gross School of the Arts. If the dean upholds the judgement of the Graduate Oversight Committee, there is no further appeal.

Doctor of Musical Arts Program (MGSA)

Transfer Credit

Transfer Credit

Students in the Doctor of Musical Arts degrees in Performance and Conducting my petition to transfer a limited number of credits to fulfill curricular requirements of the DMA.

If a student has earned credits toward a DMA at another institution, they may petition to transfer up to nine of those credits, subject to limitations below and the judgment of the Graduate Oversight Committee.

If a student has, while in their masters-level study, taken coursework in excess of academic coursework required for that degree, they may request to transfer up to three credits of academic coursework, subject to the limitations below and the judgement of the Graduate Oversight Committee. The coursework in question must have been taken beyond the requirements for the student's masters-level study (i.e. the student took an extra academic course during master's study)

In both cases above, students may only transfer such credits after they have completed twelve credits in graduate courses at Rutgers. The following criteria must be met: the student received a grade of a B or above in all graduate academic courses (not just those courses being considered for credit transfer). In general, the Department of Music does not allow online courses to be transferred, nor are performance study (lessons) credit, ensemble credit, or undergraduate credit to be transferred. Therefore, only academic courses, specifically graduate courses that are equivalent to those required at Rutgers, may be transferred.

Approval of transfer credit is determined by the Graduate Oversight Committee.

Students in the D.M.A. degree who have taken an equivalent course to 08:702:501 or 16:700:567, 568, may substitute an elective in lieu of a requirement to take these classes as part of the D.M.A. degree.

Artist Diploma Program (MGSA)

ARTIST DIPLOMA PROGRAM

Artist Diploma in Performance

The artist diploma (A.D.) program in performance addresses the needs of those who wish to concentrate more narrowly on performance-related study than does the doctor of musical arts (D.M.A.) student. This course of study requires six semesters of performance, six semesters of large ensemble, six semesters of chamber ensemble, and one semester of repertory/literature. Pianists complete six semesters of studio accompaniment instead of six semesters of large ensemble. Additionally, students must pass an Oral Exam at the end of the program. The A.D. program does not require formal coursework in music history or theory. Students must perform five recitals, four of them solo and one a chamber recital. Students must have a master of music (M.M.) degree or its equivalent to gain admission to the program. It is possible to complete all requirements for the artist diploma program within three years of full-time residence. A student may not take more than five years to complete the program. With the approval of the graduate adviser, the Oversight Committee, and the dean, the school may extend this maximum time limit.

Artist Diploma in Opera

A total of 32 credits for the A.D. is required, distribution as follows:

1. Four semesters of performance study (12 credits) culminating in two role performances or roles study (1 credit each). These performances are evaluated by a faculty committee consisting of the student's major teacher and two additional faculty members approved by the graduate adviser. The student must receive a passing evaluation from a majority of the committee members.

2. Four semesters of ensemble (Opera Workshop - 4 credits)

3. Four courses (4 credits) in Graduate Diction: one semester each of English, French, German, and Italian

4. Two courses (2 credits each) Acting for Singers

5. Two courses (2 credits each) Movement for Singers

6. One course (1 credit) Seminar in Vocal Health

7. One course (1 credit) Business of Opera

In addition, all students must pass an oral examination based on the coursework included in the degree program. Normally, the student will receive the results of this examination within 15 working days. A student who fails this examination is provided with a written explanation as part of this notification. He or she will then have the chance to take a reexamination. Reexaminations occur at the next regularly scheduled test period. Unless a procedural flaw occurs in the reexamination process, a student is permitted to take only one reexamination.

Candidates must also demonstrate translation abilities in two languages, and proficiency in diction/International Phonetic Alphabet (I.P.A.) in French, German, Italian, and English.

Music Graduate Courses (MGSA)

MUSIC GRADUATE COURSES

Music History and Theory Courses Offered through the School of Graduate Studies (700)

Music History and Theory Courses Offered through the School of Graduate Studies (700)

16:700:501 ***Introduction to Music Research (3)***
Introduction to bibliographical tools and research techniques for scholars and performers. The primary aims of the course are to develop a critical attitude toward the manuscripts and editions used for performance and study, as well as an understanding of the methodological issues relevant to writing about music.

16:700:502 ***(S) Current Issues in Musicology (3)***
Issues and debates within the current discipline of musicology via examination and discussion of recently published books and journal articles.
Prerequisite: 16:700:501.

08:702:503 ***Current Issues in Ethnomusicology (3)***
Introduction to the theory and methodology of ethnomusicology, current issues, and intellectual history.
Prerequisite: Permission of instructor.

16:700:504 ***Current Issues in Music Theory (3)***
Issues and debates within the current discipline of music theory via examination and discussion of recently published books and articles.
Prerequisites: Permission of the instructor and graduate director.

16:700:504 ***Current Issues in Contemporary Music (3)***
Issues and debates within the current disciplines of contemporary music via examination and discussion of recent compositions, performances, and recordings.
Prerequisites: Permission of the instructor and graduate director.

16:700:509 ***(F) Music History Review (3)***
This course surveys the history of Western art music from the beginning of the Baroque era to the present, with emphasis on the "core repertoire" of the "common practice era" (c. 1700- 1920). It is intended to reinforce previous undergraduate study in music history. In addition to the development of musical styles and genres, the course will consider the relationship of music to political, social, and cultural history. A closer study of selected musical works will complement the learning of general historical content in class discussion and through readings from an assigned textbook. Assessment will consist of written examinations (midterm and final), as well as a series of listening quizzes requiring identification of assigned repertoire.
For students who do not pass the Graduate Music History Diagnostic Examination to serve as a prerequisite for graduate-level Musicology courses. This course does not satisfy a graduate-level course requirement.

16:700:511 ***(F) Music Theory-Intensive Review (3)***
Review of harmony (part-writing and progressions); counterpoint (two- and three-part species counterpoint, including imitation); and harmonic analysis. This course does not fulfill regular theory requirements. It serves strictly as a preparation for the graduate theory courses.

16:700:515,516 ***Sound Synthesis and Computer-Assisted Composition (3,3)***
Analysis of sound and timbre. Use of the computer for musical composition.
Prerequisite: Permission of instructor.

16:700:517 ***The History of Musical Style (3)***
Aspects of convention and innovation in composer's approach to sonority, harmony, melody, rhythm, and form in representative vocal and instrumental compositions from different historical periods in the Western tradition, ca. 1600-1950.
Prerequisite: Permission of instructor.

16:700:519,520 ***Proseminar in Music History (3,3)***
Intensive study of selected areas in the history of music, with guided research leading to oral and written reports.
Prerequisite: 16:700:501.

16:700:522 ***Canon and Fugue (3)***
Exercises in polyphonic techniques based on practices from the Renaissance to the tonal period.

16:700:525,526 ***Studies in Music Analysis (3,3)***
Study of styles and structures in compositions from the Middle Ages to the present and their relationship to ideas on composition held by composers and theorists.

16:700:527 ***Studies in Opera (3)***
Study of selected operas. Historical background, sources, editions, textual criticism, analysis, and performance practice.
Prerequisite: Permission of instructor.

16:700:528 ***Studies in Choral Literature (3)***
Study of selected works for chorus and vocal ensemble from the 16th century to the present. Historical background, sources, editions, textual criticism, analysis, and performance practice.
Prerequisite: Permission of instructor.

16:700:529 ***Studies in Instrumental Ensemble Literature (3)***
Study of selected chamber and orchestral works from the 17th century to the present. Historical background, sources, editions, textual criticism, analysis, and performance practice.
Prerequisite: Permission of instructor.

16:700:530 ***Studies in Keyboard Literature (3)***
Study of selected works for keyboard instruments. Historical background, sources, editions, textual criticism, analysis, and performance practice.
Prerequisite: Permission of instructor.

16:700:531,532 ***Proseminar in Composition (3,3)***
Practice in the techniques of creative composition.

16:700:541,542 ***Special Topics in Music Theory and Analysis (3,3)***
Recent developments in music theory and 20th-century analytical techniques. Topics vary from year to year.
Prerequisites: 16:700:525,526.

16:700:551 ***Jazz Research and Analysis (3)***
Introduction to scholarly research in jazz. Covers research methods, transcription, and analysis of recorded jazz performances; pertinent African-American cultural issues; and questions of performance practice.
Prerequisite: 16:700:501. Recommended as pre- or corequisite: 16:700:525.

16:700:567,568 ***Proseminar in Performance Practice (3,3)***
Problems of performance practice in vocal and instrumental music from two different periods: 17th and 18th centuries, and 19th century.
Prerequisite: Permission of instructor.

16:700:571-572 ***Schenkerian Analysis (3,3)***
Analytic applications of Heinrich Schenker's notational graphing techniques for understanding structural and harmonic/contrapuntal aspects of tonal music.
Prerequisite: Permission of instructor.

16:700:573,574 ***Twentieth-Century Theory (3,3)***
Analysis of selected compositions from ca. 1910 to the present. Theoretical strategies and perspectives.
Prerequisite: Permission of instructor.

16:700:601 ***Independent Study (BA)***
Individual research leading to an essay demonstrating command of the techniques of historical or analytical research.

16:700:603 ***Masters Project (BA)***
Individual research leading to the capstone requirement for one of the MA degree programs.

16:700:619,620 ***Seminar in Musicology (3,3)***
Doctor-level intensive study of selected areas in musicology, with guided research leading to oral and written reports.
Prerequisite: 16:700:501. For students pursuing the Ph.D.

16:700:631,632 ***Seminar in Composition (3,3)***
Advanced study of the techniques of creative composition.
For students pursuing the doctoral degree.

16:700:652 ***(S) History of Music Theory and Notation (3)***
Intensive study of selected sources from antiquity to the 20th century, with emphasis on medieval and Renaissance notational systems, church modes, the teaching of counterpoint, and theories of tonality.
Prerequisite: Permission of instructor.

16:700:701,702 ***Research in Music (BA)***
Individual research leading to the a Master's Thesis or Doctoral Dissertation

Music Graduate Courses (MGSA)

Graduate Music Courses Offered through Mason Gross School of the Arts (702)

Graduate Music Courses Offered through Mason Gross School of the Arts (702)

08:702:502 ***Art Song Repertoire (3)***
Study and performance of 19th- and 20th-century art songs. Includes historical development and discussion of composers and poets, research papers, assigned readings, and listening assignments. In-class performances.
Prerequisite: Open to piano and voice majors, or with permission of instructor.

08:702:506 ***(F) Writing About Music (BA)***
A proseminar that offers graduate music students (primarily international) practice in the language and discourses of academic writing as they develop and revise a series of essays. This class serves a purpose to prepare students for advanced seminars in their respective degrees and for their professional lives by helping to comprehend and engage with complex readings; articulate independent arguments; and support them through textural engagement, organized ideas, and clear, incisive prose. This course is an addition to the regular requirement and is based on the results of the examination taken at the graduate audition.

08:702:507,508 ***Score Reading (1,1)***
Practical application of score reading at the piano. Includes realization of figured bass, study of C clefs, and open-score techniques.

08:702:509 ***Special Studies in Piano Repertoire I (2)***
An in-depth study of the core literature for the keyboard instruments including works for solo piano and piano and orchestra from the early baroque, classical, and early romantic periods. Includes intensive study and performance of works by major composers and their contemporaries. Explores the evolution of the piano as a solo and as an ensemble instrument.

08:702:510 ***Special Studies in Piano Repertoire II (2)***
An in-depth study of the core literature for the keyboard instruments including works for solo piano and piano and orchestra from the late romantic period to present times. Includes intensive study and performance of works by major composers and their contemporaries. Explores the evolution of the piano as a solo and as an ensemble instrument.

08:702:511 ***Special Studies in Piano Repertoire III (2)***
Course explores the historical, theoretical, and applied aspects of piano pedagogy.

08:702:513 ***Philosophical Foundations of Music Education (3)***
Significant philosophical positions that have influenced contemporary music education; the history and purpose of music in education; current curriculum models and theories; and teaching strategies.

08:702:514 ***Graduate Research in Music Education (3)***
Design, analysis, and evaluation in music education. Recent research, planning, and development of an independent project.
Intended for M.M. students in music education.

08:702:515 ***Graduate Piano Pedagogy (2)***
An exploration of advanced topics in piano pedagogy.

08:702:516 *Culturally Responsive Pedagogy in Music Education (3)*
This course focuses on the history, current discourse, and application of culturally responsive pedagogy to all forms of music education learning PK-12 and collegiate. In particular, this course addresses important issues of diversity, equity, inclusion, and access in music teaching and learning by placing the students in the music room at the center of curricular decision-making. This course requires students to apply theory in culturally responsive pedagogy to a variety of PreK-12 and undergraduate music learning contexts

08:702:517 ***Vocal Health (1)***
This course is an integration of vocal anatomy and physiology, vocal pedagogy, voice therapy, and vocal health for singers. It will include presentations and discussions on selected topics related to voice and chapter reviews directly related to practical application. This class is intended for graduate students in the opera and voice programs.

08:702:519 ***Historiography of Black Music I (3)***
This course explores the historiography of black music: the ways in which history of this repertoire has been constructed, the voices that have told the story and those whose views have been silenced, and the issues that appear to be absent from the narrative commonly told. Engaging with standard narratives of jazz history, but expanding our view beyond those, students will use their own research to offer thoughtful revisions to our current understanding and contribute newfound knowledge to the discussion through critical inquiry. This course is the first in a two-semester sequence in Jazz Historiography and is required from Mason Gross School of the Arts (MGSA) jazz M.M. students. It is open to graduate students in other MGSA music programs as an elective.

08:702:520 ***Historiography of Black Music II (3)***
This course explores the historiography of black music: the ways in which history of this repertoire has been constructed, the voices that have told the story and those whose views have been silenced, and the issues that appear to be absent from the narrative commonly told. Engaging with standard narratives of jazz history, but expanding our view beyond those, students will use their own research to offer thoughtful revisions to our current understanding and contribute newfound knowledge to the discussion through critical inquiry. This course represents the second semester of a two-semester sequence in Jazz Historiography and is required from Mason Gross School of the Arts (MGSA) jazz M.M. students. It is open to graduate students in other MGSA music programs as an elective.

08:702:521,522 ***Introduction to Graduate Studies in Jazz (3,3)***
Major topics in jazz studies, approached from the points of view of scholars and performers, encompassing review and modern perspective of jazz history. Topics include African-American culture, methods of historical and biographical research, bibliography, discography, problems of transcription, analytic techniques, and jazz education.
May be held at the Institute of Jazz Studies, Rutgers University-Newark.

08:702:523,524 ***Jazz History and Research (3,3)***
Intensive study of periods and styles of jazz from New Orleans to the present.
May be held at the Institute of Jazz Studies, Rutgers University-Newark.

08:702:525-526 ***Seminar in Jazz Arranging and Composition (3,3)***
Intensive study of jazz arranging and composition. Score study and analysis, transcriptions and arranging for small and large ensembles, and commercial arranging.

08:702:527,528 ***Advanced Improvisation (3,3)***
Advanced study of stylistic improvisation. Emphasis on major periods of jazz and other contemporary practices.

08:702:531 ***Wind Band Literature for Graduate Music Educators (3)***
The task of choosing appropriate quality literature for bands is challenging for both young and experienced directors. The challenge is magnified by the many varied demands and responsibilities that fill a limited time schedule, and by the enormous amount of superficial publications that are released each year. This course will briefly explore research that outlines the criteria of artistic merit that helps identify and define the great standard wind band works. We will then examine a number of works for elementary, middle, and high school band (grades I-V) that are regarded as works of artistic merit and are considered standard repertoire. Repertoire sources, curricular and programming ideas, and a historical review are also included.
Online course.

08:702:532 ***Modal Composition and Tonal Analysis for Graduate Music Educators (3)***
This course, which is designed for music education majors, explores important topics in music theory from the Medieval period through the 18th century. Beginning with the development of notation, we will follow the progression of Western music from chant through the beginning of the Common Practice period. While this is not a class on the history of theory, we will be reading and discussing the major theorists of the 16th, 17th, and 18th centuries. There will be an emphasis on the practical application of the concepts studied in class, as students will learn the fundamentals of 16th- and 17th-century counterpoint, realize figured bass in four-part voice-leading, and complete formal analysis of music from the Baroque and early Classical periods.
Online course.

08:702:533 ***Advanced Conducting in Music Education (3)***
This graduate course develops advanced skills necessary for instrumental and vocal conductor-teachers in K-12 schools, including but not limited to: conducting gesture, verbal communication, musical vocabulary, score analysis, pacing, planning, and sequencing. Students in this class should have some previous experience with conducting (directing a school or professional ensemble) and should have taken at least one conducting course as part of their undergraduate degree.

08:702:536 ***Cognitive Approaches to Music Learning Online (3)***
Cognitive psychology is a broad subdiscipline within the larger field of psychology that concentrates on the study of mental processes. The range of subjects covered will include attention, memory, problem solving, imagery, optimal experience, knowledge representation, language, and comprehension. This course will provide an overview of the field especially as it applies to music and music education. To provide greater depth, the second half of the course will focus on study of one subdiscipline: varying theories about individual differences.
Online course.

08:702:537 ***Behavioral Approaches to Music Learning Online (3)***
Intensive study of behavioral teaching techniques in music education, with guided research leading to oral and written reports. Students will show evidence of critical thinking concerning the teaching of music by verbalizations demonstrating ability to logically analyze, criticize, and/or choose alternatives consistent with a value orientation. By completing various learning activities and projects, students will develop specific techniques related to communication of musical and nonmusical ideas and organization of time and materials for the purpose of facilitating musical learning experiences. Students will cultivate an understanding of human musical behaviors through assigned readings and completion of assignments.
Online course.

08:702:538 ***Proseminar in Music Education (3)***
Intensive study of selected areas in music education, with guided research leading to oral and written reports.
Prerequisite: Permission of instructor.

08:702:541,542 ***Advanced Accompaniment Repertoire (2,2)***
Study and performance of standard vocal and instrumental repertoires from the perspective of the accompanist. Special emphasis on repertoire frequently encountered in auditions and competitions to provide a stylistically broad and immediately applicable repertoire.
Prerequisite: Permission of instructor.

08:702:543 ***Special Topics in Collaboration (1)***
Forum for the exchange of ideas in music and the arts that are collaborative by nature. In consultation with the instructor, students provide presentations on various aspects of collaboration, with a focus on keyboard collaborations.

08:702:544 ***Advanced Topics in General Music (3)***
This course builds on the general music knowledge that students gained in their undergraduate programs and/or through teaching general music. The course will focus on deepening theoretical knowledge and practical skills in the teaching of general music across the K-12 spectrum. Individual themes of focus will enable each student to strengthen areas of general music knowledge that they feel will best serve their careers.

08:702:545 ***Psychology and Sociology in Music Education (3)***
This course is designed to explore music in the human experience, with importance on music in transmission and educational contexts. The course draws on various disciplinary theories and perspectives—among them, music cognition, music education, education (learning theories), social and cultural psychology, and developmental psychology. Emphasis is placed on expanding and deepening knowledge and understanding the processes that support music learning and teaching—through critical reading, seminar discussions, written reflections and reviews, and an in-depth study of a topic chosen by the student.

08:702:550 ***Special Topics in Music History (3)***
Intensive study of selected areas in the history of music with guided research leading to oral and written reports.
Prerequisite: Permission of graduate director.

08:702:551 ***Instrumental Literature: Winds, Brass, and Percussion (3)***
Study of large and small ensemble music for winds, brass, and percussion from the late Middle Ages to the modern era.
Prerequisite: Permission of instructor.

08:702:552 ***Orchestral Literature (3)***
Survey of major works through analysis and performance. Includes study of bibliography, historical context, and performance practice.
Prerequisite: Permission of instructor.

08:702:553 ***Wind Literature (3)***
The course is a review of literature for winds and brass from antiquity to the present and will focus on both small-ensemble and large concert-band repertoire. Mixed in along the way are fun tips and techniques for performance. Intended for M.M. and D.M.A. students who might find themselves teaching college-level courses in the future.

08:702:555 ***Business of Opera (1)***
The singer's guide to a career as a performer. The course will ensure the understanding of the various facets of the opera business from the singers, producers, supportive fields, and audience's viewpoints as well as provide the necessary tools for a mock business plan for either an individual artist or professional company.

08:702:560 ***Music Theory Pedagogy (3)***
Practical and effective approaches to teaching college-level music theory including written theory, aural skills, rudiments for nonmajors, syllabus preparation, and textbook evaluation.

08:702:570 ***Introduction to Graduate Studies (3)***
A course designed to stimulate an interest in systematic inquiry in music education, know how to transfer knowledge of one concept to another area of learning, and be able to understand the thought processes necessary for strong music curriculum development, assessment, sequencing instruction, and feedback. Students will be challenged to critically think about how they approach the ideas of teaching and learning.
Online course.

08:702:571 ***Graduate Inclusive Learning in Music Online (3)***
This course explores disability in the context of music education. The course focuses on the history of disability in the U.S., as well as current discourse in Disability Studies, and music teaching and learning with disabled musicians. Topics include U.S. legislation pertaining to the education of individuals with disabilities, ableism and models of

disability, Universal Design for Learning (UDL), and adaptation and modification for the music classroom. The course also explores the intersectionality of disability with race, culture, socioeconomic status, and gender and how that may impact teaching and learning. Students in the course are encouraged to interrogate their own beliefs about students with disabilities in music. They also reflect on PreK-12 teaching experiences to consider ways to incorporate UDL and other inclusive strategies to increase access to music.
Online course.

08:702:572 ***Seminar in Choral Literature for Music Educators (3)***
The objective of this course is to help students develop skill in logical analysis, critique, and decision-making related to repertoire selection that is founded upon and consistent with some value orientation. The course is designed to allow students to develop specific selection techniques and an expanded repertoire of source materials directly related to various levels of school choirs. It seeks to teach students how to construct choral programs (for performances) with music appropriate for ensembles of various ages and levels of ability.
Online course.

08:702:573 ***Studies in Form and Analysis for Graduate Music Educators (3)***
The goal of the course is to explore the relationship between form (phrases, motives) and structure (harmony, key areas, modulations) as they relate to the standard forms of the common practice period, and to learn to make accurate formal analyses and present them in clear and effective essays. Students will analyze compositions and demonstrate key concepts through formal diagrams, short essays, and analytical papers.
Online course.

08:702:574 ***Teaching Music Across the Curriculum (3)***
This course addresses fundamental issues of teaching and learning in music across the curriculum. In this course, students draw on scholarly literature, musical events, and our own personal experiences to reflect on what is compelling and significantly educational about music and its inclusion in the school. Students discuss music teaching and learning occurring in formal and informal settings and will examine music learning in stand-alone, integrated, and field-trip learning. A focus of the course will be on the "connecting" standards and their application in varied musical contexts. Aesthetic literacy, arts integration, and pedagogy are the focus of this course.
Online course.

08:702:575 ***Integrating Technology into the Music Curriculum (3)***
This course provides experience with the three major types of use of technology by music teachers and students: preparing teaching materials, leading class activities, and student uses of technology. The course is based on the belief that technology can: provide tools and resources for helping students become active agents in the growth of their music knowledge, attitudes, and skills; make a contribution to helping students make progress toward achieving the National Standards in music; and contribute to the development of new models of music learning.
Online course.

08:702:576 ***Historical and Philosophical Foundations of Music Learning (3)***
The course offers an overview of significant historical and contemporary philosophical positions that have influenced music education, especially as they relate to the purpose of music in education, current curriculum models and theories, and teaching strategies. Much of the course will be devoted to discussion of possible directions for music education based upon past and current paths. Many of the discussions will be rooted in the sometimes-conflicting philosophies presented by Bennett Reimer and David Elliott.
Online course.

08:702:577 ***History of the Western Canon for Graduate Music Education Online (3)***
This course is a chronological music history survey encompassing all eras of Western music history, from c.1000-1950. We will study the social, cultural, and historical contexts in which music was composed and performed, focusing primarily on art music in Europe and the United States. We will examine the stylistic features, forms, and performance practices typical of each era, and how these relate to the wider context of the time. We will discuss how these features evolved over time, and how this evolution was conditioned by the changing context and expressive goals of composers and performers. Finally, we will place the music in the context of other contemporaneous artistic movements. This course has been designed to meet two goals: 1) to allow students to study and discuss major works in the Western art music canon; and 2) to allow students to study and discuss works of an appropriate level for the students they teach. Accordingly, each unit will have two components: study and discussion of the works listed on this syllabus, followed by study and discussion of works chosen and presented by the students in the class.
Online course for the arts online M.M. degree only.

08:702:578 ***American Popular Music for Music Education Online (3)***
The study and performance of popular music genres has steadily gained traction in undergraduate curricula over the past three-plus decades, finding its way into K-12 education in recent years. This course is designed to give music educators a foundation in the history and performance of, and scholarly debates surrounding, popular music of the United States in the twentieth century—including by not limited to (sub) genres such as the blues, jazz, rock 'n' roll, country, soul, reggae and hip-hop. The course opens with an introduction to the interdisciplinary field of popular music studies, including discussions of the ways genre; identity and difference; transnationalism and globalism; industry and commerce; and technological innovations impact the ways in which we understand popular music. This is followed by discussions of the core instruments, musical structures, and expressive tendencies common in popular music styles of the twentieth century. The balance of the course centers around genre-specific case studies to further explore the social, cultural, political, and musical conditions that influenced the development of various styles and trends in pop music history.
Online course.

08:702:579 ***Musical Practices of the World for Music Education Online (3)***
The scope of this course was created to introduce students to the discipline of ethnomusicology as a means through which to learn about musical practices from different regions of the world, as well as music related to students' own background and experience. This course will provide students with a working knowledge of the discipline of ethnomusicology including its intellectual history, major theoretical premises, analytical techniques, and research methodologies. We will explore a diverse set of case studies examining music as social life from different societies throughout the world, and use these as a means to expand upon the broader topics introduced. During this course, students will apply the knowledge they gain, in order to conduct their own ethnographic fieldwork and research, as well as consider the various intersections of ethnomusicology and music education. This course emphasizes reading, writing, original research, and online discussion forums.
Online course.

08:702:580 ***Applied Research in Music Education (Capstone) (3)***
This course focuses on design, analysis, and evaluation of research and scholarly inquiry in music education. Students will consult recent research, demonstrating an ability to evaluate it and utilize its information. Students will also design research, conduct research projects of varying methodologies, write a full research report, and be able to verbally present findings to classmates in an online forum.
Online course.

08:702:597 ***Practical Training - Pedagogical (0)***
Students register for this course when engaging in teaching work that is associated with their major area of study, including work that satisfies the D.M.A. Pedagogical Component requirement.

08:702:598 ***Practical Training - Performance (0)***
Students register for this course when engaging in performance work outside of the school that is associated with their major area of study.

08:702:599 ***Practical Training - Arts Administration Industry (0)***
Students register for this course when engaging in work outside of the school in the field of Arts Administration or other relevant work in the music industry that is associated with their major area of study.

08:702:600 ***Research in Music (BA)***
Individual research in selected areas of music history, theory, performance practice, or music education.
Prerequisite: Permission of instructor.

08:702:603,604 ***Lecture Recital Advisement (1)***
Independent research undertaken in connection with the required lecture-recital. The project culminates with an extensive paper toward completion of the D.M.A. in performance, collaborative piano, and conducting.

08:702:614 ***Graduate Research in Music Education (3)***
Design, analysis, and evaluation in music education. Recent research, planning, and development of an independent project.
Intended for D.M.A. students in music education.

08:702:640 ***Doctoral Seminar in Music Education Curriculum (BA)***
Advanced study of music education curriculum history, theory, and design, as well as current research in music education curriculum and program evaluation.
Prerequisite: 08:702:614 or permission of instructor.

08:702:643 ***Special Topics in Collaboration (BA)***
See 08:702:543 for course description.

08:702:645,646 ***Special Studies in Advanced Solo Instrumental Repertoire (BA,BA)***
Study and performance of instrumental sonatas, concertos, and shorter form works from the 18th to 20th centuries. Special emphasis on orchestral reduction at the piano, interpretation, and collaborative considerations.
Prerequisite: 08:702:541 or 542, or permission of instructor. Open to piano, collaborative piano, and instrumental majors.

08:702:647,648 ***Special Studies in Advanced Vocal Repertoire for Collaborative Piano (BA,BA)***
Study and performance of art song, opera arias, and oratorio excerpts from the 18th to 20th centuries. Special emphasis on interpretation and collaborative considerations.
Prerequisite: 08:702:541 or 542, or permission of instructor. Open to piano, collaborative piano, and instrumental majors.

08:702:701 ***Doctoral Research in Music Education (3)***
Advanced study of historical, philosophical, and empirical research methodologies in music education. Development of critical analysis and research reporting skills leading to preparation of the dissertation topic proposal.
Prerequisite: 08:702:614 or permission of instructor.

08:702:702 ***Dissertation Research in Music Education (BA)***
Individual research leading to an extended essay toward completion of D.M.A. degree in music education.
Prerequisite: Permission of instructor.

Graduate Applied Music Courses Offered through Mason Gross School of the Arts (703)

Graduate Applied Music Courses Offered through Mason Gross School of the Arts (703)

08:703:501 Helix: New Music Ensemble (1,1)

08:703:502 Beginning Organ Skills

08:703:503 RU Baroque Players (1,1)

08:703:504 Rutgers Interactive Music Ensemble (1)

08:703:505 Studio Accompaniment (1)

08:703:506 Graduate Performance Lesson (BA)

08:703:511,512 Kirkpatrick Choir (1,1)

08:703:519,520 Chamber Jazz Ensemble (1,1)

08:703:521,522 Jazz Ensemble (1,1)

08:703:523,524 Orchestra (1,1)

08:703:525,526 Percussion Ensemble (1,1)

08:703:527,528 Brass Ensemble (1,1)

08:703:530 Vocal Coaching

08:702:531 Jazz Ensemble II

08:703:533,534 Voorhees Choir (1,1)

08:703:535 Graduate Diction: English (1)

08:703:536 Graduate Diction: French (1)

08:703:537 Graduate Diction: German (1)

08:703:538 Graduate Diction: Italian (1)

08:703:539,540 University Choir (1,1)

08:703:543,544 Symphony Band (1,1)

08:703:545,546 Orchestra/Wind Ensemble (1,1)

08:703:547,548 Rutgers Sinfonia (1,1)

08:703:549,550 Glee Club (1,1)

08:703:551 Bassoon Reed Making

08:703:552 Oboe Reed Making

08:703:553,554 Opera Workshop (1,1)

08:703:555,556 Chamber Ensemble (1,1)

08:703:557 Acting for Singers (2)

08:703:558 Stage Movement for Singers (2)

08:703:563,564 Conducting (3,3) (First year M.M.)

08:703:575,576 Applied Major Lesson (3,3) (First year M.M.)

08:703:579 Beginning Organ Skills II (1)

08:703:599 Independent Study (BA)

08:703:600 Advanced Performance Study (3)

08:703:601 Performance Project (1)

08:703:619 Jazz Chamber Ensemble

08:703:631 Castleton Artist Training Seminar

08:703:655,656 Chamber Ensemble (1,1)

08:703:663,664 Conducting (3,3) (Second year M.M.)

08:703:675,676 Applied Major Lesson (3,3) (Second year M.M.)

08:703:699 Independent Study D.M.A. and A.D. (BA)

08:703:701,702 Performance Study D.M.A. and A.D. (BA, BA)

08:703:703,704 Conducting Study D.M.A. and A.D. (BA,BA)

08:703:800 Matriculation Continued (0)

Graduate Programs in Theater Arts (MGSA)

GRADUATE PROGRAMS IN THEATER ARTS

Degree Program: Master of Fine Arts

Chair, Department of Theater Arts: David P. Gordon

Head of Graduate Program in Playwriting: Kathleen Tolan

The Department of Theater Arts at the Mason Gross School of the Arts is dedicated to developing professional artists. Students are provided with an experience that includes intensive studio classes, innovative academic curricula, and groundbreaking, fully supported productions.

Students entering the Mason Gross School of the Arts graduate program in theater arts concentrate on playwriting.

At the core of Rutgers' playwriting program (2.5 years) are the weekly Playwright Seminars, an ongoing class for the duration of the degree in which playwrights deepen their art and hone their craft. Each semester, students will work on a play and play fragments toward developing a portfolio of work. Toward a rich experience of plays and play-making, we read and attend productions at various theaters, mainly in New York City, as well as with theater professionals. Emphasis will be on developing each playwright's unique voice and inclinations. There will be occasional in-class writing and writing assignments, toward exploring new approaches, jump-starting a play, and enriching or unlocking a current play-in-process.

The department's faculty members believe that significant contributions can be made only by artists who possess mastery of their craft and who have an inspiring artistic vision. Standards in the program are high. The faculty focus and attention is on the students' functioning at the highest levels. Therefore, each student is subject to faculty review at the middle and end of every semester. Each student must retain total faculty support to continue in the program.

For up-to-date curriculum and course information, visit the Mason Gross School website.

Members of the Theater Arts Faculty

Theater Arts Admission

Information and Regulations for All Graduate Theater Arts Students

Master of Fine Arts Program

Master of Fine Arts (M.F.A.) Degree Requirements

Theater Arts Graduate Courses

Members of the Theater Arts Faculty (MGSA)

MEMBERS OF THE FACULTY

Department Leadership:

Chair: David P. Gordon

Associate Chair: Christopher Cartmill

Director of Design & Production: Jenn Stauffer

Head of Acting: Cameron Knight

Head of B.A. Theater Program: TBA

Head of Costume Design: Valerie Marcus Ramshur (on sabbatical, 2024/25)

Interim Head of Costume Technology: TBA

Head of Dramaturgy: Christopher Cartmill

Head of Lighting Design: Don Holder

Head of Scenic Design: Lee Savage

Head of Stage Management: Anne McPherson

Head of Technical Direction: Jenn Stauffer

Head of M.F.A. Playwriting: Kathleen Tolan

Professors:

David Esbjornson, B.A., Gustavus Adolphus; M.F.A., New York

Associate Professors:

Ellen Bredehoft, B.F.A., Idaho, M.F.A., Boston

Christopher Cartmill, B.A., Washington and Lee; M.F.A., Virginia

David Gordon, B.F.A., New York

Don Holder, B.S., Maine; M.F.A., Yale; Honorary Doctor of Arts, Muhlenberg College

Marshall Jones III, B.A., Rutgers; M.A., New York

Cameron Knight, B.F.A., Michigan (Flint); M.F.A., Delaware

Jenn Stauffer, B.A., Macalester College

Kathleen Tolan, B.A., SUNY (Empire State College); M.F.A., Brooklyn College

Assistant Professors:

Deb Jackel, B.F.A., Rutgers

Danielle Liccardo, London Academy of Music and Dramatic Art

Anne McPherson, B.A., Reed College; M.F.A., Yale

Valerie Marcus Ramshur, B.A., Bennington College; M.F.A., New York

Lee Savage, B.F.A., Rhode Island School of Design; M.F.A., Yale

Lecturers:

Karen Alvarado, M.F.A., Rutgers

Jen Ash

Valeria A. Avina, B.A., Graceland University; M.F.A., Iowa

Shane Ballard, Fashion Institute of Technology

Jeff Bender, B.F.A, Michigan

William Carden, St. Lawrence, Brandeis

Elizabeth Hope Clancy, B.A., William and Mary; M.F.A., Yale

Chris Cragin-Day, B.A., OK Baptist; M.F.A., Baylor

David Dannenfelser, B.A., William Paterson; M.A., New York, Sarah Lawrence College

Colleen Dolan, B.F.A., Rutgers

Anastasia Ellis

Nick Embree

Emily Hayes-Walsh

Jerilyn Jurinek, B.A., School of the Art Institute of Chicago; M.F.A., Columbia

John Keller, B.A., Holy Cross; M.F.A., Rutgers

Michael McDonald

Kasson Marroquin, B.F.A., North Texas; M.F.A., Rutgers

Joshua Maywood

David Murin, B.F.A., New York

John Narun

Greg Perri, B.A., Binghampton; M.F.A., Rutgers

Sari Ruskin, B.A., M.A., City College of New York; Ph.D., Long Island

Alexandra Spieth

Cat Tate Starmer, M.F.A., Yale

Ellen Valencia

Denise Wagner, B.F.A., SUNY (Purchase); M.F.A., North Carolina (Chapel Hill)

Christine Whalen, B.A., Rutgers

Antu Yacob, B.A., Minnesota-Duluth; M.F.A., Rutgers

Professors Emiriti:

Lee Blessing, B.A., Reed College; M.F.A., Iowa

Eileen Blumenthal, B.A., M.A., Brown; Ph.D., Yale

F. Mitchell Dana, B.F.A., Utah State; M.F.A., Yale School of Drama

William Esper, B.A., Case Western Reserve; Neighborhood Playhouse School of the Theater; teaching training with Stanford Meisner

Vickie Esposito, B.A., Rutgers; M.F.A., Minnesota

John Jensen, B.S., Oregon; Pratt Institute and Lester Polakof School of Design

Virginia Johnson, B.S., Moorhead State, M.A., Bowling Green

Kevin Kittle, B.A., Caldwell College; M.F.A., Rutgers

Eric Krebs, B.A., M.A., Rutgers

Barbara Marchant, B.A.., Fort Wright College; teaching training with William Esper

Joseph F. Miklojcik Jr., B.S., Northwestern; M.A., Connecticut

R. Michael Miller, B.F.A., M.F.A., Washington

Amy Saltz, B.A., Wisconsin

Theater Arts Admission (MGSA)

ADMISSION

All applicants to the Mason Gross School of the Arts must submit a formal application and fee through Rutgers University. In addition to the university application and fee, all students applying to the Department of Theater Arts at Mason Gross School of the Arts must complete an evaluation of talent (audition or interview). A nonrefundable audition and/or interview fee (in addition to the university's standard application fee) is required prior to the time of the audition or interview. For more information about theater audition and/or interview requirements, scheduling, dates, locations, and audition/interview fee payment, please visit: Admissions.

Students not holding an undergraduate degree in theater may be required to take additional coursework. Transfer credit is not accepted for any graduate-level theater course that fulfills the requirements of the degree.

A TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) test score is required if your undergraduate education was completed in a non-English speaking country. Please see the Mason Gross School website for required minimum ESL scores and further information.

Information and Regulations for All Graduate Theater Arts Students (MGSA)

INFORMATION AND REGULATIONS FOR ALL GRADUATE THEATER ARTS STUDENTS

Attendance in Conservatory Classes

Attendance in Conservatory Classes

Absence from any theater class is problematic. In the event that an absence is unavoidable, the student must advise the faculty member in advance of the absence. In addition, it is the student's responsibility to discuss the absence with the instructor to determine whether the absence is excused. In some cases, the department may require documentation before excusing an absence. Absences due to illness or family emergency are generally excused.

Students are responsible for making up any missed work and being properly prepared for the next class.

In the Department of Theater Arts, unexcused absences are not permitted in any class. One unexcused absence could result in a drop of grade for the final grade. Three late arrivals are equal to one unexcused absence.

Excessive absences, even if excused, may result in the student being withdrawn from class.

Students may use the University Absence Reporting website. This will generate an email to the instructor informing him or her of the absence. It is the student's responsibility to discuss absences with the instructor before the absence.

Residency

Residency

The master of fine arts degree program requires full-time in-person residency for playwrights. The maximum time for completing the degree is five years from the date of matriculation. Students may get special exceptions to this maximum time limit with approval of both the graduate program director and dean. The total number of degree credits varies according to program concentration (no less than 70 credits). The degree program emphasizes artistic performance and development of technical mastery in their program area.

Artistic Evaluation

Artistic Evaluation

M.F.A. ARTISTIC REVIEW AND DISMISSAL

All M.F.A. students are evaluated at mid-semester and at the end of each semester by the faculty and supervisory staff where appropriate in their concentration. All students are expected to meet a professional standard of work, skill, and discipline. Punctuality and class attendance are mandatory. The faculty, and where appropriate, supervisory staff, is responsible for setting these standards and for guiding and evaluating each student's development. The Head of Concentration will decide, after consultation with the faculty and supervising staff, whether the student will continue in the program.

DEPARTMENTAL M.F.A. GRADING POLICY:

Each discipline identifies courses which are core to the student's concentration. The grading policy for all required courses in the theater department is as follows:

- Students are expected to receive a 'C+' or better in all required theater department courses to maintain good artistic standing in the department.
- A grade of 'C' in one required course is grounds for ***Artistic Warning***.
- Two or more 'Cs' in one semester, or a grade of 'C' in one course over two consecutive semesters is grounds for ***Artistic Probation***.
- Multiple semesters of ***Artistic Warning*** can lead to ***Artistic Probation***.
- There is no grade of 'D' in the graduate program.
- A grade of 'F' or 'U' in one required course, including a thesis project, is grounds for ***Artistic Dismissal***. In the event the student is not dismissed, they will be placed on ***Artistic Probation***. A grade of 'F' will not count towards the degree. The same course, or a comparable course approved by the department, will have to be successfully completed to fulfill the requirement for graduation.
- Multiple semesters of ***Artistic Probation*** can lead to ***Artistic Dismissal***.

M.F.A. ACADEMIC REVIEW AND DISMISSAL

In the M.F.A. program, no student may receive more than 9 credits for courses in which they earned grades of 'C'.

Each discipline's graduate faculty reviews students' performance in the middle of the semester and at the conclusion of each semester. Students who have not maintained satisfactory academic or professional standards in any phase of the program may be dismissed for artistic reasons. Artistic dismissal is subject to review by the Dean of the school.

Official notification of ***Academic Probation***, ***Academic Warning***, or ***Academic Dismissal*** is handled by the Mason Gross School of the Arts Scholastic Standing Committee. A student receiving a notice of ***Academic Dismissal*** may appeal this action only by writing to the Mason Gross Scholastic Standing Committee.

Information and Regulations for All Graduate Theater Arts Students (MGSA)

Graduate Credit for Undergraduate Courses

Graduate Credit for Undergraduate Courses

Students may take no more than 9 credits in undergraduate courses at the 300 or 400 level for graduate credit. In addition, they must have written approval from the head of the graduate program to apply these courses to the degree requirements. Undergraduate courses for graduate credit must be indicated on the course registration card by a G prefix.

Information and Regulations for All Graduate Theater Arts Students (MGSA)

Student Responsibility to Keep Informed

Student Responsibility to Keep Informed

The Department of Theater Arts makes special demands on students enrolled in the M.F.A. training programs because of the professional nature of the programs and the demands of the profession. Concentration-specific rules and policies are in the Student Handbook Appendix for Acting Students, the Design and Student Handbook Appendix for Production and Design Students (Costume, Set, and Lighting Designers, Costume Technicians, Technical Directors, and Stage Management), the Dramaturgy and Playwriting Appendix. Students are responsible for understanding and following all rules and policies set forth in these documents, as well as those in the graduate university catalog.

Information and Regulations for All Graduate Theater Arts Students (MGSA)

Rehearsal and Production Conflict Policy

Rehearsal and Production Conflict Policy

Most students' presence is required for evening and weekend work throughout the production process. Some productions require commitments during holidays, vacation periods, and/or religious holidays. Students are not excused from any responsibilities, rehearsals, or performances for any reason unless specifically approved in

advance of the semester and in writing by the Department of Theater Executive Committee. Under no circumstances will students be released from a technical rehearsal, dress rehearsal, or performance. Should a potential conflict not be approved, the student will need to clear that conflict, and their presence will be required.

Program and Class Fees

Program and Class Fees

Some theater department courses charge specific fees for tickets, models, or supplies. Students in acting and design are assessed professional program fees that support professional training and career transition. Should a student leave or be dismissed from the program, all fees are nonrefundable.

Departmental Scholarships

Departmental Scholarships

Students are expected to be in good artistic and academic standing to receive departmental scholarship or other financial support. Artistic Probation will put a student's support in jeopardy.

Master of Fine Arts Program (MGSA)

MASTER OF FINE ARTS PROGRAM

The master of fine arts (M.F.A.) degree program in theater arts requires full-time in-person residency for playwrights. The maximum time for completing the degree is five years from the date of matriculation. Students may get special exceptions to this maximum time limit with approval of both the graduate program director and dean. The total number of degree credits varies according to program concentration (no less than 70 credits). The degree program emphasizes artistic performance and development of technical mastery in their program area.

Master of Fine Arts (M.F.A.) Academic Performance

Master of Fine Arts (M.F.A.) Academic Performance

In the master of fine arts (M.F.A.) program, no student may receive more than 9 credits for courses in which he or she earned grades of C. Each discipline's graduate faculty reviews students' performance at midsemester and at the conclusion of each semester.

Students who have not maintained satisfactory academic or professional standards in any phase of the program may be artistically dismissed. Artistic dismissal is subject to review by the dean of the school. Official notification of academic probation, academic warning, or academic dismissal is handled by the Mason Gross School of the Arts Scholastic Standing Committee. A student receiving notice of academic dismissal may appeal this action only by writing to the Mason Gross Scholastic Standing Committee.

Master of Fine Arts Program (MGSA)

Thesis

Thesis

Each student is required to submit a thesis as part of the master of fine arts degree requirements in playwriting. Details regarding the form of the thesis, specific requirements for each area of concentration, and the composition of the thesis committee are explained in detail in the *Theater Arts Thesis Guide*, which is available in the theater arts office.

Master of Fine Arts Program (MGSA)

Program in Acting

Program in Acting

Program is temporarily suspended.

Master of Fine Arts Program (MGSA)

Program in Design and Costume Technology

Program in Design and Costume Technology

Program is temporarily suspended.

Master of Fine Arts Program (MGSA)

Program in Directing

Program in Directing

Program is temporarily suspended.

Master of Fine Arts Program (MGSA)

Program in Playwriting

Program in Playwriting

In the master of fine arts (M.F.A.) in theater arts playwriting program, each playwright is encouraged to develop his or her individual voice and to stretch and experiment.

This is a place to hone one's craft, to engage with emerging and established theater artists, and to study the new, the ancient, and the innovative in the unique alchemy of performance.

At the core of the playwriting program are the weekly playwright's seminars, an ongoing class for the duration of the degree in which playwrights deepen their art and sharpen their skills. Each semester, you will develop your portfolio, explore new approaches, and enrich and unlock a current play-in-process. Emphasis is on developing each playwright's unique voice and inclinations.

As part of a rich experience of plays and playmaking, we'll read and attend productions regularly, as well as meet theater professionals. Recent visits have been to Playwrights Horizons, Rattlestick Playwrights Theater, Brooklyn Academy of Music, the Public Theater, Soho Rep, New York Theatre Workshop, the McCarter Theatre, Ensemble Studio Theatre, and MaYi Theater Company.

Playwrights will have a staged reading and a production of their work during the program, with professional directors and in collaboration with student designers, actors, and stage managers. Guest playwrights each year will conduct the playwright's seminar or give separate workshops. Screenwriting and television writing are offered each year, as is writers' workshop, where playwrights explore their works-in-progress with actors and a director.

Master of Fine Arts Program (MGSA)

Program in Stage Management

Program in Stage Management

Program is temporarily suspended.

Master of Fine Arts (M.F.A.) Degree Requirements (MGSA)

MASTER OF FINE ARTS (M.F.A.) DEGREE REQUIREMENTS

Master of Fine Arts (M.F.A.) Degree Requirements (MGSA)

M.F.A. Acting Program Requirements

M.F.A. Acting Program Requirements

Program is temporarily suspended.

Master of Fine Arts (M.F.A.) Degree Requirements (MGSA)

M.F.A. Design Program Requirements

M.F.A. Design Program Requirements

Program is temporarily suspended.

Master of Fine Arts (M.F.A.) Degree Requirements (MGSA)

M.F.A. Direction Program Requirements

M.F.A. Direction Program Requirements

Program temporarily suspended.

Master of Fine Arts (M.F.A.) Degree Requirements (MGSA)

M.F.A. Playwriting Program Requirements

M.F.A. Playwriting Program Requirements

Minimum credits required for graduation is 72. Playwrights should take 14-16 credits each semester to complete the program in 2.5 years.

- Please note: 14 credits per semester will only bring the credit total to 70 in 2.5 years. One or more semesters must be 15 or 16 credits.
- M.F.A. candidates can take a maximum of 22 credits per semester.

REQUIRED COURSES (Must be taken sequentially)

First Year-Fall	**Course #**	**Credits**
Theater History*	08:966:501 or 08:966:695	3
Theater Homeroom	08:966:503	P0
Playwrights Seminar	08:966:531	6
First Year-Spring	**Course #**	**Credits**
Theater History*	08:966:502 or 08:966:696	3
Theater Homeroom	08:966:504	P0
Playwrights Seminar	08:966:532	6

Second Year-Fall	Course #	Credits
Theater Homeroom	08:966:503	P0
Playwrights Seminar	08:966:531	6
Global Theater I	08:966:567	3
Second Year-Spring	**Course #**	**Credits**
Theater Homeroom	08:966:504	P0
Playwrights Seminar	08:966:532	6
Global Theater II	08:966:568	3

2.5 Year-Fall	Course #	Credits
Theater Homeroom	08:966:503	P0
Playwrights Seminar	08:966:531	6
Performance Project Theater Arts	08:966:703	6 (BA)
Professional Development Seminar	08:966:796	3
Third Year-Spring		
Professional Transition		

*M.F.A. candidates are required to take two semesters of theater history: Theater History I/II (08:966:501/502) or Advanced Theater History (08:966:695/696). Placement will be determined by head of program and head of core curriculum based on the candidate's undergraduate theater history experience.

REQUIRED COURSES (can be taken in any semester, as offered)

Course Name	Course #	Required	Core	Credits
Writers Workshop (one semester required; may be repeated)	**08:966:576-577**	**x**	**x**	**3**
Script in Production (one semester required; may be repeated)	**08:966:581**	**x**	**x**	**BA**
Writing for TV (one semester required; may be repeated) (spring only)	**08:966:582**	**x**	**x**	**3**
Screenwriting (one semester required; may be repeated) (fall only)	**08:966:586**	**x**	**x**	**3**
Actor/Playwright Collaboration (one semester required; may be repeated) (fall only)	**08:966:695**	**x**	**x**	**3**

PLAYWRITING TRAINING CORE

Course Name	Course #	Required	Core	Credits
Playwrights Seminar (repeated each semester)	08:966:531-532	x	x	6
Writers Workshop (one semester required; may be repeated)	08:966:576-577	x	x	3
Script in Production* (one semester required; may be repeated)	08:966:581	x	x	BA
Writing for TV (one semester required; may be repeated) (spring only)	08:966:582	x	x	3
Screenwriting (one semester required; may be repeated) (fall only)	08:966:586	x	x	3
Performance Project Theater Arts (thesis)	08:966:703	x	x	BA

*Script in Production (register when a play is being produced; credits per head of program)

PLAYWRIGHTS CURRICULAR CORE

Course Name	Course #	Required	Core	Credits
Theater History I-II* (fall-spring)	08:966:501-502	x	x	3
Advanced Theater History I-II*	08:966:695-696	x	x	3
Theater Homeroom (repeated each semester)	08:966:503-504	x	x	P0
GIobal Theater I-II (fall-spring)	08:966:567-568	x	x	3
Professional Development Seminar	08:966:796	x	x	TBD

*Theater History I/II (08:966:501/502) or Advanced Theater History I/II (08:966:695/696). Placement will be determined by head of program and head of core curriculum based on the candidate's undergraduate theater history experience.

PLAYWRIGHTS THEATER ELECTIVES*

Course Name	Course #	Required	Core	Credits
Theater Criticism**	08:966:510			3
Directing (fall only)	08:966:520			3
Performance Ensemble	08:966:570			2
Advanced Text: Dramatic Structure (spring only)	08:966:572			2
Avant-Garde Theater**	08:966:601	x	x	3
Introduction to Puppet Theater**	08:966:600			3

*Other electives possible in consultation with head of program.
**Course is not offered every semester. See head of program.

M.F.A. Stage Management Program Requirements

M.F.A. Stage Management Program Requirements

Program temporarily suspended.

Theater Arts Graduate Courses (MGSA)

GRADUATE COURSES

08:966:501-502 ***Theater History I,II (3,3)***
Western theatrical traditions from Greek through contemporary avant-garde theater.
Open only to M.F.A. theater majors or by permission of instructor.

08:966:503-504 ***Theater Homeroom (S/U,S/U)***
A weekly multidisciplinary event that will include: sharing of ideas, information, and inspirations; professional and academic panels and workshops; guest artists; discussions and performances.
Open only to and required of all M.F.A. theater majors. Attendance is mandatory and the course is taken for satisfactory/unsatisfactory credit. Course repeated.

08:966:510 ***Theater Criticism (3)***
Study of criteria for analyzing and evaluating plays and performances; workshops in critical writing.
Open only to M.F.A. theater majors or by permission of the instructor. Writing sample may be required.

08:966:511-512 ***Acting I (4,4)***
Uses improvisation and scene work to build a truthful acting instrument.
Open only to M.F.A. acting majors.

08:966:517 ***Introduction to Stage Lighting (1)***
Technical and mechanical aspects of stage lighting, including electrical theory, practical wiring, equipment maintenance, and safety practice. Applications to stage, TV, film, and touring situations.
Open only to M.F.A. theater majors.

08:966:531-532 ***Playwrights Seminar (6,6)***
Concentrated work in the theory and practice of playwriting. Completion of major dramatic writing projects each semester. Study of dramatic literature. Weekly group meetings supported by weekly individual tutorials.
Open to M.F.A. playwriting majors or by permission of instructor.

08:966:573-574 ***Clothing and Culture (3,3)***
Explores human history through the lens of fashion using a multidisciplinary approach for each period and drawing on art history, anthropology, psychology, economic and political history, as well as sociology to understand the major arcs of fashion and how they reflect the cultural consciousness of their time.
Open to M.F.A. acting majors or by permission of the instructor.

08:966:575 ***Directed Study: Theater Design (BA)***
Special topics in costume, set, or lighting design.
Prerequisite: Permission of instructor.

08:966:576-577 ***Writer's Workshop (3,3)***
M.F.A. playwrights will explore their works-in-process with a director and actors.
Open only to M.F.A. playwriting majors.

08:966:581 ***Script in Production (BA)***
Supervised work revising and perfecting a student-written dramatic script during an actual production.
Open only to M.F.A. playwriting majors.

08:966:582 ***Writing for Television (3)***
Technique and procedures for the creation of comedic and dramatic teleplays. Examination of how TV series are derived and run from season to season. Course repeated.
Open only to M.F.A. playwriting majors.

08:966:585 ***Playwright/Director Relationship (2)***
Playwrights and directors explore and master techniques of collaborating on common projects. Emphasis on consultation and cooperation on such tasks as script interpretation, rewriting, casting, and rehearsal evaluation. Scripts developed in readings and workshops.
Open to M.F.A. playwriting, stage management, and directing majors; or by permission of instructor.

08:966:586 ***Screenwriting (3)***
An introduction to writing for film. Students develop their own screenplays as they examine different styles and genres of the medium. Course repeated.
Open only to M.F.A. playwriting majors.

08:966:591 ***Dramatic Adaptation (3)***
Techniques of selection, analysis, and conversion of literary works in other forms or languages to English language theatrical form. Literary works and stage adaptations examined to ascertain problems and techniques of adaptation.
Open only to M.F.A. playwriting majors.

08:966:599 ***Special Topics in Theater Arts (BA)***
Individually designed projects in research or creative activity.
Prerequisite: Proposed topic approved by a senior theater arts faculty member.

08:966:695,696 ***Seminar: Topics in Theater (BA,BA)***
Special topics in theater as offered.
Open only to M.F.A. theater majors by permission.

08:966:697,698 ***Workshop: Topics in Theater (BA,BA)***
Special workshops and studio courses as offered.
Open only to M.F.A. theater majors by permission.

08:966:699 ***Internship in Theater (BA)***
Internships in theaters and the entertainment industry.
Open only to M.F.A. theater majors by permission.

08:966:703-704 ***Performance Projects: Theater Arts (BA,BA)***
M.F.A. degree thesis projects in acting, directing, playwriting, stage management, and design.
Open only to M.F.A. theater majors by permission.

08:966:796 ***Professional Development Seminar (1)***
Students are provided with a comprehensive integration of career development approaches, entrepreneurial strategies, and explorations of regional, national, and global markets, movements, and players.
Open only to M.F.A. theater majors.

08:966:800 ***Matriculation Continued (0)***
To continue matriculation after completion of coursework for the degree until final thesis is submitted.

08:966:877 ***Teaching Assistantship (BA)***
Registration for semester in which teaching assistantship is assigned. Not for degree credit.

Faculty and Administration (MGSA)

FACULTY AND ADMINISTRATION

Administration

Department of Art and Design

Department of Dance

Department of Music

Department of Theater Arts

Administration (MGSA)

Administration

Dean: Jason Geary

Associate Dean for Academic Affairs: Rebecca Cypess

Associate Dean for Finance and Administration: Judith Zenowich

Associate Dean for Equity: Marshall Jones

Department of Art and Design (MGSA)

Department of Art and Design

Chair: Jacqueline Thaw

Associate Chair: Steffani Jemison

Professors:

Atif Akin, B.S., M.Sc., Middle East Technical (Ankara, Turkey)

Gerry Beegan, M.A., Middlesex (UK)

Barbara Madsen, B.F.A., Brigham Young; M.F.A., Drake

Hanneline Røgeberg, B.F.A., San Francisco Art Institute; M.F.A., Yale

Associate Professors:

Marc Handelman, B.F.A., Rhode Island School of Design; M.F.A., Columbia

Steffani Jemison, B.A., Columbia; M.F.A., School of the Art Institute of Chicago

Julie Langsam, B.F.A., SUNY (Purchase); M.F.A., Queens

Miranda Lichtenstein, B.A., Sarah Lawrence; M.F.A., California Institute of the Arts

Jeanine Oleson, B.F.A., School of the Art Institute of Chicago; M.F.A., Rutgers

Jacqueline Thaw, B.A., Brown; M.F.A., Yale

Didier William, B.F.A., Maryland Institute College of Art; M.F.A., Yale

Assistant Professors:

Mark Thomas Gibson, B.F.A., The Cooper Union; M.F.A., Yale

Heather Hart, B.F.A., Cornish College of the Arts; M.F.A., Rutgers (Mason Gross)

Sue Huang, B.S., Georgetown; M.F.A., California, Los Angeles (UCLA)

Cheon Pyo Lee, B.F.A., The School of the Art Institute of Chicago; M.F.A., Yale, School of Art

Mark McKnight, B.F.A., San Francisco Art Institute; M.F.A., California, Riverside

Tepper Endowed Chair:

Chat Travieso, B.F.A., Maryland Institute College of Art; M.A., Yale

Department of Dance (MGSA)

Department of Dance

The Department of Dance is a member of the National Association of Schools of Dance.

Chair: Gerald Casel
Associate Chair: Barbara Angeline

Professor:

Gerald Casel, B.F.A., The Juilliard School; M.F.A., University of Wisconsin (Milwaukee)

Jeff Friedman, B.A.Arch., Oregon; Ph.D., California (Riverside); C.L.M.A., Integrated Movement Studies Program, Utah

Associate Professors:

John Evans, B.A., Western Washington; M.A., Ohio State

Chien-Ying Wang, A.A., National Taiwan Academy of the Arts (Taipei, Taiwan); B.F.A., Northern Illinois; M.F.A., Ohio State

Assistant Professors:

Ani Javian, B.A., Connecticut College; M.F.A., Ohio State

Alessandra Williams, B.A., Macalester College; M.A., Ph.D., California (Los Angeles)

Associate Professors of Professional Practice:

Frederick Curry, B.A., Alabama (Tuscaloosa); M.A., New York; C.M.A., Laban/Bartenieff Institute of Movement Studies (New York); M.A., New York

Assistant Professors of Professional Practice:

Cristina Marte, B.F.A., Montclair; M.A., New York

Assistant Teaching Professors:

Barbara Angeline, B.A., Dance, California (Irvine); M.A., Dance Education, New York

Sue Barr, B.A., Douglass Residential College, Mason Gross School of the Arts, Rutgers; M.F.A., Mason Gross School of the Arts, Rutgers

Pam Tanowitz, B.F.A., Sarah Lawrence College; M.F.A., Ohio State

Department of Music (MGSA)

Department of Music

The Department of Music is a member of the National Association of Schools of Music.

Distinguished Professors:

Conrad Herwig, B.A., Goddard College; M.A., Queens (Canada)

Nancy Yunhwa Rao, B.A., National Taiwan Normal; M.M., Ph.D., Michigan

George B. Stauffer, B.A., Dartmouth; M.A., Bryn Mawr College; M.Ph., Ph.D., Columbia

Professors:

Robert L. Aldridge, B.A., Wisconsin (Madison); M.A., M.M.A., New England Conservatory; D.M.A., Yale

Ralph Bowen, B.M., M.M., Rutgers

Eduardo Chama, B.A. Mus., M.A. Mus., Jerusalem Academy of Music and Dance (Israel)

Amanda Eubanks Winkler, B.M., Illinois State; M. A., Ph.D., Michigan

Kynan Johns, B.M., Adelaide (Australia)

Douglas Johnson, B.A., Hamilton; M.A., Ph.D., California (Berkeley)

Min Kwon, B.M., Curtis Institute of Music; M.M., D.M.A., Juilliard

Associate Professors:

Stephanie Cronenberg, B.M.E., Wingate; M.A., Maryland; Ed.M., Harvard; Ph.D., Illinois (Urbana-Champaign)

Christopher Doll, B.A., Case Western Reserve; M.M., Cincinnati (Conservatory); Ph.D., Columbia

Barbara Gonzalez-Palmer, B.M., Oberlin; M.M., Juilliard

Maureen Hurd Hause, B.M., Iowa; M.M., M.M.A., D.M.A., Yale

Ching-Chun Lai, B.S., M.S., National Cheng Kung; M.M., New England Conservatory of Music; D.M.A., Wisconsin (Madison)

Todd Nichols, B.A., New Jersey; M.M., Messiah

Judith Nicosia, B.M.E., Ithaca; M.M., Indiana

Scott Ordway, B.A., Puget Sound; M.M., Oregon; Ph.D., Pennsylvania

Jonathan Spitz, B.M., Curtis Institute of Music

Joseph Tompkins, B.M., Eastman; M.M., Manhattan

Brandon Williams, B.A., Western Illinois; M.M.E., Illinois (Urbana-Champaign); D.M.A., Michigan State

Kraig Alan Williams, B.A., California State (San Bernardino); M.M., California State (Northridge); D.M.A., Texas (Austin)

Assistant Professors:

Julia Baumanis, B.M., M.M., Ph.D., Florida State

Christina Bouey, B.M., Boston Conservatory; M.M., Manhattan School of Music; A.D., Juilliard

Bille Bruley, B.M., M.M., Baylor; A.D., Indiana; D.M.A., Arizona State

Nicholas Chong, M.M., Cincinnati (Conservatory); Ph.D., Columbia

Kenneth DeCarlo, B.M., Manhattan

Kevin Farrell, B.F.A., California Institute of the Arts; M.M., Southern California

Saleel Menon, B.M., Houston; M.M., Michigan State

Marjoris Regus, B.M., M.M., Utah; Ph.D., Michigan

Lauren Ryals, B.S., Colorado (Boulder); M.Med., Vandercook (Music); Ph.D., Temple

Kristen Wallentinsen, B.M., Arizona; M.M., Massachusetts (Amherst); Ph.D., Western Ontario

Shelley Zhang, B.M., M.A., Toronto; Ph.D., Pennsylvania

Teaching Instructors:

Karina Bruk, B.M., M.M., Manhattan School; D.M.A., Rutgers

Robert Grohman, B.M., B.A., Northwestern; M.M., Mannes; D.M.A., Rutgers

Marc Stasio, B.M., Berklee; M.M., Rutgers

Lecturers:

Andrew Adelson, B.M., M.M., Juilliard

Robert Ameen, B.A., Yale

Alan Baer, B.M., Cleveland Institute of Music

Noreen Baer, B.M., M.M., California State; D.M.A., Southern California

Robert Bernotas, B.A., Rutgers; M.A., Ph.D., Johns Hopkins

Anthony D.J. Branker, Ed.D., Ed.M., Columbia Teachers College

Abraham Burton, B.M., Hartford; M.M., Rutgers

Lee Caplan, B.A., M.A., Rutgers

David Chapman, B.M., Rhode Island; M.M., Yale; Ph.D., Rutgers

Yun Kyung Choo, D.M.A., Rutgers

Andrea Christie, B.M., British Columbia; D.M.A, SUNY Stonybrook

Timothy Cobb, B.M., Curtis Institute of Music

Paul Cohen, B.M., Baldwin-Wallace; M.M., D.M.A., Manhattan

Paul Conrad, B.M., M.M., Rutgers

Luiz Cruz, B.M., Berklee; M.A., Hunter; Ph.D., Rutgers

Sara Cyrus, B.M., Indiana; M.M., Juilliard

Kenneth Davis, B.A., Northeastern; M.A., Rutgers

Mark Dover, B.M., Michigan; M.M., Manhattan

Melissa Dunphy, B.M., West Chester; Ph.D., Pennsylvania

Orrin Evans

Bart Feller, B.M., Curtis Institute of Music

Kathryn Felt, B.M., Rice; M.M., Juilliard

Jack Frerer, B.M., Juilliard; M.M., Yale

Solomon Guhl-Miller, B.M., M.M., Peabody; Ph.D., Rutgers

Kaoru Hinata, B.M., Northwestern; M.M., A.D., Yale

Sung Won Hwang, Dpl., Hochschule fur Musik und darstellende (Vienna); Dpl., B.M., Sibelius Academy (Helsinki)

Mark Hyczko, B.A.; B.M., Rutgers; M.M., Mannes

Taina Kataja, B.M., Sibelius (Finland); Diploma, Hochschule für Musik (Austria)

Ahran Kim, B.M., New England; M.M., Manhattan; D.M.A., Rutgers

Dawn Kotoski-Shicoff, M.M., Manhattan School of Music

Louis Levitt, B.M., Diploma, Cincinnati College Conservatory

Victor Lewis, B.M.; B.M.E., Nebraska

Alex Lough, B.A., Wesleyan University; M.M., Florida International University; Ph.D., University of California Irvine

David Martin, B.A., Rutgers; M.M., Northwestern; D.M.A., Rutgers

Burt Mason, B.M., Crane School of Music (SUNY Potsdam); M.B.A., Binghamton University; M.M., Manhattan School of Music

Deanne Meek, B.M., Peabody Institute of John Hopkins University; M.F.A., Goddard College

Jessica Morel, B.M., Indiana University; M.M., University of Las Vegas; D.M.A., University of North Texas

Angelique Mouyis, B.M., M.M., University of the Witwatersrand; M.F.A., New York (NYU), Tisch School of the Arts; Ph.D., Rutgers

Michael Noordzy, B.M., M.M., Rutgers

Alex Norris, B.M., Peabody Institute of the John Hopkins University; M.M., Manhattan School of Music; D.M.A., University of Miami Frost School of Music

Roger Nye, B.M., Eastman School; M.M., Southern California

Louie Ocampo, B.S., University of the East; M.F.A., Ohio State

MyungJin Oh, B.M., Academic Musical College of the Moscow State Conservatory; M.M., Manhattan School of Music; D.M.A., Rutgers

Hirona Oka

Daniel Panner, B.A., Yale; Diploma, Curtis; M.M., Juilliard; D.M.A., CUNY

David Peel, B.M., M.M., Miami

Todd Phillips, Juilliard School; Salzburg Mozarteum

Anthony Rideout, B.S., West Chester University of Pennsylvania; M.A., Montclair State

Greg Rosetti, B.A., Muhlenberg; M.A., Montclair; Ph.D., Rutgers

Carol Sharar, B.M., Montclair; M.M., William Paterson

Ronald John Sheppard, B.M., Manhattan

Jo-Ann Sternberg, B.A., Tufts; B.M., New England; M.M., The Juilliard School

Dave Stryker

Ian Sullivan

Brennan Sweet, B.M., A.D., Indiana

André Tarantiles, B.M., M.M., Indiana

Mark Timmerman, B.M., Curtis Institute of Music

Wilson Torres, B.M., M.M., Manhattan

Mike Truesdell, B.M., Lawrence; M.M., D.M.A., Juilliard

Timothy Urban, M.M., M.F.A., Binghamton; D.M.A., Rutgers

Aaron Vader-Collins, B.S., Liberty; M.M., Valley Forge; M.A., Liberty; Ph.D., Rutgers

Vladimir Valjarevic, B.M., M.M., Mannes; D.M.A., Rutgers

Aaron VanderWeele, LTCL, Trinity (London)

Jennifer Wharton, B.M., New England Conservatory; M.M., New Jersey City

Michael Zavorskas, B.A., Stevens Institute of Technology; M.M., Rowan; Ph.D., Rutgers

Zhuo Zhao, B.A., M.A., Inner Mongolia; M.M., New England; Ph.D., Rutgers

Carmit Zori Rinehart, B.M., Curtis Institute of Music

Department of Theater Arts (MGSA)

Department of Theater Arts

Department Leadership:

Interim Chair: Ellen Bredehoft
Associate Chair: Christopher Cartmill
Director of Production: Jenn Stauffer
Academic Director of Design & Production: David Gordon
Head of Acting: Cameron Knight
Head of B.A. Theater Program: Marshall Jones III
Head of Costume Design: Valerie Marcus Ramshur
Head of Costume Technology: Ellen Bredehoft
Head of Dramaturgy: Christopher Cartmill
Head of Lighting Design: Don Holder
Head of Scenic Design: Lee Savage
Head of Stage Management: Anne McPherson
Head of Technical Direction: Jenn Stauffer
Head of M.F.A. Playwriting: Kathleen Tolan

Professors:

David Esbjornson, B.A., Gustavus Adolphus; M.F.A., New York

Associate Professors:

Ellen Bredehoft, B.F.A., Idaho, M.F.A., Boston

Christopher Cartmill, B.A., Washington and Lee; M.F.A., Virginia David Gordon, B.F.A., New York

Don Holder, B.S., Maine; M.F.A., Yale; Honorary Doctor of Arts, Muhlenberg College

Marshall Jones III, B.A., Rutgers; M.A., New York

Cameron Knight, B.F.A., Michigan (Flint); M.F.A., Delaware

Jenn Stauffer, B.A., Macalester College

Kathleen Tolan, B.A., SUNY (Empire State College); M.F.A., Brooklyn College

Assistant Professors:

Deb Jackel, B.F.A., Rutgers

Danielle Liccardo, London Academy of Music and Dramatic Art

Anne McPherson, B.A., Reed College; M.F.A., Yale

Valerie Marcus Ramshur, B.A., Bennington College; M.F.A., New York

Lee Savage, B.F.A., Rhode Island School of Design; M.F.A., Yale

Lecturers:

Valeria A. Avina, B.A., Graceland University; M.F.A., Iowa

Shane Ballard, Fashion Institute of Technology

Jeff Bender, B.F.A, Michigan

William Carden, St. Lawrence, Brandeis

Elizabeth Hope Clancy, B.A., William and Mary; M.F.A., Yale

David Dannenfelser, B.A., William Paterson; M.A., New York, Sarah Lawrence College

Colleen Dolan, B.F.A., Rutgers

Kate Douglas, B.F.A., New York

Andy Elliott, B.A., San Diego State; M.F.A., Indiana (Bloomington)

Helen Farmer, B.A., Guelph; M.F.A., Rutgers

Karin Graybash

Jerilyn Jurinek, B.A., School of the Art Institute of Chicago; M.F.A., Columbia

Jessica Kahkoska, B.A., Northwestern

John Keller, B.A., Holy Cross; M.F.A., Rutgers

Letitia Lange, B.A., Pennsylvania State; M.F.A., Rutgers

Pat McCorkle, B.A., Rutgers; M.A., New York

Lauren McLoughlin, B.A., Rutgers; M.F.A., Rutgers

David Murin, B.F.A., New York

Sari Ruskin, B.A., M.A., City College of New York; Ph.D., Long Island

Cat Tate Starmer, M.F.A., Yale

Dayle Towarnicky, B.F.A., New York; M.A., Royal Birmingham Conservatoire

Denise Wagner, B.F.A., SUNY (Purchase); M.F.A., North Carolina (Chapel Hill)

Christine Whalen, B.A., Rutgers

Antu Yacob, B.A., Minnesota-Duluth; M.F.A., Rutgers

Professors Emiriti:

Lee Blessing, B.A., Reed College; M.F.A., Iowa

Eileen Blumenthal, B.A., M.A., Brown; Ph.D., Yale

F. Mitchell Dana, B.F.A., Utah State; M.F.A., Yale School of Drama

William Esper, B.A., Case Western Reserve; Neighborhood Playhouse School of the Theater; teaching training with Stanford Meisner

Vickie Esposito, B.A., Rutgers; M.F.A., Minnesota

John Jensen, B.S., Oregon; Pratt Institute and Lester Polakof School of Design

Virginia Johnson, B.S., Moorhead State, M.A., Bowling Green

Kevin Kittle, B.A., Caldwell College; M.F.A., Rutgers

Eric Krebs, B.A., M.A., Rutgers

Barbara Marchant, B.A.., Fort Wright College; teaching training with William Esper

Joseph F. Miklojcik Jr., B.S., Northwestern; M.A., Connecticut

R. Michael Miller, B.F.A., M.F.A., Washington Amy Saltz, B.A., Wisconsin

About the School of Social Work (SSW-G)

ABOUT THE SCHOOL OF SOCIAL WORK

Established in 1954, the School of Social Work has a distinguished record of instruction, research, and public service. Classes were first offered during the Great Depression to meet the state's need for social workers. Today, the school offers undergraduate and graduate-professional degree programs; holds classes at Rutgers University-New Brunswick, Rutgers University-Newark, and Rutgers University-Camden and Online; and is affiliated with social service agencies locally and worldwide. *U.S. News & World Report*, the global authority on academic program rankings, named Rutgers School of Social Work the #12 M.S.W. program in the nation and the #1 program in New Jersey.

Mission

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being in the diverse and increasingly global environment of New Jersey and beyond.

Location

The school offers classes in New Brunswick, Newark, and Camden and Online. The Office of the Dean is located at 120 Albany Street, Tower One, Suite 200 near the university's historic Rutgers University-New Brunswick campus. Each location is close to major highways and rail systems and within easy commuting distance of New York City and Philadelphia.

School of Social Work at a Glance

- One of the largest schools in the nation devoted to education and research on social welfare
- Classes offered online, in New Brunswick, Newark, and Camden and at other sites throughout New Jersey
- Offers a B.A. with a major in social work, M.S.W., M.S.W./M.A. in C.J., M.S.W./M.P.H., M.S.W./M.P.P., M.S.W./J.D., M.S.W./M.Div. M.S.W./Ph.D., Ph.D. and D.S.W.
- Fully accredited by the Council on Social Work Education
- Approximately 1,750 students enrolled in degree programs
- More than 400 continuing education events offered each year
- More than 200 full-time faculty members and lecturers

Additional information is available on the School of Social Work website.

National Association of Social Workers Code of Ethics

National Association of Social Workers Code of Ethics

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Developed by the National Association of Social Work (NASW), these principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision-making for all people.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards, and practice in a manner consistent with them. Social workers act honestly and responsibly, and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

To view the NASW Code of Ethics in its entirety, including the ethical standards, go here.

Nondiscrimination Policy Standards of the Council of Social Work Education

Nondiscrimination Policy Standards of the Council of Social Work Education

The School of Social Work adheres to the university's policy on nondiscrimination. The school also follows the standards of the Council on Social Work Education by conducting its programs without discriminating on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.

Centers (SSW-G)

CENTERS

The School of Social Work's faculty-led centers focus on research, evaluation, policy development, and training around special topics of interest to the human services community. Additional information is available using the links below.

Centers (SSW-G)

Institute for Families

Institute for Families

Founded in 2007, the Institute for Families (IFF) harnesses the extensive resources of Rutgers University to create a more humane, just, and equitable society. We develop and disseminate knowledge and information throughout New Jersey and beyond that leads to a greater understanding of a range of social issues, and implementation of capacity-building strategies and systems improvements to better address them.

We invite and enjoy strong partnerships and professional collaborations throughout the human service community, including the New Jersey Department of Human Services, the New Jersey Department of Children and Families, the New Jersey Department of Education, and various other community, state, and national organizations, foundations, and professional networks. For more information, visit here.

Mission

The mission of the Institute for Families at the Rutgers School of Social Work is to support and strengthen individuals, families, and communities by increasing the capacity of human service professionals and organizations. They achieve this through a three-pronged approach that mirrors and supports the university's mission of instruction, research, and public service:

- training, technical assistance, and professional development;
- applied research and evaluation; and
- direct service and advocacy.

Centers (SSW-G)

Center for Gambling Studies

Center for Gambling Studies

Founded in 2007, The Center for Gambling Studies (CGS) is an international, multidisciplinary center for the study of gambling-related issues. The center's mission is to promote empirical research, to evaluate gambling-related policies and serve as a legislative resource, and to provide nationally accredited training for compulsive gambling counselors. The CGS is housed in the School of Social Work at Rutgers University-New Brunswick.

The mission of the Center for Gambling Studies is twofold: to drive global decision-making on issues relative to gambling and gaming by conducting strategic, non-partisan research and policymaking and to benefit individuals and families adversely affected by problems with interactive technology through innovative prevention, training, and intervention programs.

Additional information is available online here.

Centers (SSW-G)

Office of Global Social Work Programs

Office of Global Social Work Programs

The Office of Global Social Work Programs works to bring the world into the classroom through global content that is infused throughout the curriculum as well as provided through specialized international education courses. It strives to expand international research, education, and service opportunities for students and faculty.

Our mission is to promote global citizenship and professional action among social work students, graduates, faculty, and practitioners. We achieve this through education, advocacy, research, and community service locally and globally.

Additional information is available online here.

Centers (SSW-G)

Center for Prevention Science

Center for Prevention Science

The Center for Prevention Science was established in 2016 with a focus on community-level approaches to prevention. Our mission is to develop and disseminate knowledge through research that builds the capacity of community-based organizations to create changes in public policy or environmental conditions that cause social and health disparities.

The center has opened its doors to new opportunities and growth. Although much of the center's work has focused on substance abuse prevention, research in other areas of prevention has also been conducted (e.g., the prevention of sexual assault; child abuse and neglect). Research areas of the center include community organizing, substance abuse prevention, heath disparities, program evaluation, as well as empowerment theory and measurement.

Centers (SSW-G)

Center for Research on Ending Violence

Center for Research on Ending Violence

Founded in 2007, as the Center on Violence Against Women and Children's (VAWC) at the Rutgers School of Social Work, the Center for Research on Ending Violence strives to eliminate all forms of violence and the power imbalances that permit them. We accomplish our mission through a collaborative approach that focuses on multidisciplinary research, education, and community engagement. Our mission is to work to eliminate physical,

sexual, and other forms of violence against women and children and the power imbalances that permit them. These goals are accomplished through a collaborative approach that focuses on multidisciplinary research, education, and community engagement.

Our work is focused on the three major branches of the center:

- research and evaluation
- education
- community engagement

Additional information is available online here.

Centers (SSW-G)

Hub for Aging Collaboration

Hub for Aging Collaboration

The Rutgers Hub for Aging Collaboration at the School of Social Work advances excellence in collaborative research, teaching, and engagement to improve social contexts for aging and health equity. The Hub serves as a nexus to strengthen networks among community leaders, researchers, service providers, policymakers, and others toward innovation and leadership for aging in community. Fueled by the social work value of leveraging social relationships for change, we work across disciplines and sectors to improve environments for aging equity among individuals, families, and communities in all of their diversity.

The Hub strengthens connections across Rutgers faculty, staff, students, and community partners to amplify work on aging and social change. Collaboration is both a core outcome of our work and the primary way we approach advancing meaningful impact on aging.

Members of the Rutgers community (faculty, staff, postdocs, and graduate students) whose scholarship contributes to our mission of changing social contexts for aging and health equity are welcome to join our network. We also welcome similarly dedicated labs and centers at Rutgers to affiliate with us.

Degree Programs (SSW-G)

DEGREE PROGRAMS

The School of Social Work offers four degree programs: the bachelor of arts with a major in social work (B.A.), master of social work (M.S.W.), doctorate in social work (D.S.W.), and, in conjunction with the School of Graduate Studies, the doctor of philosophy (Ph.D.). The bachelor of arts and the master of social work degrees are accredited by the Council on Social Work Education.

Bachelor of Arts (B.A.) Degree with Social Work Major

Master of Social Work Program (M.S.W.)

Doctorate in Social Work (D.S.W.)

Doctoral Program (Ph.D.)

Bachelor of Arts (B.A.) Degree with Social Work Major (SSW-G)

BACHELOR OF ARTS (B.A.) DEGREE WITH SOCIAL WORK MAJOR

The bachelor of arts with a major in social work (B.A.), offered by the School of Social Work at both Rutgers University-New Brunswick and Rutgers University-Camden, is a professional degree program that prepares graduates for beginning social work practice. Students are prepared for professional practice as well as graduate study in social work and related fields. The focus for practice includes work with special populations, including the poor, the oppressed, and other at-risk groups. The program is fully accredited by the Council on Social Work Education. It stresses research-based instruction, individualized work with students, and "hands-on" experience as part of the learning process. Participants are expected to acquire the knowledge base and professional ethics, values, and skills to work effectively within individual, family, group, organizational, and community levels of practice.

The bachelor of arts degree program is offered through the School of Arts and Sciences at Rutgers-New Brunswick and the College of Arts and Sciences at Rutgers-Camden. Additional information is available online here.

Additional information about undergraduate courses can be found in the New Brunswick Undergraduate Catalog.

Newark Campus

A separate accredited undergraduate program leading to a bachelor of arts degree in social work is offered at Rutgers University-Newark through both the Newark College of Arts and Sciences and University College-Newark. For further information about the program in Newark, visit here.

Undergraduate Admission

UNDERGRADUATE ADMISSION

Admission to the Bachelor of Arts with a Social Work Major

Undergraduate students begin the social work major in their junior year, having completed approximately 60 credits. Students should plan to declare the major during the spring semester of their sophomore year. Prospective B.A.S.W. students are notified of approval for the major by the School of Social Work Office of Admissions.

Qualifications
In order to be approved for the major, students must have achieved the following:

1. Admission to the university in either the School of Arts and Sciences at Rutgers University-New Brunswick or the Camden College of Arts and Sciences at Rutgers University-Camden;
    1. A cumulative grade-point average of 3.0 or better. Exceptions to the grade-point average requirement may be made on an individual basis.
    2. Completion of approximately 60 credits, including the majority of prerequisites below:
        1. Basic Psychology
        2. Introduction to Sociology
        3. Human Biology
        4. Statistics
        5. Two liberal arts courses from the following areas (1 each): Anthropology, Art, Communication/speech, Geography, History, Literature, Music, Philosophy, Religion, or Theater

For information about admission to the social work major, call 848-932-7520, or visit here. For information about admission to the university, visit the Office of University Undergraduate Admissions website or call 732-445-INFO (Campus Information Services).

Master of Social Work Program (M.S.W.) (SSW-G)

Master of Social Work Program

As the school's largest program, the master of social work (M.S.W.) prepares students for professional roles in the full array of major human services. The M.S.W. prepares students for advanced social work practice. This includes preparing people to assume administrative leadership roles in the state's social welfare departments and agencies at all levels of government, as well as in the voluntary sector. It also includes preparing skilled direct-service providers to function in both public and private sectors of social welfare. This is accomplished in a program that maximizes individualization of learning and student choice.

The M.S.W. program is accredited by the Council on Social Work Education (CSWE). The school's curriculum is designed to address the wide range of knowledge, values, tasks, and skills required to prepare competent and effective social work professionals. The school emphasizes the preparation of social workers who are committed to practice with the poor, vulnerable populations, and the oppressed and who work to alleviate poverty, oppression, and discrimination.

The School of Social Work offers a full range of programs leading to the M.S.W. degree. The M.S.W. curriculum is divided into two levels: the generalist curriculum and the specialized curriculum. The first level requires 30 credits and the second level requires 30 credits, to complete a total of 60 credits for graduation. The generalist curriculum must be completed successfully before entry into the specialized curriculum.

Graduate Admission

Specialized Curriculum

Two-Year M.S.W. Program Sequence

Four-Year M.S.W. Program Sequence

Intensive Weekend M.S.W. Program

100% Online M.S.W. Program

Blended M.S.W. Program

Advanced Standing

Dual-Degree Options

Practicum Learning

Specializations

Area of Emphasis

Addiction Counselor Training (ACT) Certificate Program

M.S.W. Certificate in Aging and Health

Latina/o/x Initiatives for Service, Training, and Assessment (LISTA) Certificate

M.S.W. Certificate in Promoting Child and Adolescent Well-Being

Certificate on Interpersonal Violence & Trauma

Summer and Winter Sessions

Master of Social Work Program (M.S.W.) (SSW-G)

Traditional M.S.W. Program

Traditional M.S.W. Program

Website: Here

The traditional/on-campus M.S.W. program is available on an either a two-, three-, or four-year basis and is offered at Rutgers University-New Brunswick, Rutgers University-Newark, and Rutgers University-Camden. Both specializations (clinical social work and management and policy) are offered in the traditional on-campus program as well as the full array of certificates. Weekend, and online formats may be available on a limited basis in the traditional program.

The School of Social Work also offers Intensive Weekend, 100% Online, and a Blended M.S.W. programs.

Master of Social Work Program (M.S.W.) (SSW-G)

Intensive Weekend M.S.W. Program

Intensive Weekend M.S.W. Program

The intensive weekend M.S.W. program in clinical social work is designed to enable students in the helping professions to pursue their M.S.W. while continuing to work full time. Students employed in behavioral health, child welfare, or other human services can expect to complete their M.S.W. education in three years. Both specializations (clinical social work and management and policy) are now offered in the Intensive Weekend Program. Students who have a B.S.W., can complete an M.S.W. in two years.

Classes are held at Rutgers' off-campus locations throughout New Jersey.

All courses are commensurate with the School of Social Work M.S.W. curriculum, assignments, reading, learning objectives, and expected competencies, just delivered in a hybrid and concentrated format.

Practicum requirements are generally fulfilled at the student's place of employment, in a capacity or department that differs from their customary work assignment.

Graduate Admission

Council on Social Work Education (CSWE) Competencies

Generalist Curriculum

Specialized Curriculum

Two-Year M.S.W. Program Sequence

Four-Year M.S.W. Program Sequence

Intensive Weekend M.S.W. Program

100% Online M.S.W. Program

Blended M.S.W. Program

Advanced Standing

Dual-Degree Options

Practicum Learning

100% Online Program

100% Online Program

100% Online Program

Our 100% online M.S.W. program is designed for self-directed students who seek the flexibility and convenience of online learning. The program offers a robust online learning community with close interactions between students and faculty. Both specializations (clinical social work and management and policy) are now offered in the 100% Online Program.

Students in this program complete their M.S.W. in two or three years and classes are held in an asynchronous format, which means that there is not a fixed meeting time. Courses have regularly scheduled assignments and due dates, just like in a traditional classroom, and students and faculty interact via threaded discussions and other web-based technologies. Students who have a B.S.W., can complete an M.S.W. in less than two years.

Master of Social Work Program (M.S.W.) (SSW-G)

Blended Online Program

Blended Online Program

Website: Here

The blended online program offers students the flexibility and convenience of online learning combined with a traditional in person classroom setting for advanced coursework.

Students in this program complete their M.S.W. in three years. In the first two years, classes are offered solely online in an asynchronous format, which means they are not typically held during a fixed meeting time. However, students have regularly scheduled assignments and due dates. In the third year, students take a combination of on-the-ground advanced courses and online classes in other curriculum areas.

Students may take their on-the-ground classes at Rutgers University-New Brunswick, Rutgers University-Newark, and Rutgers University-Camden. Practicum placement begins in the summer of the first year. Students choose to specialize in either clinical social work or management and policy in their third year. The three-year program structure provides students with significant flexibility and an extended time frame to complete their M.S.W., while still offering the benefits of a live classroom to acquire advanced practice skills and competencies.

Doctorate in Social Work (D.S.W.) (SSW-G)

DOCTORATE IN SOCIAL WORK (D.S.W.)

The Rutgers doctorate in social work (D.S.W.) program transforms social work clinicians into scholars by challenging students to contextualize their practice using theories and research drawn from multiple disciplines. Because multidisciplinary knowledge and social justice intertwine at the heart of social work scholarship, we challenge students to grow beyond loyalties to one modality or perspective. The D.S.W. builds on seasoned clinicians' practice experience by cultivating their ability to present, publish, and create multimedia projects to disseminate their practice-relevant scholarship. The successful student tolerates ambiguity, engages with scholarly critique, thinks critically and creatively about clinical practice, and shares their insights in a professional manner.

Weekend Residencies for Working Practitioners

Each year consists of nine on-site residencies and two online residencies The on-site residency sessions will include lectures, seminars, writing workshops, case presentations, meetings with faculty and advisers, and participation in research interest groups. Each day of a residency consists of two three-hour modules--one morning and one afternoon. Our modular approach provides the flexibility for students to learn from a multitude of faculty with a broad array of expertise and allows our faculty (drawn from across the disciplines, institutions, and nations) to

focus instruction on what they do and know best. Our instructors are deep thinkers from a variety of fields who have attained considerable influence in their areas, and thus serve as aspirational role models for experienced practitioner doctoral education.

Coursework is grounded in three integrated sequences: foundation (training in theory development and research skills); clinical practice (use and critique of clinical theories); and engaged scholarship (writing, clinical, and research proseminars). Graduation requires successful completion of 54 credits and is completed in three years. The program builds on students' initial case studies, which are completed in the first year. Formulating the case study helps students to develop critical thinking skills needed to draw on the scholarly literature and to understand case material in a new way. This becomes the foundation for developing qualitative inquiry skills and enhancing writing skills in the second year of the program. The final year culminates in a multimedia project that allows students to disseminate their work while also engaging with the greater scholarly community. These three projects make up a portfolio that is required for graduation in lieu of a traditional dissertation. Through the curriculum and assignments, the D.S.W. doctoral degree prepares graduates to address complex practice issues using critical perspectives and nuance, and enables them to become more sophisticated practitioners, teachers, and consumers and creators of scholarship.

A Focus on Writing

We have designed an innovative writing-intensive curriculum that offers our students the unique opportunity to engage in guided writing and revision with experienced writing professors. Students will learn strategies for writing publishable material as they progress in the program, and professionalize and distinguish themselves through their writing. Additionally, students will create and maintain their own professional website to be interlinked with the D.S.W. website, as both a digital home for continued scholarship and a venue for conversation among peers, and they will get an opportunity to practice establishing a web presence, while learning critical digital literacy skills.

Please visit the program's website here.

For admission information to the D.S.W. program, please go here.

Doctoral Program (Ph.D.) (SSW-G)

DOCTORAL PROGRAM (PH.D.)

The Ph.D. program prepares students to assume positions of leadership in the field of social welfare. Graduates contribute to the knowledge base of social work and related fields as faculty, researchers, policy analysts, and executive administrators.

The Ph.D. in social work is conferred by the Rutgers University School of Graduate Studies in conjunction with the School of Social Work. Students complete a 72-credit program including:

- 36-48 course credits (holders of an M.S.W. degree from an accredited program can transfer 12 credits into the Ph.D. program).
- research internship
- written qualifying examination

- dissertation

The program aims to maximize student choice with regard to dissertation research studies. Students work with their advisers to assemble elective courses, research internships, and mentored research projects that will build a coherent body of knowledge and expertise in the student's chosen area of interest. The distribution of Ph.D. courses includes required, restricted choice electives, and free elective courses.

Universitywide Opportunities

In completing course requirements students have the opportunity to choose from a range of courses in top-ranked departments within the School of Graduate Studies. Research internships may be completed at university research institutes or with social work or social science faculty. Cross-registration may be arranged with Princeton University, New Brunswick Theological Seminary, or Robert Wood Johnson Medical Center.

Information about the Ph.D. in social work is available here.

For more information regarding admission to the Ph.D. degree program, consult the School of Graduate Studies website.

Doctoral Program (Ph.D.) (SSW-G)

Admission

ADMISSION

For more information regarding admission to the Ph.D. program, consult the School of Graduate Studies website.

Applications are available online through the Office of Graduate and Professional Admissions here.

Qualifications

Applicants should hold a master of social work (M.S.W.) degree or a related discipline. Students with an M.S.W. are allowed to transfer 18 credits toward the Ph.D. upon completion of 12 credits of graduate-level coursework in the doctoral program with grades of B or better. Transfer credits from other master's degree programs are evaluated on a case-by-case basis.

Doctoral Program (Ph.D.) (SSW-G)

Graduate Courses

Graduate Courses

16:910:637 (F) Quantitative Research Methods (3) Knowledge and skills needed to carry out independent doctoral-level research in social work. Identification and study of state-of- the-art methods of design and measurement; qualitative and quantitative formulations; data gathering, processing, analysis, and interpretation.

16:910:638 (F) Advanced Statistical Methods I (3) Analytic and measurement strategies fundamental to multivariate model testing in policy, administration, and direct practice research. Topics include tabular and loglinear analysis, multiple regression, analysis of covariance, and analysis of variance in its principal forms. Multiple indicators and measurement approaches, such as exploratory and confirmatory factor analysis.

16:910:639 (S) Advanced Statistical Methods II (3) Use of multivariate, quantitative methods. Employing multiple dependent variables, nonlinear relationships, mediator effects, instrument variables, and multilevel analysis. Prerequisite: 16:910:638.

16:910:640 (S) Qualitative Research Methods (3) Methods of collecting, analyzing, presenting, and applying qualitative data. History and evolution of qualitative research methods; theoretical orientations; data-collection methods, including ethnography, participant observation, in-depth interviewing, focus groups, and archival analysis; methods of data analysis; and research applications, including theory development and program design and evaluation.

16:910:644 (S) Current Perspectives (3) Theories and models of intervention used in social work direct practice. Applications. Prerequisite: 16:910:687.

16:910:645 (F) Conceptual Foundations of Social Work and Social Welfare (3) Intersections of social work profession and welfare state. U.S. social service systems, comparative perspectives, globalization, race and gender dynamics in social work policies and practice.

16:910:646 (S) Family Theory and Program Development (3) Family theory and its relationship to program development at different levels of practice and social planning. Policy planning and intervention perspectives; socialization and the study of deviance.

16:910:647 (F) Social Policy Analysis (3) Paradigms, methods, and strategies for the analysis of policy from social work, economics, sociology, political science, public administration, policy sciences, and planning.

16:910:657 (S) Structural Equation Modeling (3)

Development of both conceptual and computer skills needed for advanced SEM as applied to hypothesis testing, model fitting and estimation, and interpretation of data.

16:910:655 (F) Measurement (3) Introduction to concepts in psychometric measurement; identification and operationalization of latent variables in conceptual models; generation of items; construction and formation of questions; development of a scale that can be tested for reliability and validity.

16:910:657,658,659 Special Topics (3)

16:910:658 (S) Professional Development Seminar (1)

Professional development for social work Ph.D. students establishing careers in academic or research settings. Knowledge and skills on conference presentations, peer-reviewed publications, external funding, and the academic job search process.

16:910:659 (S) Bibliography and Proposal Development Seminar (2)

Students in their second year preparing for Qualifying Exam (QE) and developing the dissertation proposal the following year. Introduction to structure and content of dissertation proposals; discuss QE preparation and dissertation proposal ideas.

16:910:660 (S) Intervention Research (3)

Design and evaluation of interventions that address clinical or social needs, problems and conditions and to develop intervention research grant proposals.

16:910:682 (F) Advanced Individual Studies in Social Welfare (3) Provides an opportunity to specialize in a specific area of policy analysis, social planning, social administration, or direct intervention, on an individualized basis.

16:910:683 (S) Advanced Individual Studies in Social Welfare (3) Provides an opportunity to specialize in a specific area of policy analysis, social planning, social administration, or direct intervention, on an individualized basis.

16:910:687 (F) Theory Development in Social Work Direct Practice (3) The relative places and contributions of theoretical conceptualization, and descriptive and prescriptive research.

16:910:701,702 Dissertation Research (BA,BA) Independent research study related to proposed dissertation, with assistance of appropriate faculty. Dissertation seminar.

16:910:703,704 Research Internship (BA,BA) Independent research internship under guidance from the faculty adviser to develop a dissertation proposal.

16:910:705 Dissertation Seminar (3)

16:910:706 Advanced Dissertation Seminar (1)

Continuing Education and Professional Development (SSW-G)

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

The Rutgers School of Social Work's Office of Continuing Education delivers courses for professional development and lifelong learning for social workers and other human service professionals.

Workshops are offered at the postbaccalaureate and post-master's levels. Learning activities are designed to help licensed and certified social workers in the state meet the continuing educational requirements for licensing and certification. All workshops, certificate programs, and training are approved by the New Jersey Board of Social Work Examiners. Information and brochures are available from the Office of Continuing Education, Rutgers School of Social Work, 390 George Street, 3rd Floor, New Brunswick, NJ 08901.

For More Information

Call: 848-932-8758
Website: Here

Professional Credit Courses (Nonmatriculated) (SSW-G)

PROFESSIONAL CREDIT COURSES (NONMATRICULATED)

Professional credit courses consist of nondegree, graduate-level courses. These courses provide an excellent opportunity for individuals who may be considering the master's program in social work to explore introductory classes without committing to a matriculated program. The courses are equivalent to those offered during the first half of the master's program. Upon acceptance into the Rutgers master's program in social work, up to 18 credits may be applied toward your degree.

Please note:

- A baccalaureate degree from an accredited college or university is the prerequisite for admission.
- Taking professional credit courses in no way guarantees admission to the School of Social Work. Anyone interested in the master's program should apply online here.

Courses

There are five required M.S.W. degree courses and several electives offered through the professional credit program. All courses are 3 credits. Please note: If you are accepted into the master's program, only one elective will be credited toward your degree.

Courses are offered online. Classes are limited in size, and applications are processed on a first-come, first-serve basis.

For more information about admission, locations, and course offerings, visit here.

Financial Aid (SSW-G)

FINANCIAL AID

The impact of educational expenses on students and their families is sizable, even though tuition at Rutgers covers only a small portion of the actual cost of instruction for each student. In order to allow students with limited financial resources to attend, every effort is made to assist these students in finding the funds to finance their education.

A majority of full-time graduate students at the university receive some financial aid. The amount of support each student receives depends, in part, upon the availability of funds. The level of support often is dependent upon the specific graduate program and the student's degree status. Limited funds are available to students from scholarships, fellowships, assistantships, grants, low-interest loans, and part-time employment. To apply for grants, loans, and employment, students must complete the Free Application for Federal Student Aid (FAFSA). For additional information, applicants should visit the Rutgers Office of Financial Aid.

School of Social Work Scholarships

The School of Social Work offers a limited number of scholarships for its students. Students are notified by the Office of Student Affairs at the School of Social Work as applications are made available.

Student Associations (SSW-G)

STUDENT ASSOCIATIONS

Graduate Student Association

School of Social Work Student Association

Graduate Student Association (SSW-G)

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association (GSA), of which all graduate students are automatically members, sponsors a variety of social and cultural activities for graduate students and represents their interests to the university through its legislative body. The GSA provides free legal advice to students and it sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full-time or part-time, in any of the Rutgers University-New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its council, which meets once a month. Every graduate program and department may elect one representative for every 40 students enrolled; schools not organized into departments elect their representatives at large, one for every 40 students enrolled. (Departments with fewer than 40 students also are allowed one elected representative.) If you are interested in being a department representative, check with your departmental organization or the association's office. GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 732-932-7995. Additional information is available online here.

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

School of Social Work Student Association (SSW-G)

SCHOOL OF SOCIAL WORK STUDENT ASSOCIATION

In addition to the university's Graduate Student Association, the School of Social Work has an active student association (SSWGSA). If you are a graduate student, you are automatically enrolled as a member.

Established in 2005, the SSWGSA is a vibrant association that:

- supports and encourages social, academic, and professional development of social work best practice by M.S.W. and Ph.D. students;
- serves as a conduit for dialogue between students, faculty, and administration; and
- advocates on behalf of the student body to the administration.

Community Service

Each year, we provide volunteer hours and financial support to various nonprofit and charitable community service organizations.

SSWGSA Executive Council

The SSWGSA executive council meets once a month, September through May. These meetings are generally held on the New Brunswick campus, however, you may also attend virtually online. Elections are held every spring and officers serve a 12-month term that begins in May.

For more information, please email us at rutgersSSWSA@gmail.com.

Academic Policies and Procedures (SSW-G)

ACADEMIC POLICIES AND PROCEDURES

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

Registration and Course Information

Class Schedules and Hours

Grades and Records

Academic Standing

Student Grievance/Complaint Procedures

Policy for Pregnant and New Parent Students

Graduation

Registration and Course Information (SSW-G)

REGISTRATION AND COURSE INFORMATION

Formal admission to the School of Social Work is a prerequisite to registration. Students must be registered to attend class. Newly admitted students receive complete registration instructions following their admission.

Before the start of the fall and spring semesters, registration instructions are posted on the registrar's website. Registration is done via the web registration system during specially announced dates. The school reserves the right to cancel or modify course offerings or to modify a student's registration in order to balance course sections.

Students who need to register after the regular registration period must contact the MSW Student Affairs Office at the School of Social Work. Students who have registered can make necessary adjustments to their schedules via the web registration system through the add/drop period. Confirmation of registration can be secured from the web registration system or a copy can be requested at the Office of the Registrar. Course offerings for the semester can be found here. Advisement varies according to the needs of the particular graduate program.

A student admitted into a degree program of the School of School Work is expected to maintain continuous registration in every fall and spring semester thereafter until completing the program and earning the degree. Students who need a leave of absence should contact the MSW Office of Student Affairs at the School of Social Work to be registered for matriculation continued status.

Summer and Winter Sessions

Summer and Winter Session registration may be accomplished online, by telephone, mail, or in person according to the schedule specified in the Summer and Winter Session catalogs. The catalogs are available online:

Rutgers University-New Brunswick

Summer: Here

Winter: Here

Rutgers University-Newark

Summer: Here

Winter: Here

Rutgers University-Camden

Summer: Here

Winter: Here

Registration and Course Information (SSW-G)

Late Registration

Late Registration

Students may register late only during the first week of each semester. A student who needs to register late must do so by contacting the School of Social Work's Office of Student Affairs during regular office hours, and will be required to pay a late registration fee.

Registration and Course Information (SSW-G)

Change of Courses

Change of Courses

The Add/Drop period generally occurs during the first two weeks of the semester. Students may add and drop courses to finalize their registrations. The actual add/drop dates are determined by the University Senate prior to the beginning of the semester, and it can vary each semester. Also, the Senate's decision supersedes any previously advertised add/drop dates. Therefore, students must check their campus specific website at the beginning of each semester to determine the latest registration information available. Students may use WEBREG or in-person registration, but undergraduates must register following a descending degree credit schedule (similar to the preregistration schedule).

Undergraduate students may drop courses until the end of the eighth full week of the term without academic penalty, provided the student follows the change of course procedures, as described previously. Courses dropped between the eighth calendar day and the eighth week of the term are assigned a W grade. Students dropping a course after the end of the eighth full week of the term are assigned a grade of F, U, or NC in the dropped course; the grade of F is computed in the term and cumulative grade point averages.

Withdrawal

Withdrawal

Students wishing to cancel their registration, withdrawal from all of their courses, or take a leave of absence from the university, must follow the University Withdrawal Process to submit an official online withdrawal form.

To cancel registration during the **fall and spring terms**, and obtain a full refund of tuition and fees, a student must submit an online withdrawal form within the first two weeks of the academic term. A student whose registration is canceled by the registrar receives a full refund of tuition and fees, and prorated charges for room and board, if applicable. A withdrawal form received on or after the end of the second week of the term is treated, for billing purposes, as a withdrawal and a refund is made based on the general refund policy.

A graduate student who wishes to withdraw from all courses should submit a written notice to the School of Social Work's Office of Student Affairs in New Brunswick. Email correspondence is highly recommended. A student who leaves the university without officially withdrawing receives a failing grade in each course. The date on which the Office of Student Affairs receives the written notice governs the academic and financial consequences of withdrawal. Written notices should be sent to studentaffairs@ssw.rutgers.edu.

Please note that notification to the instructor or practicum learning office(s) does not fulfill the student's obligation to communicate directly and in writing with the School of Social Work's Office of Student Affairs in New Brunswick in all matters pertaining to changes in registration and withdrawal.

Minimum and Maximum Programs

Minimum and Maximum Programs

The unit of credit used in Rutgers registration is based in part upon a measure of time, with 1 credit equal to one hour of class time plus two hours of preparation per week through a 15-week semester; thus a 3-credit course implies that a qualified and competent student should require an average of perhaps nine hours a week (including both classroom and preparation time) to carry out the work expected. Students should not expect to carry a full-time job while attending classes in the two-year program. The two-year program averages 15 credits a semester. Students must register for a minimum of 6 credits.

In order to obtain a Rutgers master of social work degree (M.S.W.), a student must take a minimum of 37 credits in residence.

Registration and Course Information (SSW-G)

Transfer of Credit

Transfer of Credit

Graduate courses successfully completed at another institution may be accepted for credit toward the master of social work (M.S.W.) degree, provided such courses are in areas of social work or are judged to be highly relevant to social work. A maximum of 21 transfer credits may be granted to a candidate for the M.S.W. degree at Rutgers. Approval of the assistant dean of admissions or the assistant dean for student affairs is required.

A minimum grade of B is required for transfer credit. Graduate courses for which transfer credit is sought must have been completed within the last six academic years in order to be considered. Admissions officers and student affairs staff review student transcripts and any identified coursework meeting criteria for transfer credits. Admitted students will be notified of transferable credit prior to submission of the admission deposit, confirming enrollment. Other graduate credit that may be equivalent to coursework within the M.S.W. program can also be considered by the Office of Student Affairs once the student has been admitted. Course syllabi are typically needed for evaluation of courses.

A maximum of 18 credits may be accepted from the credits gained through professional credit courses.

Academic credit for life experience and previous work experience is not given in lieu of the practicum requirements, generalist curriculum courses, or the specialized curriculum.

Registration and Course Information (SSW-G)

Continuous Registration, Leave of Absence

Continuous Registration, Leave of Absence

All matriculated M.S.W. candidates must register each semester/session as appropriate for their respective program until earning their degree. If a student requires a leave of absence, application must be made in writing

to the assistant dean for student affairs, who must approve the leave. Once approved for a leave of absence, the student will be registered during the established registration period for 19:910:800 Matriculation Continued (0 credits). Students pay a fee each semester while on approved leave. Matriculation Continued status is available only to students who are not present on campus and not using faculty time or university research facilities. Leaves of absence may not extend beyond two regular semesters. Students who do not formally resume studies after two semesters of approved leave must apply for readmission through the Office of Graduate and Professional Admissions.

Registration and Course Information (SSW-G)

Intercollege Registration

Intercollege Registration

Students enrolled in the School of Social Work may register for a course offered by another unit of the university, with the approval of the assistant dean for student affairs. Additional approvals may be required. Courses taken at another unit of the university will count as electives. Courses must be graduate level for the course to be applied toward the master of social work degree. To register, use the online schedule of classes here.

Registration and Course Information (SSW-G)

Time Limits for Degrees

Time Limits for Degrees

The maximum time a student is allotted to complete the master of social work (M.S.W.) degree is four academic years excluding approved leaves of absence.

Class Schedules and Hours (SSW-G)

CLASS SCHEDULES AND HOURS

Students are notified of starting and closing dates for each semester, scheduled holidays, and other important scheduling information. The Thanksgiving week schedule is rearranged to ensure consistency.

Class Schedules and Hours (SSW-G)

Attendance

Attendance

All instructors maintain a record of attendance in each of their classes or sections. Students are expected to be present at each meeting of their classes. At the instructor's discretion, exceptions to this rule may be made for illness or other circumstances.

Students in the intensive weekend, 100% online, and blended programs are notified of specific attendance/ participation requirements.

Class Schedules and Hours (SSW-G)

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 make up of work missed because of such absences. Examinations and special, required out-of-class activities ordinarily will not be scheduled on those days when such students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for reporting purposes. A student absent from an examination because of required religious observance will be given an opportunity to make up the examination without penalty.

Class Schedules and Hours (SSW-G)

Cancellation of Classes

Cancellation of Classes

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

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

Additionally, information will be available through RU-tv's Rutgers info channel 3, the Rutgers University-New Brunswick operating status page here; the Rutgers University-Camden operating status page here; the Rutgers University-Newark operating status page here; and from Rutgers Campus Information Services at 732-445-INFO (4636).

Arrangements for makeup work are announced by individual instructors.

Grades and Records (SSW-G)

GRADES AND RECORDS

Students in the School of Social Work are graded in each course at the end of each semester as follows:

Grade		Numerical Equivalent
A		4.0
B+		3.5
B		3.0
C+		2.5
C		2.0
F		0.0

The school does not assign the grades of D or D+ in its courses.

IN (Incomplete). When the practicum assignment is incomplete, the executive director of practicum learning may elect to assign a grade of IN.

P/F (Pass/Fail). Practicum courses use the nonnumerical grades of pass or fail.

TF (Temporary). TF is used for all incomplete and temporary grades. Temporary grades are given at the discretion of the instructor when the student has not properly completed the coursework requirements due to extenuating circumstances. If a student does not complete the course requirements, the TF grade will change to an F.

W (Withdrawal). Used when a student officially drops a course or withdraws after the add/drop period through the first 8 weeks of the semester. No course may be dropped after the 8th week of the semester.

XF (Disciplinary Failure)

Grades and Records (SSW-G)

Transcripts

Transcripts

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. To request any of these, please visit 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 Session), all courses taken while enrolled as a graduate student (matriculating, nonmatriculating, and Summer Session), or all courses taken while enrolled in all schools.

Currently enrolled students can view their schedule of classes with meeting days, times, and locations, as well as their semester grades and full transcripts and/or transfer course credits. Transcript information is updated nightly. Transcripts are not available on Fridays from 6:00 PM to 8:00 PM.

View term grades, transcripts, and class schedules here.

NOTE: If you do not have a social security number, Rutgers ID or Rutgers Biomedical and Health Sciences (formerly UMDNJ) ID, or you are not willing to supply it, you will not be able to request a transcript through this system.

To request a RBHS transcript, please download this form, and mail it to the Registrar's office.

To request a Rutgers transcript, please download this form, and mail it to the Registrar's office.

Grades and Records (SSW-G)

Student Identification Cards

Student Identification Cards

New graduate students should submit a recent photo for their student identification card. Information regarding locations, hours of operation, card benefits, and replacing lost or stolen cards may be obtained by visiting the RUconnection website.

Online students are issued an identification letter in place of a regular student ID card. This letter is generated by COHLIT (Center for Online and Hybrid Learning and Instructional Technologies) at the start of each semester.

Academic Standing (SSW-G)

Academic Standing (SSW-G)

Academic Standards

Academic Standards

To qualify for graduation, a student must earn a total of 60 credits and maintain a cumulative grade-point average of 3.0 (B).

Academic Standing (SSW-G)

Academic Standing and Student Review Policy

Academic Standing and Student Review Policy

Students are required to maintain a minimum cumulative grade-point average (GPA) of 3.0 each semester, which is also the minimum GPA required to graduate from the master of social work program. Students must also meet any conditions imposed at the time of admission to remain in good academic standing.

Academic Difficulty

Student GPAs are reviewed each semester by the Office of Student Affairs. A student is considered to be in academic difficulty and will be placed on **academic probation** if any of the following conditions apply:

1. The student has earned a semester GPA of less than a 3.0 and his or her cumulative GPA is 3.0 or better.

2. The student received an F in an elective course.

3. The student received an incomplete in fieldwork.

4. At any point during the semester, there is evidence of inadequate field performance.

The assistant dean for student affairs will notify both the student and the student's academic advisor regarding the student's academic probationary status.

Academic Jeopardy

Students are required to maintain a minimum cumulative GPA of 3.0 each semester. A minimum 3.0 cumulative GPA is also required to graduate from the master of social work program.

A student is considered to be in **academic jeopardy** and will not be permitted to continue at the School of Social Work, if at the conclusion of any given semester, any of the following conditions apply:

1. The student has a cumulative GPA of less than 3.0.

2. The student received a grade of F in a required course.

3. The student received a grade of F in fieldwork.

The assistant dean for student affairs will notify any student in academic jeopardy in writing of the GPA and automatic dismissal. A copy of the notice will also be sent to the student's academic advisor and the associate dean for academic affairs.

Students who fail to achieve a minimum cumulative GPA of 3.0 and are automatically dismissed may appeal the dismissal to the associate dean for academic affairs in writing within two calendar weeks of the notification of dismissal.

The student must address the reason(s) for not achieving the minimum GPA and show how this factor(s) has been addressed and resolved. The student must also develop a specific written plan to resolve the academic problem. The student should meet with an academic advisor to develop and review this academic plan.

The associate dean for academic affairs will review the student's written statements and academic plan, and the student will be notified in writing within two weeks of the date that the associate dean receives the student's written appeal.

If the student is not satisfied with the associate dean's decision, the student may appeal to the dean of the School of Social Work in writing within two weeks of receipt of the associate dean's decision. The dean will notify the student in writing within two weeks of the date that the dean receives the student's written appeal. The decisions of the dean are final.

Holds

Holds

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

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

Student Grievance/Complaint Procedures (SSW-G)

STUDENT GRIEVANCE/COMPLAINT PROCEDURES

Students may have grievances or complaints relative to their academic learning in class or in the practicum setting. There are two bases for grievances: faculty computational error or the faculty member is alleged to have been arbitrary or capricious.

Student Grievance/Complaint Procedures (SSW-G)

Grievances/Complaints Class

Grievances/Complaints—Class

Students have the right to grieve their final course grades on the following grounds: (a) there was a computational error made by the instructor; or (b) the grade was given in an arbitrary or capricious manner, meaning that the student was given a final grade for reasons other than their performance on their assignments.

Grade grievances are limited to final course grades.

Procedures

1. Students should first attempt to resolve the matter in writing, or by discussing the issue with their instructor no later than 10 working days after the final grade has been posted.

2. If a resolution cannot be reached with the instructor, students should consult their advisor who will review the grade grievance policy and its associated procedures. While advisors can provide guidance and support, they cannot contact instructors on students' behalf to advocate for them. All communication regarding the grade grievance must occur between the student and instructor only. The student should include their advisor on all emails with the instructor, so their advisor has up-to-date information about the situation.

3. After discussing the issue with their advisor, the student specifies, in writing, the basis for the grade grievance and requests a review by the MSW Program Director. The grievance should provide evidence to support the student's assertions and be submitted no later than 10-12 working days after the final grade has been posted. The grievance should be emailed to Arlene Hunter, Assistant Dean for Student Affairs (amhunter@ssw.rutgers.edu). She facilitates the process with the MSW Program Director.

4. The MSW Program Director will then closely review the student's grade grievance. The Director may consult with the instructor who provided the student's final grade to obtain relevant information. The communication with the instructor may be in writing or through a virtual or phone meeting. Once the Director has all relevant information, they will make a final decision regarding the grade grievance within 10 business days. The final decision will be to:

A. Uphold the students' final grade because no computational error was made because the grade was not given in an arbitrary or capricious manner;

or

B. Discuss the result of the grade grievance with the instructor. The final grade will then be changed because of the computational error or because the grade was given in an arbitrary or capricious manner.

5. A student who is not satisfied with the decision of MSW Program Director may appeal to the Associate Dean for Academic Affairs no later than 10 working days after receiving their decision. The request for appeal should be emailed to the Assistant Dean for Student Affairs (Arlene Hunter at amhunter@ssw.rutgers.edu). She will facilitate the process with the Associate Dean for Academic Affairs. The decision of the Associate Dean for Academic Affairs is final and cannot be appealed any further.

Ad-Hoc Grade Appeal Committee

In limited circumstances, the MSW Program Director may convene an Ad-Hoc Grade Appeal Committee. The Committee is used in more complex situations, providing feedback and assisting the MSW Program Director in making a final decision related to the student's grade grievance.

Composition of the Committee

The Ad-Hoc Grade Appeal Committee consists of the MSW Program Director (who is the Chair), the faculty member coordinating the course that the student is grieving the grade for, and another faculty member appointed by the Associate Dean for Academic Affairs. If the MSW Director or Course Coordinator is the instructor for the student's course or is not available, the Associate Dean will appoint another faculty member to the Ad-Hoc Grade Appeal Committee in their place.

Procedures

A. The MSW Program Director will consult with the instructor who provided the student's final grade to obtain relevant information. The communication with the instructor may be in writing or through a virtual or phone meeting.

B. The MSW Program Director will then provide the Ad-Hoc Grade Appeal Committee with the material needed to review the student's grade grievance.

C. After reviewing the relevant information, the Ad-Hoc Grade Appeal Committee will meet to discuss the student's appeal and assist the MSW Program Director in making a determination regarding the grade grievance.

D. The student will receive written notification of the final decision of the MSW Program Director within 21 working days of initially filing the grievance.

E. A student who is not satisfied with the decision may appeal to the Associate Dean for Academic Affairs no later than 10 working days after receiving their decision. The request for appeal should be emailed to the Assistant Dean for Student Affairs (Arlene Hunter at amhunter@ssw.rutgers.edu). She will facilitate the process with the Associate Dean for Academic Affairs.

F. Written notification of the action taken by the Associate Dean for Academic Affairs will be sent to the student within 14 working days of filing of the appeal. The decision of the Associate Dean for Academic Affairs is final and cannot be appealed any further.

Student Grievance/Complaint Procedures (SSW-G)

Grievances/Complaints Fieldwork

Grievances/Complaints—Fieldwork

Grievances/Complaints Fieldwork Policy

Students have the right to grieve their final practicum course grade on the following grounds:
(a) the student must demonstrate that either there was a computational error made by the practicum instructor
(b) the practicum instructor determined the grade in an arbitrary or capricious manner

Procedures

1. A grade grievance may be initiated by the student notifying his or her advisor and by submitting a letter outlining a basis of the grievance to the Associate Director of Practicum Learning within two weeks of notification or posting of the grade. The Associate Director of Practicum Learning will render a decision in writing whether to uphold the grade within two weeks of receipt of the grievance letter.

2. If the outcome of step 1 is not satisfactory to all involved parties, the student may appeal in writing to the Executive Director of Practicum Learning (Mark Lamar at mlamar@ssw.rutgers.edu) This appeal must be communicated in writing no later than one week after the student has received the letter from the Associate Director of Practicum Learning. Within one week of receipt of this letter, the Executive Director will render a decision as to whether to uphold the grade.

3. If the outcome of step 2 is not satisfactory to all involved parties within one week of the determination of the Executive Director of Practicum Learning, the grievance may be presented in writing to the MSW Program Director or the BA in Social Work Program Director. The Program Director will determine as to whether to uphold the grade within two weeks of receipt of the grievance letter. The Program Director's decision is final and binding. The student will be informed in writing by the MSW Program Director once the decision is final. It is in the interest of all involved parties to resolve such situations as expeditiously as possible.

Policy for Pregnant and New Parent Students (SSW-G)

POLICY FOR PREGNANT AND NEW PARENT STUDENTS

Pursuant to the Pregnant Worker's Fairness Act ("PWFA"), N.J.S.A. 10-5-12 (a)-(s) (enacted in 2014), pregnancy in any form (high risk or normal) is a "protected class" under the New Jersey Law Against Discrimination "("NJLAD".) This policy applies to both expectant and new parent women and men.

The student must request an accommodation and this accommodation must be on the advice of her treating physician. The student must provide the assistant dean for student affairs with a doctor's note in order to receive accommodations. The student cannot be penalized for requesting accommodations or using it, if and when it is granted.

It is not considered reasonable for the curriculum, course requirements, or attendance policies to be altered. A student may not expect course requirements to be waived but they may be given an alternate way to make up these requirements. These accommodations may include a temporary grade and extra time to submit assignments or a withdrawal and re-registration in the future without penalty.

A pregnant student will not be penalized under the school's attendance policy if they are unable to make a class due to pregnancy, but will be required to make up these classes when they are able in order to get credit for the course. This alternative is a reasonable accommodation and may include withdrawal from the course and re-registration in the future. A pregnant student who has provided documentation will not be given a grade of F because they were not able to attend class sessions. The student must be given the opportunity to withdraw from the course and take it when they are able.

Graduation (SSW-G)

GRADUATION

The master of social work degree is conferred by the university upon recommendation of the faculty of the School of Social Work. Degrees are conferred and diplomas issued only at the annual commencement each May. The School of Social Work holds its annual Convocation Ceremony each May. August and January graduates are invited to join May graduates at the May ceremony.

For more information on graduation, visit here.

Graduation (SSW-G)

Graduation Diploma Application

Graduate Diploma Application

A graduate Diploma Application Form is available online and information is available here for students who are on track to complete their degree requirements.

A graduate diploma application (Application for an Advanced Degree), obtainable from the registrar, must be completed and the form submitted by each candidate as follows:

- August diploma - August 15
- January diploma - January 6
- May diploma - March 15

Unless the form is submitted at the appropriate time by the candidate, the degree will not be conferred and graduation will be deferred. If, after filing the application, a candidate is unable to complete the degree requirements by the end of the semester specified, another diploma application must be filed for another semester.

Course Listings (SSW-G)

COURSE LISTINGS

Explanation of Three-Part Course Numbers

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

Administrative Codes

The following administrative codes are used in this catalog:

09 School of Social Work (Undergraduate)

16 School of Graduate Studies (Ph.D. program)

19 School of Social Work (M.S.W. program)

Subject Codes

The subject code indicates the subject matter of the course. The subject code for social work is 910.

Course Codes

Course codes for 100 to 499 indicate undergraduate courses; course codes from 500 to 799 indicate graduate courses.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title.

Master of Social Work Courses

Master of Social Work Courses (SSW-G)

MASTER OF SOCIAL WORK COURSES

Enrollment in courses is restricted to matriculated students in the School of Social Work.

Generalist Curriculum Courses

Generalist Curriculum Courses

19:910:500 ***Practice with Individuals, Families, and Groups (3)***
This is the first half of two required sequential courses in the generalist curriculum. It provides the basic knowledge and skills as a foundation for the specialized curriculum. Using a problem-solving model in an ecological perspective, the course prepares students to apply a generalist practice perspective to systems of all sizes and levels. Essential values, concepts, and ethical considerations within a human rights perspective as they pertain to generalist social work practice are explored.
Corequisite: 19:910:501, 19:910:508 and 19:910:553.

19:910:501 ***Practice with Organizations and Communities (3)***
The second of two practice courses based on a generalist social work perspective, this course continues use of a problem-solving model for work with Macro (organization and community) systems and considers implications for at-risk groups.
Corequisite: 19:910:508.

19:910:502 ***Human Behavior and the Social Environment (3)***
Theories, themes, and issues concerning interaction among individuals--as they grow, change, and develop over the life course--and their social context are reviewed. Theories and assumptions about human behavior and diversity are critically applied to social work contexts. Values and ethical issues related to biopsychosocial development are examined.

19:910:504 ***Social Welfare Policy and Services (3)***
History, philosophy, and development of social welfare as an essential institution in the United States. Study of the emergence and role of social work, understanding of patterns of current provision, and introduction to analysis of social welfare policies.

19:910:505 ***Methods of Social Work Research (3)***
Introduction to scientific, analytic approach to building knowledge and skills, including role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

19:910:506 ***Diversity and Oppression (3)***
Introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences. Additionally, it examines the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human

behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services.

19:910:507 ***Clinical Assessment and Diagnosis (3)***
Major forms of emotional distress in adults and children. Classification trends, issues, and models. Introduction to clinical syndromes in terms of diagnostic methodology, research, and social concerns and their implications for at-risk groups.

19:910:508 ***Practicum 1 (2)***
Practice social work in agency settings under qualified educational supervision. Includes service to vulnerable and oppressed populations while learning generalist skills.
Corequisite: 19:910:500, 19:910:501 and 19:910:553.

19:910:509 ***Practicum 2 (2)***
Furthers learning of problem-solving skills and strategies begun in Practicum 1 and prepares students to enter the advanced practicum curriculum.
Prerequisite: 19:910:508, Corequisite: 19:910:501

19:910:553 ***Practicum Lab Seminar (1)***
This course will introduce students to the interpersonal communication skills necessary to engage and assess clients and client systems as they enter the field education practicum. Topics covered include understanding the importance of the professional use of self, developing an empathetic relationship, creating a therapeutic alliance, and applying counseling skills while considering the client's larger social environment. The course will also introduce students to expectations associated with a generalist field education practicum. This course will use the classroom as an experiential learning lab environment that involves a significant use of classroom exercises, role-plays, written analysis and reflections about these, and client simulations to practice the concepts and skills learned. ***Corequisite: 19:910:500, 19:910:501 and 19:910:508***

19:910:557 ***Reflective Seminar (1)***

The purpose of this seminar is to facilitate the integration of practicum experience with knowledge, values, and skills acquired in the classroom. With a focus on self-in-practice, the seminar will provide students with the opportunity to engage in discussion, reflection, and critical thinking about their evolving professional identity and key areas of social work practice. The seminar will explore a different aspect of social work each week; with the opportunity for students to explore how that aspect of the profession impacts them personally. This seminar will use the classroom as an experiential learning lab environment that involves a significant use of classroom discussion, exercises, role-plays, written analysis, and reflection. ***Corequisite: 19:910:509***

Specialized Curriculum and Electives

Specialized Curriculum and Electives

19:910:503 ***Social Work with Latinos (3)***
This course examines aspects of service delivery to Hispanic populations at both the macro and micro levels.

Students will develop knowledge about aspects of Latino culture that are relevant to the development of cultural competency. They will develop skills in providing evidence-based culturally relevant practices in services to this group.

19:910:511 ***Clinical Social Work I (3)***
Focuses on advanced social work, clinical and client advocacy skills, and techniques at each stage of the helping process; and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations.
Prerequisites: 19:910:898 or 19:910:899, Corequisite: 19:910:600.

19:910:512 ***Clinical Social Work II (3)***
This course addresses therapeutic work with couples, families, and groups. The focus is on the professional use of self in differentiated ways to enhance therapeutic outcomes. Reinforcement of the connections among theory, evidence-based practice, interventions, and culturally appropriate and anti-oppressive stances toward social work practice occurs.
Prerequisite: 19:910:511. Corequisite: 19:910:601 or 19:910:560 or 19:910:578 or 19:910:581 or 19:910:590 or 19:910:592.

19:910:513 ***Clinical Social Work: Adolescents (3)***
The physical, psychological, social, and cultural dimensions of adolescence in today's culture, with focus on advanced direct practice with typical problems of adolescents. Particular attention paid to high-risk groups.
Prerequisite: 19:910:898 or 19:910:899

19:910:514 ***Understanding Addictive Behaviors (3)***
This course focuses on the etiology, prevalence, and policy implications of common addictive behaviors, including alcohol, tobacco, and other drugs; pathological gambling; and compulsive overeating or sexual behavior. Students will learn to evaluate the pharmacological mechanisms of dependence, components of addiction-related behavioral change, and issues involved in prevention, intervention, and evaluation of these addictive behaviors. The course will also examine the impact of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on patterns of addiction. Content includes major theoretical perspectives on biological, sociological, and psychological bases for addiction and the impetus for change, and an examination of the empirical evidence for various perspectives.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:515 ***Financial Capabilities of Individuals, Families, and Communities (3)***
This course examines ways to improve the financial stability and security of low-income individuals, families, and communities in the United States. Students will learn the difference between income assistance and asset-based policies, which aim to help individuals and families build savings and acquire assets that will improve their financial security over the long-term. Historical patterns of institutionalized racism and oppression largely explain racial wealth disparities that justify asset development as a practice and policy strategy to achieve social and economic justice. This course uses a comprehensive approach to examine social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include social insurance programs, savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions.

19:910:516 ***Clinical Social Work: Health (3)***
Problem-solving model of direct practice is applied at an advanced level for individuals, families, and groups in health care settings. Skills of crisis intervention, case management, and discharge planning addressed. Professional practice as part of an interdisciplinary team.
Prerequisite: 19:910:898 or 19:910:899.

19:910:517 ***Clinical Social Work: Mental Health (3)***
Contemporary interventions with clients who have severe psychiatric disorders and their families, in institutional and community settings. Intervention techniques with the more severe and chronic forms of psychiatric disorders, as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision (DSM-IV-TR); psychotropic medications; case management; the treatment orientations to care; and special issues in work with children and adolescents.
Prerequisite: 19:910:898 or 19:910:899.

19:910:518 ***Clinical Social Work: Children (3)***
Focuses on children (ages birth to 18), and the ways their development and circumstance as a dependent population affect the well-being of individuals and communities. As children generally reside in families, various family forms and risk statuses will be examined with a focus on anti-oppressive social work practice. Emphasis is on assessment of developmental aspects of child well-being and aspects of family well-being (with a broad and diverse definition of family); identification of risks, strengths, and resiliency factors; and sociological and psychological knowledge of how family and community contexts affect children. Intervention modalities include direct work with children and their families, case management, promotion of resilience, crisis intervention work with community service systems, and the use of the legal system.
Prerequisite: 19:910:898 or 19:910:899.

19:910:519 ***Clinical Social Work: Families (3)***
Advanced practice with family systems, with emphasis on a systems-analytical perspective that includes environing systems, as well as internal dynamics of the family system. Differential use of the major theoretical approaches in family therapy. Emphasis on a social work framework and on such traditional family social work techniques as advocacy, brokerage, and provision of concrete services.
Prerequisite: 19:910:898 or 19:910:899.

19:910:520 ***Clinical Social Work: School (3)***
Clinical social work with children and adolescents, in the context of the public school setting, individually, in groups, and with their families. Emphasis on the role of the school social worker in a host setting that is bound by governmental statutes and regulations, and on relationships with teachers and school administrators, with other members of the professional team, and with community agencies and groups.
Prerequisite: 19:910:898 or 19:910:899.

19:910:522 ***Clinical Social Work: Addictive Behaviors (3)***
Building upon the content learned in previous ACT courses, this practice-based course focuses on the assessment and diagnosis of common addictive disorders as well as addiction counseling skills with individuals. Students will learn how to develop a therapeutic alliance, starting with the initial interview, conduct a comprehensive biopsychosocial assessment, and develop systematic diagnostic summaries that include differential diagnosis and attention to co-occurring disorders. Students will learn how to evaluate a variety of assessment instruments, and to assess the impact of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation,

national origin, and physical and mental ability on recovery from addictive disorders. Students will learn strengths-based, evidence-based interventions including Motivational Interviewing and Cognitive Behavioral approaches. This course is open to all students who have completed the course prerequisites. It is a required course for those in the Addictions Counselor Training (ACT) Certificate Program.
Prerequisite: 19:910:514 or 19:910:571, and: 19:910:898.

19:910:523 ***Clinical Social Work: Survivors of Abuse and Trauma (3)***
This course examines social work practice theories and intervention approaches and skills as they apply to practice with childhood and adult survivors of physical, sexual, and other forms of abuse and trauma. Particular attention will be made to the use of engagement, assessment, planning, intervention, evaluation, and follow-up on the micro, mezzo, and macro levels of practice. An emphasis will also be placed on diversity and use of social work ethics and values when working with survivors of abuse and trauma.
Prerequisites: 19:910:898 or 19:910:899.

19:910:525 ***Clinical Social Work: Aging (3)***
Examines social work practice theories, multidimensional assessment, and intervention approaches and skills as they apply to practice with older adults and their families. Diversity among older people will be emphasized, including discussion of the lifelong integration of personal experiences and client populations that range from well elders to older adults and their families who are facing end-of-life issues. Late-life opportunities, transitions, and challenges will be addressed. Implications for policy that impacts older persons will also be included.
Prerequisites: 19:910:898 or 19:910:899.

19:910:527 ***Politics, Policy & Racial Justice***
This course will allow students to engage with some of the most complex, potentially difficult, yet absolutely imperative issues that social workers must deal with in today's society. We focus on the role of social work and social workers: 1) confronting issues of racial justice, with specific focus on anti-Black racism; 2) in the prison-industrial complex and the carceral state; 3) and in politics and the political process.

19:910:528 ***Human Resource Management (3)***
Core theories, dynamics, functions, and ethics of human resource management in nonprofit and public human services organizations are analyzed with particular focus on the knowledge, skills, and abilities necessary to successfully recruit, retain, and develop the workforce necessary to achieve the mission of an organization. The substantive areas covered in this course include industry standard human resource policies and procedures in the areas of staff recruitment and selection; developing classification and compensation systems; establishing employee performance standards and conducting performance evaluations; developing and supporting a diverse workforce; employee and organized labor relations; maintaining a safe, discrimination- and harassment-free workplace; training and professional development; and strategic human resource planning.
Prerequisites: 19:910:898 or 19:910:899.

19:910:529 ***Adolescents Understanding Risk and Resilience (3)***
Explores the developmental stage of adolescence (from ages 12-19 years), with specific focus on how at-risk youth populations navigate the normative tasks associated with this stage.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:530 ***Solution-Focused Therapy (3)***
Students learn to apply this strength-based, brief model of treatment to assist adults, children, couples, and families to discover their own resilience and problem-solving abilities. Although the focus of this course will be on clinical

practice, implications for case management, as well as intervening with larger systems such as agencies and communities, will also be addressed.
Prerequisite: 19:910:511.

19:910:532 Integrated Behavioral Health and Primary Care (3)

This course examines theory and methods for integrating behavioral health services into primary care, to provide evidence-based, quality care using a multidisciplinary approach. Areas of focus include: (a) models of integrated care, (b) use of integrated care as population-based health approach for addressing health disparities and social determinants of health, (c) integrated care for the most common mental health problems treated in primary care, (d) integrating prevention and wellness approaches into primary care, and (e) delivery of psychosocial treatments in primary care using an interprofessional collaborative approach.

19:910:535 ***Management Practice and Theory (3)***
Core theories, elements, and functions of human services management are analyzed with a particular focus on the knowledge, skills, and abilities necessary to lead public and private human service agencies in the environment of today and the future successfully. Emphasis on internal management functions such as budget and finance, human resource administration, applications of information technology, and governance relationships; and on external functions such as legislative, media, and community relationships. Crosscutting topics enhance skills in leadership, mediation, and conflict resolution.
Prerequisites: 19:910:899 Corequisite: 19:910:575.

19:910:536 ***Program and Strategic Planning (3)***
Processes and technologies of strategic planning and program development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention to designing programs and meeting the needs of at-risk populations.
Prerequisite: 19:910:535. Corequisite: 19:910:607 or 19:910:560 or 19:910:581 or 19:910:590 or 19:910:592.

19:910:537 ***Financial Management (3)***
Overview of fiscal responsibilities of social agency executives. The accounting process, financial statements, budgeting, internal controls, audits, tax compliance, and fund accounting.
Prerequisite: 19:910:898 or 19:910:899.

19:910:538 ***Law and Social Work (3)***
Law in health and human services. Reading, using, and finding law. Law in practice in relation to law on the books. Topics include due process, equal protection, discrimination, confidentiality and duty to warn, child abuse, domestic violence, AIDS, sexual harassment, mental health, developmental disabilities, courtroom testimony, malpractice, and administrative liability.

19:910:539 ***Community Organizing (3)***
Focuses on identifying, developing, and testing community organizing skills. Special attention given to leadership development and community analysis.

19:910:540 ***Supervision and Consultation (3)***
Analysis of supervisory roles in human service organizations. Covers the three functions of supervision: supportive, educational, and administrative. Emphasis on frontline supervision.
Prerequisite: 19:910:898 or 19:910:899.

19:910:541 ***Fundraising and Marketing (3)***
Introduction to current strategies and procedures for identifying, obtaining, and maintaining a diverse portfolio of social service funding sources; review of methodologies for packaging, marketing, and selling program proposals to social service funders and consumers.
Prerequisite: 19:910:898 or 19:910:899.

19:910:542 ***Advanced Contemporary Policy:Health (3)***
Models of policy analysis applied to understanding the strengths and limitations of the U.S. health care system and services, as well as policies, programs, and services for the aging population. Addresses understanding of values and sociopolitical forces that define problems, affected populations, current policies and programs and their impact, service delivery and resource allocation, unmet needs, trends and analysis of political processes, and change strategies.
Prerequisite: 19:910:898 or 19:910:899.

19:910:543 ***Social Work with Immigrants and Refugees (3)***
Explores the ever-changing dimensions facing social workers who work with refugee and immigrant clients. The social work profession was founded on aiding the cultural adjustment of newcomers to the United States. Topics include becoming a refugee, the international experience before arrival in the United States, the refugee experience, cultural adjustment, culture shock, posttraumatic stress, and war and refugee trauma. Special groups will be discussed, including survivors of torture, victims of human trafficking, detainees, and asylum seekers. Special attention will be paid to family issues, intergroup conflict, and intergenerational issues. Post-9/11 issues facing refugees and immigrants will be discussed as well as the role that social workers can play in the fight against anti-immigrant policies, sanctions, and discriminatory practices.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:544 ***Poverty, Inequality, Discrimination, and Public Policy (3)***
Confronting issues of poverty and inequality is a core value of the social work profession. This course will provide students with a theoretical, empirical, and analytical understanding of poverty and inequality in the United States. Throughout the course comparisons will be made with other developed nations.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:545 ***Global Social Work and Social Development (3)***
Explores international social work, past and present, and the application of social work to vulnerable groups within the global context of today. Students will learn about different social service delivery systems around the globe and initiatives aimed at reforming systems of care with an emphasis on developing countries. Students will explore their international career goals through the focused exploration of a specific developmental issue within a country or region of the globe.

19:910:546 ***Spanish for Social Workers***
This multi-level language and culture online course is designed for current or pre-service social workers who want to learn or improve their Spanish for the professional setting and learn more about the Spanish-Speaking World Culture. It combines language learning practice with awareness of language and cultural diversity.

19:910:547 ***Social Work with Loss Across the Life Span (3)***
Addresses many types of loss that occur across the lifespan and incorporates a developmental approach to loss and grief.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:549 ***Latinos, Culture, Community, and Social Welfare (3)***
This course provides an overview of Latino peoples in the United States. It examines concepts and theories that apply to ethnicity, racial and social identity, and acculturation as they apply to the various Hispanic groups in the United States. It begins with brief histories of the major Hispanic groups and the political and social forces that provided the impetus for their location/relocation here. It continues with the cultural similarities and differences among the groups. Also to be discussed, the current social and economic condition of Hispanics and specific problems related to their status in the United States and implications for social work. In addition, a model of viewing Hispanic identity will be presented as a basis for social work assessment and intervention.

19:910:559 ***Sexual and Gender Diversity in Social Work (3)***
This course provides foundation knowledge and general practice skills for working with lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals. Students will gain knowledge of LGBTQ historical and political perspectives, the development of LGBTQ identity-formation, health, mental health and familial issues, and LGBTQ issues across the life span including the coming-out process. Intersectionality of race, gender, sexual orientation, and gender identity will be addressed along with ethical and legal issues which impact LGBTQ individuals and their families. Students will learn how to practice with LGBTQ clients in culturally relevant ways, and resources for support and information will be identified.

19:910:562 ***Chronic Illness and Disability (3)***
Examines chronic illnesses and disability among adults, focusing on the medical and psychosocial aspects of various mental and physical health conditions. This course aims to foster understanding of how social workers work with clients with chronic illness and disability, as well as their significant others, within health care and community systems. Also reviews relevant policies and welfare system components intended to support those with chronic illness and disability.

19:910:564 ***Gender, Women & Intersectional Social Justice (3)***
Examines women in different parts of the world; the institutional factors and values of society that impact on personal roles, status, and discrimination of women; and the social and individual problems that affect women because of their gender. Feminist theories and feminist practices that facilitate institutional and individual changes are discussed.

19:910:565 ***Practicum 3 AS (3)***
Opportunities provided to become competent in providing advanced social work services and applying theory and concepts to practice in preparation for advanced professional practice.
Corequisite: 19:910:512 (clinical social work specialization) or 19:910:536 (management and policy specialization).

19:910:566 ***Understanding Violence and Abuse in Adulthood (3)***
Examines the definitions, scope, and impact of violence and abuse in adulthood. Explores the spectrum of theories and conceptual frameworks used to explain violence. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of intimate partner violence (IPV), sexual violence, trafficking, and elder abuse. Perspectives on working with both victims/survivors and perpetrators are presented, with an understanding of the role of cultural and environmental contexts. The course includes a review of the conceptual frameworks used to guide current services, interventions, prevention efforts, and policies aimed at remedying and eliminating violence in our society. A special emphasis is placed on the advocacy role of the social worker in creating social change.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:567 ***Understanding Violence and Abuse in Childhood (3)***
Examines the definitions, scope, and impact of violence and abuse in childhood. Explores the spectrum of theories and conceptual frameworks used to explain violence. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of child physical abuse, childhood neglect, child sexual abuse, sibling abuse, and trafficking. Perspectives on working with both victims/survivors and perpetrators are presented, with an understanding of the role of culture and environmental context. The course includes a review of the conceptual frameworks used to guide current services, interventions, prevention efforts, and policies aimed at remedying and eliminating violence against children in our society. A special emphasis is placed on the advocacy role of the social worker in creating social change.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:568 Clinical Social Work: Behavioral Health with Latinos (3)

This course will examine advanced social work practice with Latinos. Emphasis is on the application and adaptation of evidence-based interventions with Latino/a/x survivors of abuse and trauma, individuals with substance use disorders and/or mental illness, and individuals who identify as LGBTQ. The course analyzes the impact of immigration and migration as well sociopolitical and cultural factors on social work practice with Latinos. **Prerequisite: 19:910:898 or 19:910:899.**

19:910:569 ***Intersectionality in Social Work Practice with HIV/AIDS (3)***
Explores the impact of HIV infection and AIDS on the individual, family, society, and institutions that provide care. Examines the political, social, legal, ethical, spiritual, and public health issues and the perspectives of people living with HIV infection and AIDS that are needed to inform practice and policy.
Prerequisites: 19:910:502 or 19:910:898 or 19:910:899.

19:910:570 Reducing Drug Harm: Social Work Practice & Policy (3)

Harm reduction is a health and human service approach that focuses on reducing morbidity and mortality associated with drug use. This approach, which encourages safer, controlled, and/or reduced use of drugs, complements abstinence-only approaches to drug use. Harm reduction has long been implemented for drug use in international settings and recently was placed on the continuum of care alongside treatment, prevention, and recovery services by leading drug use organizations in the United States, including the Substance Abuse and Mental Health Services Administration and Office of National Drug Control Policy. As efforts to expand the implementation of harm reduction approaches grow in the United States, students will need greater knowledge about harm reduction. In this course, historical and contemporary issues related to harm reduction for drug use will be examined. Students will gain knowledge and develop critical analysis skills that will be achieved through three course learning components: (1) a historical overview of harm reduction, its principles, and specific types of approaches used; (2) a critical analysis of harm reduction's research evidence and implications for policy and practice; and (3) strategies to promote awareness and implementation of harm reduction equitably across society.

19:910:572 ***Aging Services: A Critical Perspective (3)***
Provides an overview of older adults as a population group and of aging as a biopsychosocial process. Explores aspects of social services and health care systems intended to help individuals, families, and communities confront aging-related challenges and capitalize upon aging-related strengths.

19:910:574 ***Developmental Perspective on Infants and Child Well-Being (3)***
This course focuses on understanding, analyzing, and applying theories of development for infants and children (through middle childhood). The course will use child development theories in application to case studies and child observations with infants and children. Particular consideration will be given to theories of change, culturally responsive practice, and privilege.
Prerequisite: 19:910:502 or 19:910:898 or 19:910:899.

19:910:579 Trauma-Specific Practice with Children and Families (3)

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course highlights considerations of the impact of trauma, intervention objectives, and the practice elements needed to accomplish the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases that exemplify the diverse clients a clinician might encounter in practice. **Prerequisite: 19:910:898.**

19:910:582 ***Spirituality and Social Work (3)***
Provides a framework of knowledge, values, skills, and experiences for spiritually sensitive social work. Students develop skills and insight into responding competently and ethically to diverse spiritual and religious perspectives in social work settings with individuals, organizations, and communities. Attention given to collaboration with faith-based organizations, as spirituality enters into the dimension of policy and service delivery and "secular" and "spiritual" come together to address human need in society. Attention also given to both micro and macro aspects of social work.

19:910:584 ***Advanced Contemporary Policy:Interpersonal Violence (3)***
Models of analysis applied to policies affecting adult and childhood survivors of physical, sexual, and other forms of violence. Addresses understanding of values and sociopolitical forces that define problems, affected populations, current policies and programs and their impact, service delivery and resource allocation, unmet needs, trends, and analysis of political processes and change strategies.
Prerequisite:19:910:898 or 19:910:899.

19:910:585 ***Advanced Contemporary Policy:Economic Justice for Families & Communities (3)***
Models of policy analysis applied to children and family issues and problems. Addresses understanding of values and sociopolitical forces that define problems, affected populations, current policies and programs and their impact along with their unintended consequences, service delivery and resource allocation, unmet needs, trends, analysis of political processes and change strategies, and the role of evaluation.
Prerequisite:19:910:898 or 19:910:899.

19:910:587 ***Advanced Contemporary Policy:Mental Health (3)***
This course focuses on contemporary policy issues related to mental health including social determinants of mental health, treatment and access to care, rights and privacy, systems transformation, and disparities in care are examined in this course. The role of social workers in policy advocacy, the history and evolution of mental health policy, and recent mental health policy proposals are discussed. Students will learn to analyze mental health policy and advocate for policies that advance human rights and social, economic, and environmental justice. This course is open to **ALL** advanced year students, including those in any certificate programs. ***Prerequisite:19:910:898 or 19:910:899.***

19:910:588 ***Direct Practice: Theory and Models (3)***
Introduces students to the ways that theory and evidence are used to guide intervention with individuals, families, and groups. Focuses on the ways that effective direct practice intervention must integrate different sources of knowledge: evidence (what has worked in the past with people with similar problems), theory (frames of reference for understanding how problems are generated and solved), clinical wisdom, and client preferences. Students will learn straightforward rubrics for locating and evaluating research evidence that may be used to generate intervention possibilities. Students will study and critique several key intervention theories and models (psychodynamic, cognitive, behavioral, family systems, group work) and apply them to case materials. Finally, the class will explore processes and problems that cut across direct practice models, such as the enhancement of change motivation.
Prerequisite: 19:910:500.

19:910:591 ***Advanced Contemporary Policy:Children & Youth (3)***
This course will examine the broad array of state and federal policies for children, youth, and their families, with a particular emphasis on understanding policies and services for populations involved with child-serving systems. The course will also examine the historical foundations of these policies and how they have evolved over time in response to unmet needs. Students will develop critical frameworks for assessing the strengths and weaknesses of these policy interventions and of the delivery of child-oriented social services based on social and behavioral science research evidence and through the lens of multi-culturalism and social justice values. Emphasis will be placed on the role of the social work practitioner in enhancing the well-being of children and youth through social policy development, implementation, evaluation, and advocacy. The course uses a children's rights lens to examine different child policy topics. ***Prerequisite:19:910:898 or 19:910:899.***

19:910:594 ***Environmental Justice and Social Work***
This course will highlight theories to enhance the students' understanding of "Person-in-Environment" to be inclusive of the physical environment. Students will develop a paradigm regarding the interconnection of social work and environmental justice with an understanding of the bi-directional relationship of people and nature. Students will examine social work history and create an emerging perspective of social workers¿ role with respect to the environment. This course will help students achieve the updated Council on Social Work Education (CSWE) competency "Advance Human Rights and Social, Economic, and Environmental Justice" by developing awareness of ecological crises, environmental injustices, and movements that are intended to serve marginalized populations. Students will discuss how social workers can increase equality through advocacy, education, and action.

19:910:595 ***Evaluation of Social Work Practice & Programs (3)***
Quantitative and qualitative evaluation of agency programs and individual practice. Participation in hands-on, small-group research projects to cover all phases of the research process and use of computer technology.
Prerequisite:19:910:898 or 19:910:899.

19:910:600,575 ***Practicum 3 (3)***
Opportunities provided to become competent in providing advanced social work services and applying theory and concepts to practice in preparation for advanced professional practice.
Prerequisites:19:910:898 or 19:910:899 and 19:910:509. Specialization specific. Corequisite: 19:910:511 (clinical social work specialization) or 19:910:535 (management and policy specialization). Placement is determined by choice of specialization.

19:910:601,607 ***Practicum 4 (3)***
Continued learning experiences in specialized settings in preparation for advanced professional practice.
Prerequisite: 19:910:600. Corequisite:19:910:512 (clinical social work specialization) or 19:910:536 (management and policy specialization).

19:910:800 ***Matriculation Continued (0)***
May be used only if a student has a written, official leave of absence granted by the associate dean for student affairs. Students may not take a leave of absence during the first semester of the program.

Master of Social Work Courses (SSW-G)

Intensive Weekend M.S.W. Program Courses

Intensive Weekend M.S.W. Program Courses

19:910:596 ***Supervision and Human Resource Management (3)***
Human resource management encompasses the recruitment, selection, development, evaluation, and utilization of any organization's most costly resource--its employees. Personnel management is a general responsibility of all people occupying administrative and supervisory positions within the organization, and familiarity with its components and practices is important for direct practitioners as well as those focusing on management and community practice.

19:910:608 ***Theories of Management and Strategic Planning (3)***
Core theories, dynamics, functions, and ethics of public agency management, including program and strategic planning, are analyzed with a particular focus on the knowledge, skills, and abilities necessary to successfully lead client-serving agencies in today's environment and in the future. Emphasis is on internal management functions such as creating and supporting an effective management team; supporting a safe and ethical service environment; managing change; and sound strategic planning that includes consideration of budgeting, resource gaps, and performance/quality improvement activities beyond the use of data--all with the end goal of creating and sustaining a learning organization.

Master of Social Work Courses (SSW-G)

Addiction Counselor Training (ACT) Certificate Program Courses

Addiction Counselor Training (ACT) Certificate Program Courses

19:910:510 ***Gambling Counseling and Special Topics (3)***
Gambling Counseling and Special Topics provides the 30 hours in-person training required to receive the International Certified Gambling Counselor-I (ICGC-I) certification.
Prerequisite:19:910:522.

19:910:514 ***Understanding Addictive Behaviors (3)***
Examines psychosocial development through the life course, highlighting the factors influencing the ways in which individuals develop and recover from addictive behavior.
Prerequisites: 19:910:502, 500, and 508.

19:910:522 ***Clinical Social Work: Addictive Behaviors I (3)***
Covers the alliance, assessment, and diagnosis of substance-use disorders and co-occurring disorders.
Prerequisites: 19:910:514 or 19:910:571 and 510.

19:910:597 ***Clinical Social Work: Addictive Behaviors II (3)***
Prepares clinicians in the use of theoretically driven, evidence-based treatments in multiple modalities.
Prerequisite: 19:910:522.

19:910:598 ***Case Management in Addictions Practice (3)***
Covers making connections with the context of clients' lives.
Prerequisite: 19:910:514.

19:910:599 ***Professional Development and Responsibility in Addictions Practice (3)***
Prepares students for ethical practice, use of supervision, professional obligations, testing, and job-seeking.
Prerequisite: 19:910:522.

Administration and Faculty (SSW-G)

ADMINISTRATION AND FACULTY

Administration

Faculty

Administration (SSW-G)

ADMINISTRATION

George S. Leibowitz, Dean and Distinguished Professor; M.S.W., Ph.D., Denver

Antoinette Y. Farmer, Associate Dean for Diversity, Equity and Inclusion, Interim Associate Dean for Academic Affairs and Professor; M.S., Ph.D., Pittsburgh

N. Andrew Peterson, Director, Center for Prevention Science and Distinguished Professor; M.A., Ph.D. Missouri (Kansas City)

Lia Nower, Associate Dean for Research and Director, Center for Gambling Studies and Co-Director of the Addiction Counselor Training (A.C.T) Certificate Program and Distinguished Professor; J.D. St. Louis., Ph.D., Washington

Victoria Banyard, Vice Provost for Academic Affairs and Distinguished Professor: M.A., Ph.D., Michigan

Sharon Fortin, Associate Dean for Administration and Finance; M.H.R.M., Rutgers

Laura A. DiMarcantonio, Assistant Dean for Admissions and Recruitment; M.Ed., Virginia Commonwealth, Ph.D., Liberty University Virginia

Arlene M. Hunter, Assistant Dean for Student Affairs; M.A., Bowling Green State

Christine Morales, Assistant Dean for Lecturer Support and Assistant Professor of Teaching; M.S.W., University of Southern California, Ed.D., Rutgers

Christine Chapais, Director of Online MSW Programs and Assistant Professor of Teaching; M.S.W., Kean, D.S.W., Rutgers

E. Goldblatt Hyatt, Director, D.S.W. Program and Associate Professor of Professional Practice for Reproductive Justice; M.S.W., M.B.E.; D.S.W. (Pennsylvania)

Cassandra Simmel, Director, Ph.D. Program and Associate Professor; M.S.W., Ph.D., California (Berkeley)

Judith L. McCoyd, Associate Director, Ph. D. Programs and Associate Professor; M.S.W., Columbia, Ph.D., Bryn Mawr

Edward J. Alessi, Director, Master of Social Work Program and Professor; M.S.W., Columbia, Ph.D. New York

Jack Lewis, Director, Intensive Weekend Program and Associate Professor of Professional Practice; M.S.W., D.S.W., Pennsylvania

V. DuWayne Battle, Assistant Dean of Undergraduate Education, Director, BASW Program in New Brunswick and Teaching Professor; M.S.W., Rutgers; D.Min., Southeastern Seminary; Ph.D., Rutgers

Mark W. Lamar, Executive Director of Practicum Learning and Associate Professor of Professional Practice; M.S.W., M.B.A., Rutgers

Lia Nower, Associate Dean for Research, Director, Center for Gambling Studies and Co-Director of the Addiction Counselor Training (A.C.T.) Certificate Program, and Distinguished Professor, J.D., St. Louis, Ph.D., Washington

Natalie Bembry, Director, Baccalaureate (BASW) Program in Camden, and Assistant Professor of Teaching, M.S.W., Monmouth, M.A., Phoenix, Ed.D., Rowan

Theresa McCutcheon, Director, Institute for Families; M.S.W., M.B.A., Rutgers

Rebecca Davis, Director, Office of Global Social Work Programs and Associate Professor of Professional Practice; M.S.W., North Carolina (Chapel Hill) Ph.D., North Carolina (Greensboro)

Sarah McMahon, Director, Center for Research on Ending Violence, Professor and special advisor to the president for sexual misconduct prevention and response; M.S.W., Ph.D., Rutgers

Chien-Chung Huang, Associate Dean for Faculty Development and Professor; M.S.W., Chung-Cheng (China), Ph.D., Columbia

Doulgas Behan, Director of Continuing Education and Associate Professor of Professional Practice; M.S.W., D.S.W., Rutgers

Faculty (SSW-G)

FACULTY

The following list includes faculty from the bachelor's, master's, and doctoral degree programs offered through the School of Social Work.

Ayse Akincigil, Associate Professor; M.A., Ph.D., Rutgers

Edward Alessi, Professor and Director of the Master of Social Work (M.S.W.); M.S.W., Columbia; Ph.D., New York

Mary Beth Ali, Assistant Professor of Teaching; M.S.W., Fordham

Wen (Vivien) Li Anthony, Associate Professor; M.S.W., Ph.D., North Carolina (Chapel Hill)

Victoria Banyard, Distinguished Professor and Vice Provost for Academic Affairs; M.A., Ph.D., Michigan

V. DuWayne Battle, Teaching Professor and Assistant Dean of Undergraduate Education and Director of the BASW Program in New Brunswick; M.S.W., Rutgers; D.Min., Southeastern Seminary; Ph.D., Rutgers

Danielle Beatty-Moody, Associate Professor and Chancellor-Provost's Scholar for Inclusive Excellence in Multilevel Racism and Life Span Health; M.A, North Carolina Central, Ph.D., City University of New York

Doug Behan, Associate Professor of Professional Practice and Director of Continuing Education; M.S.W., D.S.W., Rutgers

Natalie Bembry, Assistant Professor of Teaching and Director of the Baccalaureate (BASW) Program in Camden; M.S.W., Monmouth; Ed.D., Rowan

Mariann Bischoff, Assistant Professor of Teaching and Management and Policy Practicum Specialist; M.S., Cornell; M.S.W., Monmouth

Marla Blunt-Carter, Associate Professor of Professional Practice for Political Social Work; M.S.W., Rutgers

Emily Adlin Bosk, Associate Professor; M.S.W., Ph.D., Michigan (Ann Arbor)

Qiana Brown, Assistant Professor; M.P.H., M.S.W., Alabama; Ph.D. Johns Hopkins

Elsa Candelario, Professor of Professional Practice and Director of the Latina/o/x Initiatives for Service, Training, and Assessment (L.I.S.T.A.) Certificate Program; M.S.S.W., Columbia, D.S.W., Alabama

Chistine Chapais, Assistant Professor of Teaching and Director of Online MSW Programs, M.S.W., Kean, D.S.W., Rutgers

Ryon Cobb, Assistant Professor and Chancellor-Provost's Scholar for Inclusive Excellence in Research on Black Americans; Ph.D., Florida

Sandra Crewe, Sojourner Truth Social & Racial Justice Visiting Professor: M.S.W., Catholic University, Ph.D., Howard

Stephen Crystal, Distinguished Research Professor; M.A., Ph.D., Harvard

Laura Cuesta, Associate Professor; M.A., Ph.D., Wisconsin (Madison)

Julia Cusano, Assistant Research Professor; M.S.W., Ph.D., Rutgers

Maxine Davis, Assistant Professor and Chancellor-Provost's Scholar for Inclusive Excellence in Intimate Partner Violence Prevention & Intervention; M.S.W., M.B.A., Dominican, Ph.D., Washington (St. Louis)

Rebecca Davis, Director, Associate Professor of Professional Practice and Director of the Office of Global Social Work Programs; M.S.W., North Carolina (Chapel Hill); Ph.D., North Carolina (Greensboro)

Ryan DiMeglio, Assistant Professor and Co-Director for the Addiction Counselor Training (A.C.T.) Certificate Program; M.S.W., Rutgers

Richard L. Edwards, University Distinguished Professor, Chancellor Emeritus, Dean Emeritus; M.A.S.W., Chicago; Ph.D., SUNY (Albany)

Antoinette Y. Farmer, Professor, Associate Dean for Diversity, Equity and Inclusion and Interim Associate Dean for Academic Affairs; M.S., Ph.D., Pittsburgh

Adrian Gale, Assistant Professor; M.S.W., Ph.D., Michigan

E. Goldblatt Hyatt, Associate Professor for Reproductive Justice and Director of the Doctoral (D.S.W.) Program; ;M.B.E., M.S.W., D.S.W., Pennsylvania

Emily Greenfield Cohen, Professor and Director of the Hub for Aging Collaboration; M.S., Ph.D., Wisconsin (Madison)

Anna Haley, Associate Professor; M.A., Ph.D., Chicago

Caroline Harmon-Darrow, Assistant Professor; M.S.W., Ph.D., Maryland (Baltimore)

Bernardo Hiraldo, Assistant Professor of Teaching and Associate Director of Practicum Learning and Camden Campus Coordinator; M.S.W., New York

Chien-Chung Huang, Professor and Associate Dean for Faculty Development; M.S.W., Chung-Cheng (China); Ph.D., Columbia

Tawanda L. Hubbard, Associate Professor of Professional Practice; M.S.W., D.S.W., Rutgers, Ph.D., Montclair

Amml F. Hussein, Associate Professor of Teaching, M.S.W., Rutgers, Ed.D., East Stroudsburg

Ashley Jackson, Assistant Professor; M.S.W., Chicago, Ph.D. Washington (St. Louis)

Rachel John, Assistant Professor and Chancellor-Provost's Scholar for Inclusive Excellence for Immigrant and Refugee Health; M.S.W., Pennsylvania, M.P.H., Drexel, Ph.D., Boston

Michael Myungkook Joo, Associate Professor; M.S.W., South Carolina; Ph.D., Washington (St. Louis)

Woojin Jung, Assistant Professor; M.S.W., Washington (St. Louis); Ph.D., California (Berkeley)

Christine E. Kephart, Assistant Professor, D.S.W. Program; M. Phil. Eng. Lit., Ph.D., Drew

Rupa Khetarpal, Associate Professor of Teaching and Director of the Interpersonal Violence & Trauma (I.V.T.) Certificate Program; M.A., Jadavpur (India); M.S.W., Ph.D., Rutgers

Joy Jeounghee Kim, Associate Professor; M.S.W., South Carolina; Ph.D., Washington (St. Louis)

Mark W. Lamar, Associate Professor of Professional Practice and Executive Director, Office of Practicum Learning; M.S.W., M.B.A., Rutgers

George S. Leibowitz, Dean and Distinguished Professor; M.S.W., Ph.D., Denver

Jack Lewis, Associate Professor of Professional Practice and Director of the Intensive Weekend Program; M.S.W., D.S.W., Pennsylvania

Jamey Lister, Associate Professor; M.S.W., Michigan; Ph.D., Rutgers

Angela Malorni, Assistant Professor; M.S.W., M.P.A., Ph.D., Washington

Katherine Marçal,, Assistant Professor, M.S.W., Ph.D., Washington (St. Louis)

Judith McCoyd, Associate Professor and Associate Director of Doctoral Programs; M.S.W., Columbia; Ph.D., Bryn Mawr College

Sarah McMahon, Professor and Director, Center for Research on Ending Violence and Special Advisor to the president for sexual misconduct prevention and response; M.S.W., Ph.D., Rutgers

Christine Morales, Assistant Professor of Teaching and Assistant Dean of Lecturer Support; M.S.W., Southern California; Ed.D., Rutgers

Cory Morton, Assistant Research Professor: M.S.W., East Tennessee State, Ph.D., Rutgers

Felix Muchomba, Associate Professor; M.P.H., Ph.D., Columbia

Lenna Nepomnyaschy, Professor; M.S.W., Rutgers; Ph.D., Columbia

Lia Nower, Distinguished Professor and Associate Dean for Research, Director, Center for Gambling Studies and Co-Director of Addiction Counselor Training Certificate Program; J.D., St. Louis; Ph.D., Washington

Michael Park, Assistant Professor and Chancellor-Provost's Scholar for Inclusive Excellence in Racial Minority Health; M.S., Ph.D., Chicago

N. Andrew Peterson, Distinguished Professor and Director of the Center for Prevention Science; M.A., Ph.D., Missouri (Kansas City)

Cathryn C. Potter, Dean Emerita and Distinguished Professor; M.S.W., Washington; Ph.D., Denver

Kristen Gilmore Powell, Associate Research Professor and Associate Director, Center for Prevention Science; M.S.W., Ph.D., Rutgers

Chiara Sabina, Professor and Associate Director, Center for Research on Ending Violence and Chancellor's Scholar for Inclusive Excellence in Interpersonal Violence Research; M.A., Ph.D., Loyola (Chicago)

Raymond Sanchez Mayers, Professor Emeritus; M.S.W., Barry; Ph.D., Brandeis

Tangela Sawyerr, Assistant Professor of Teaching and Assistant Director of Student Affairs (Camden); M.S.W., M.A. in Criminal Justice and D.S.W., Rutgers

Nancy Schley, Assistant Professor of Teaching and Associate Director of Practicum Learning; M.S.W., Columbia

Gina L. Sharpe, Assistant Professor of Teaching and Assistant Director, Continuing Education; M.S.W., New York

Cassandra Simmel, Associate Professor and Director of the Ph.D. Program; M.S.W., Ph.D., California (Berkeley)

Karun Singh, Professor of Teaching; M.S.W., Ph.D., Columbia

Lauren Snedeker, Assistant Professor of Teaching and Director of the Aging and Health (A&H) Certificate Program; M.S.W., New York, D.S.W., Rutgers

Jackie Stanmyre, Assistant Professor and Assistant Director of the Center for Gambling Studies; M.S.W., Ph.D., Rutgers

Amy Strickler, Assistant Professor of Teaching and Assistant Director, Intensive Weekend Program; M.S.W., Columbia

Trinay V. Thomas, Assistant Professor of Teaching, Associate Director of Practicum Learning and Newark Campus Coordinator; M.S.W., Rutgers

Emmy Tiderington, Associate Professor; M.S.W., Michigan (Ann Arbor); Ph.D., New York

Mark van der Maas, Assistant Professor; M.A., Ph.D., Toronto

Grant Victor, Assistant Professor; M.S.W., Ph.D., Kentucky

Durrell M. Washington Sr., Assistant Professor, M.S.W., Columbia, Ph.D., Chicago

Abigail Williams, Assistant Professor; MA., M.S.W., Illinois (Urbana-Champaign); Ph.D., Michigan

Allison Zippay, Professor; M.S.W., Ph.D., California (Berkeley)

Karen Zurlo, Associate Professor; M.B.A., M.S.W., Ph.D., Pennsylvania

Practicum Agencies (SSW-G)

PRACTICUM AGENCIES

Practicum placements are available in a wide variety of sites representing agencies serving clients across the life span. Geographically, there are placements available throughout New Jersey, New York, and Philadelphia. International placements may also be considered.

About the School of Management and Labor Relations (SMLR-G)

ABOUT THE SCHOOL OF MANAGEMENT AND LABOR RELATIONS

The School of Management and Labor Relations (SMLR) seeks to create and disseminate knowledge that fosters a better understanding of the nature of employment and work in modern society; promotes harmony and cooperation between management and labor; helps to improve employment systems and relationships; and encourages understanding among diverse groups.

In pursuit of this mission, SMLR faculty members conduct research, organize credit and noncredit programs, and provide technical assistance to employers and labor organizations.

Faculty (SMLR-G)

Faculty

The School of Management and Labor Relations has an outstanding, internationally known faculty, many of whom are leaders in their respective fields. Faculty members contribute to their disciplines in the following ways: disseminating knowledge by teaching students; offering their service to public, private, professional, and scholarly organizations; and publishing scholarly articles in the top human resource management and industrial relations journals.

Vikrant Advani; M.A., Rutgers
Labor and employment relations

Mark S. Anner, Dean of Rutgers School of Management and Labor Relations; Ph.D., Cornell University
Government

Scott Bentley; Ph.D., Rutgers
Industrial relations and human resources

Eric Blanc; Ph.D., New York University
Sociology

Joseph R. Blasi; Ed.D., Harvard
Sociology of organizations

Dana Britton; Ph.D., Texas (Austin)
Sociology

William Brucher; Ph.D., Brown
History

Nichelle Carpenter; Ph.D., Texas A&M
Industrial/organizational psychology

William Castellano; Ph.D., Rutgers
Industrial relations and human resources

Stephanie Chan-Ahuja; Ph.D., London Business School
Organizational behavior

Tracy F.H. Chang, Associate Dean for Academic Affairs; Ph.D., University of Iowa, sociology; M.B.A., New York University

Rosemarie Cipparulo; J.D., Rutgers

Ashley Conway; M.A., American
Organizational development and change

James M. Cooney; J.D., Miami

Sheri Davis; Ph.D., Emory
American studies

Lindsay Yasmin Dhanani; Ph.D., Central Florida
Industrial/organizational psychology

William Dwyer; M.A., Rutgers
Labor and industrial relations

Adrienne E. Eaton; Ph.D., Wisconsin
Industrial relations

Rania Elanwer, Ph.D., Pennsylvania State
Human resource and organizational development

Hadi El-Farr; Director, Online Professional Master of Human Resource Management Program; Ph.D., Leeds
Human Resource Management

Jie (Jasmine) Feng; Ph.D., Wisconsin (Madison)
Management and human resources

David A. Ferio, Director, Master of Human Resource Management Program; A.B.D., M.S. technology management, Stevens Institute of Technology

Janice Fine; Ph.D., Massachusetts Institute of Technology
Political science

Rebecca Kolins Givan; Ph.D., Northwestern
Political science

Rebecca Greenbaum; Ph.D., Central Florida
Business administration

Ryan Greenbaum, Director, Undergraduate Program in Human Resource Management; M.B.A., Oklahoma State
Business administration

Christopher Hayes; Ph.D., Rutgers
American history

Hazel-Anne M. Johnson-Marcus, Associate Dean for Diversity, Equity and Inclusion; Ph.D., South Florida
Industrial-organizational psychology

William Kane; Ph.D., Fielding Graduate
Organizational development and change

Carla Katz; J.D., Seton Hall

Douglas Kruse; Ph.D., Harvard
Economics

David (DK) Kryscynski, Ph.D., Emory
Organization and management

Sheila Lawrence; Ph.D., Rutgers
Applied statistics and sociology/demography/quantitative

Barbara A. Lee; Ph.D., Ohio State, higher education administration; J.D., Georgetown

Tamara L. Lee; Ph.D., Cornell, industrial relations; J.D., Chicago-Kent College of Law

Mingwei Liu, Associate Dean for Research; Ph.D., Cornell
Industrial and labor relations

Xiangmin (Helen) Liu; Ph.D., Cornell
Human resource studies

Anne-Michelle Marsden; M.S., Florida State
Human sciences

Carmen Martino; M.A., Rutgers
Labor studies

Joseph McCune; Ph.D., Michigan State
Industrial/organizational psychology

Jessica R. Methot, Director, Ph.D. Program in Industrial Relations and Human Resources; Ph.D., Florida
Organizational behavior

Christopher Michael, Ph.D., CUNY, political science; J.D., School of Law (CUNY)

Akhila Naik; J.D., CUNY

Julie Peters, Director, James B. Carey Library; M.L.I.S., Rutgers

Danielle Phillips-Cunningham; Ph.D., Rutgers
Women's and gender studies

Michael Beyea Reagan, Ph.D., Washington
History

Yana van der Muelen Rodgers, Chair, Department of Labor Studies and Employment Relations; Ph.D., Harvard
Economics

Ralph Rodriguez; Ph.D., Temple
Human resource management

Peter Rokkos; J.D., Boston

Saul Rubinstein; Ph.D., Massachusetts Institute of Technology
Management

Francis Ryan; Director, Master of Labor and Employment Relations Program; Ph.D., Pennsylvania
History

Tobias Schulze-Cleven; Ph.D., California (Berkeley)
Political science

Lisa Schur; Ph.D., California, Berkeley, political science; J.D., Northeastern

Susan J. Schurman; Ph.D., Michigan
Higher adult and continuing education

Youjeong Song; Ph.D., Minnesota
Business administration

Michael C. Sturman, Chair, Department of Human Resource Management; Ph.D., Cornell
Industrial and labor relations

Kyra Leigh Sutton; Ph.D., Ohio State
Labor and human resources

James Terez; M.A., Rutgers, English; M.B.A., New York, Accounting

Christopher To; Ph.D., New York University
Management

Todd E. Vachon; Ph.D., Connecticut
Sociology

Michelle Van Noy; Ph.D., Columbia
Sociology and education

Paula B. Voos, Academic Program Director, Labor Studies and Employment Relations; Ph.D., Harvard
Economics

Naomi R Williams; Ph.D., Wisconsin (Madison)
History

Facilities (SMLR-G)

Facilities

The School of Management and Labor Relations (SMLR) is primarily housed within the Janice H. Levin Building on the Livingston campus at Rutgers University-New Brunswick. The academic program offices, student advising staff, career management support staff, and most faculty offices for the Department of Human Resource Management and the Department of Labor Studies and Employment Relations are located here.

The Labor Education Center on Rutgers' George H. Cook campus houses a limited number of faculty offices for the Department of Labor Studies and Employment Relations, along with a large auditorium and meeting spaces for academic classes and extension programs for the union movement and the labor relations communities. All academic buildings have wireless networks and are equipped for web-based instruction.

SMLR's students and faculty are supported by the James B. Carey Library, which contains a specialized collection of journals, texts, reporting services, and databases in labor and employment relations and human resource management.

Advisory Bodies (SMLR-G)

Advisory Bodies

The SMLR State Advisory Council (SAC) is a select group of advisors who provide the Dean and the executive leadership team with insights and perspectives on the goals and priorities of Rutgers School of Management and Labor Relations.

Established by the statute that created the original Institute of Management and Labor Relations in 1947, the SAC is composed of representatives and leaders from management, labor and the public. Members are regionally or nationally prominent in their field with a strong background in public service and community engagement. They are nominated by the Dean and appointed by the Rutgers Board of Governors. Council members serve two to three-year terms, with the option to renew at the discretion of the Dean.

The SAC serves a critical role in linking the school's strategic objectives and activities with the interests of external constituents and stakeholders. The SAC's primary goal is to provide advice to the school's leadership on strategic direction and in the development of programs and curricula that will have a positive impact on management practice, union practice, public policy and society at large.

Degree Programs (SMLR-G)

Degree Programs

The School of Management and Labor Relations (SMLR) offers programs at both the graduate and undergraduate levels. The SMLR faculty conducts programs leading to a bachelor of arts degree in human resource management and a bachelor of arts degree in labor studies and employment relations, both of which are conferred jointly by the School of Arts and Sciences and the School of Management and Labor Relations.

The bachelor of science in labor and employment relations, the master of human resource management, and the master of labor and employment relations professional degrees are conferred by the faculty of SMLR. The doctor of philosophy degree in industrial relations and human resources is administered through the SMLR faculty and awarded by the School of Graduate Studies.

Undergraduate Study (SMLR-G)

Undergraduate Study

The School of Management and Labor Relations (SMLR) prepares students for jobs in a variety of fields including, but not limited to, labor or community organizations, neutral agencies, and corporations, nonprofit agencies, and management. Many graduates of our undergraduate programs go on to law school, to professional labor relations or human resources programs, or to graduate school.

Students must achieve a grade of C or better in all courses used to fulfill the requirements of their major or minor.

Bachelor of Arts (B.A.) in Labor Studies and Employment Relations
The B.A. is a joint degree from SMLR and the School of Arts and Sciences (SAS). This major is designed to explore the nature of work and the workplace. Students study how work is managed, the problems of working people, and what workers have done as individuals and groups to address these problems.

Bachelor of Science (B.S.) in Labor and Employment Relations
With varied scheduling and generous credit transfer guidelines, the B.S. degree in labor and employment relations is designed to help students with at least one year of college complete a bachelor's degree in labor and employment relations through a flexible combination of online, daytime, weekend, evening, and/or off-campus courses. Students study how work is managed, the problems of working people, and what workers have done as individuals and groups to address these problems.

Bachelor of Arts (B.A.) in Human Resource Management
The B.A. degree in human resource management is a joint degree from SMLR and SAS. It is a multidisciplinary major that draws heavily from business strategy, psychology, economics, and sociology.

Minor in Labor Studies and Employment Relations
The minor in labor studies and employment relations consists of six courses offered by the department, for a total of 18 credits. The department also offers minors focused on one of the five areas of the field including law and the workplace; diversity in the workplace; work organization and management; labor unions and social movements; and work, globalization, and immigration. All minors must include either Introduction to Labor Studies and Employment Relations (37:575:100) or Work, Society, and the Quality of Life (37:575:110).

Minor in Human Resource Management
The minor consists of six courses, including Introduction to Human Resource Management (37:533:301); the following four core courses: Talent Acquisition (37:533:311); Developing Talent (37:533:312); Compensation & Total Rewards (37:533:313); and Employment Law (37:575:315), and one additional HRM elective course.

Graduate Study (SMLR-G)

Graduate Study

Human Resource Management
The school's master of human resource management (M.H.R.M.) degree is one of the top human resource management programs in the United States. Graduates of this program are working in major corporations, government agencies, and nonprofit organizations across the country. While the M.H.R.M. degree prepares students to assume human resource generalist or specialist positions, it also is appropriate for line managers who want to learn how to develop and better manage people.

The program helps students develop skills in recruiting, selecting, compensating, training, and developing employees. At the same time, it gives students a knowledge of human resource information systems, performance management, and human resource planning within a strategy framework. The student body comprises individuals from throughout the United States and the world. Program participants come from a variety of undergraduate majors and work experiences.

For those who have interest and qualify, a unique analytics track concentration is available. This is a state-of-the art offering that helps prepare those for employment opportunities in HR analytics typically within Fortune 100 corporations.

Master of Labor and Employment Relations
The master of labor and employment relations (M.L.E.R.) degree provides a broad, multidisciplinary education to produce graduates who are thoughtful professionals, informed leaders, and/or researchers grounded in contemporary reality. The M.L.E.R. program at Rutgers allows students to specialize by combining required classes with carefully-selected electives. Students can, in consultation with their adviser, tailor their program to meet their own individual needs.

The faculty has produced the largest body of scholarly work in the world rethinking labor strategies and structures for organizing and representing workers and social movements in the 21st century. Current areas of research and specialization include new forms of social movements, labor representation, and union revitalization; immigration and globalization; and diversity and labor market barriers faced by disadvantaged groups. The student body comprises individuals from throughout the United States and the world. Program participants come from a variety of undergraduate majors and work experiences.

Graduates leave the school prepared for careers with unions, nonprofit organizations, corporations, government agencies, and other organizations. Some enter law school after completing the degree or go on to doctoral programs.

Industrial Relations and Human Resources
The Ph.D. in industrial relations and human resources (I.R.H.R.) is designed to prepare students for teaching and research careers in industrial relations and human resource management. The program, which enrolled its first students in 1990, has developed a national reputation for its high standards.

Nondegree and Extension Programs (SMLR-G)

Nondegree and Extension Programs

The School of Management and Labor Relations (SMLR) offers a variety of continuing education programs for professionals.

Continuing education programs at the Rutgers School of Management and Labor Relations develop and deliver innovative learning and development solutions that strengthen and advance the individual, workforce, and organization as a whole. Our programs provide a rich learning environment through a powerful combination of expert class instruction and peer interaction, led by distinguished Rutgers University faculty, thought leaders, and industry experts.

Courses and workshops are available for individuals to enhance their knowledge and skills, and a robust portfolio of corporate programs can be tailored to a variety of workplace settings.

More information is available on the SMLR website at Continuing Education.

Labor Education Action Research Network (LEARN) offers a wide range of noncredit and continuing education training programs for union members and management representatives, as well as the organizations and professions that are associated with these groups. LEARN students are emerging leaders across the state of New Jersey who want to enhance their personal knowledge and workplace skills. The individuals enrolled in LEARN programs are as diverse as the industries in which they work, including building trades, education, safety, customer service, telecommunications, health care, and government. LEARN also offers a **Public Sector Labor-Management Relations Certificate Program** that is jointly sponsored by the New Jersey Public Employment Relations Commission (PERC) and SMLR. All courses are taught by Rutgers University faculty, PERC staff, and experienced labor-management professionals. The classes are open to all interested members of the public sector labor-management community. Participants will earn an Achievement Certificate from Rutgers University.

SMLR Research Centers (SMLR-G)

SMLR Research Centers

The Center for Global Work and Employment explores the consequences of a deepening global economy for the governance of work through research, curriculum innovation, and public engagement.

The Center for Innovation in Worker Organization promotes movement-building, offering multiple levels of support and mentoring to diverse workers and community organizations. We foster vibrant peer networks to advance innovative strategies, leadership, and structures rooted in racial, gender, and economic justice.

The Center for the Study of Collaboration in Work and Society develops the understanding of effective collaboration as theory and practice. Our research examines how collaboration fosters achievement, strengthens partnerships, and improves performance in diverse workplaces.

The Center for Women and Work promotes the equity and advancement of women workers, their families, and their communities. We research successful public and workplace policies and provide technical assistance and programs to educators, industry, and governments.

The Education and Employment Research Center examines the intersection between education and work to inform policy and practice. We seek to improve equity and quality in education and training for students and workers, the institutions that serve them, and the broader economy.

The Institute for the Study of Employee Ownership and Profit Sharing studies current and future models of employee ownership and profit shares in the US and around the world. We focus on approaches that broaden financial participation, facilitate worker engagement and prosperity, and increase inclusion in businesses and the economy.

The NJ/NY Center for Employee Ownership communicates a better understanding of employee ownership among diverse business owners, policymakers, employees, and others. Its goal is to create more employee-owned companies that retain and expand the local workforce and strengthen the economies of New Jersey and New York.

The Program for Disability Research conducts and coordinates research on the economic, social, and political inclusion of people with disabilities. We focus on solutions that support the increased employment and political participation of people with disabilities.

The Workplace Justice Lab@RU supports, strengthens, and fosters innovations in government and grassroots organizations. We build dynamic communities of learning and practice, conduct research, and offer specialized resources and consultations.

Academic Policies and Procedures (SMLR-G)

ACADEMIC POLICIES AND PROCEDURES

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

Registration and Course Information

Class Schedules and Hours

Grades and Records

Academic Standing

Registration and Course Information (SMLR-G)

REGISTRATION AND COURSE INFORMATION

Formal admission to the School of Management and Labor Relations (SMLR) and payment (or arrangement with the cashier regarding payment) of tuition and fees are a part of the registration process. Students who have not properly registered may not attend classes.

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

Students who do not receive registration information by March 15 for the fall semester and by October 15 for the spring semester should contact the appropriate department. Newly admitted students receive complete registration instructions at the time of their admission.

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

A student admitted into a degree program of SMLR is expected to remain registered in every fall and spring semester thereafter until completing the program and earning the degree. If a student anticipates requiring a leave of absence for a semester, he or she may register for matriculation continued status. Any student who fails to maintain continuous registration may not resume formal study or register again in SMLR without first applying for readmission. Master's degree students may apply for readmission after up to two semesters during which they were not registered. After two semesters, they must file a new application.

Additional graduate student registration policies can be found on the registrar's website at the Office of the Registrar.

Matriculation Continued

Matriculation Continued

Students who must interrupt their studies may, with the approval of their department director, register for Matriculation Continued for a maximum of two consecutive semesters. There is no tuition fee for this registration, though a student fee is charged each semester. This category of registration is available to students not present on campus and not using faculty time and university research facilities. Graduate and postgraduate students who are away from campus but working on their theses or dissertations and in contact with their committees are required to register for a minimum of one credit of research per semester. Master's degree students who are on campus and engaged in research must register for a minimum of one credit per semester. Late registration for Matriculation Continued or one credit of research (unless necessary for degree requirements) is not permitted beyond the second week of the semester. After this time, the student is required to apply for readmission and, depending on degree status, may be subject by the university to a restoral fee.

Registration and Course Information (SMLR-G)

Summer Registration

Summer Registration

The requirement of the School of Management and Labor Relations that its students remain in continuous registration from the time they are admitted until their degrees are earned applies only to the regular academic year (spring and fall semesters), not Summer Session. Summer Session registration forms and instructions are sent to each student with the fall semester registration instructions. Summer Session catalogs are available online here or at the registrar's office.

Registration and Course Information (SMLR-G)

Change of Registration and Withdrawal

Change of Registration and Withdrawal

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

Registration and Course Information (SMLR-G)

Transfer of Credit

Transfer of Credit

Students may not transfer credits for courses taken at other institutions until they have completed at least 12 credits of coursework with a grade of B or better as a matriculated student at the School of Management and Labor Relations. The courses being transferred must relate directly to a student's program of study at Rutgers, and the student must have received a grade of B or better in them. No credit may be transferred for thesis research work, coursework done as independent study, or work in courses that were not graded. Grades of P or S are eligible for transfer if equivalent to a grade of C or better for undergraduate courses, and B or better for graduate courses.

Permission is required to transfer credit for courses taken more than six years prior to the application for transfer of credit.

Undergraduate Transfer Credits
The following limits are set on the maximum number of transferable undergraduate degree credits

- No more than 60 credits from two-year institutions
- No more than 90 credits from four-year institutions
- No more than 12 of the last 42 credits earned for the degree may be transfer credits.

Graduate Transfer Credits
No more than 40 percent of the credits required for a master's degree may be transferred from another institution. Quarter credits will be converted to semester credits by reducing the total by one-third. The following limits are set on the maximum number of transferable undergraduate degree credits:

- No more than 12 credits may be transferred for the master of labor and employment relations program
- No more than 18 credits may be transferred for the master of human resource management program

For transfer of graduate-level courses taken as an undergraduate student, a letter is required from the registrar of the institution involved stating that the course or courses were not used toward an undergraduate degree. Applications for transfer of credit are available from graduate program directors.

Registration and Course Information (SMLR-G)

Intercollege Registration

Intercollege Registration

A student in the School of Management and Labor Relations may apply to take a course offered by another division of the university, but other approvals may be required. Consult the Schedule of Classes.

Registration and Course Information (SMLR-G)

Multiple School Registration

Multiple School Registration

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

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

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

Registration and Course Information (SMLR-G)

Courses Taken "Not for Credit"

Courses Taken “Not for Credit”

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

Registration and Course Information (SMLR-G)

Auditing Courses without Registration

Auditing Courses without Registration

Upon obtaining the permission of the instructor of the course and subject to the availability of space, full-time students may audit courses without registration. It is understood that no academic credit is earned in this manner. No official record is kept of audited courses.

Registration and Course Information (SMLR-G)

Graduate Enrollment in Undergraduate Courses

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward a graduate degree. Certain advanced undergraduate courses in the 300 and 400 levels also may be approved for graduate students, either as a regular part of their graduate program or to remedy a deficiency in preparation. When a graduate student is permitted to enroll in a course numbered below 500, the credit prefix E, G, or N may appear on the registration and record forms. See Grades and Records later in this chapter for rules related to credit prefixes. No more than 12 credits of courses numbered between 300 and 499 may be counted toward fulfilling the requirements for advanced degrees. Students registering in undergraduate courses are subject to the policies of the undergraduate division offering the course.

Registration and Course Information (SMLR-G)

Undergraduate Enrollment in Graduate Courses

Undergraduate Enrollment in Graduate Courses

Qualified undergraduate students in the university who wish to study in courses offered by the graduate faculty are welcome to do so if they receive written approval from the department. Students must have senior standing and a cumulative grade-point average of at least 3.00.

Registration and Course Information (SMLR-G)

Minimum and Maximum Programs

Minimum and Maximum Programs

The unit of credit used in Rutgers registration is based in part upon a measure of time, with 1 credit equal to one class hour a week through a 15-week semester. For a 3-credit course, a qualified and competent student should require, on average, nine hours a week (in and out of the classroom or lab) to carry out satisfactorily the work expected. One credit of laboratory requires three class hours of work per week. A full-time graduate program is defined by the university as 9 credits a semester. The maximum program is normally 15 credits, although under some circumstances registration for a maximum of 18 credits is permitted with approval of the program director. Fellows and assistants also must register their appointments according to directions provided by the registrar at the time of registration and submit form RT100 to the Office of Student Accounts.

To help ensure a student's success in meeting the rigors of university study, it is recommended that any student holding employment outside the university that averages 16 or more hours per week not register for more than 9 credits per semester. Any student employed for 30 or more hours per week should not register for more than 6 credits per semester.

Registration and Course Information (SMLR-G)

Full-Time and Part-Time Students

Full-Time and Part-Time Students

The unit of credit used in Rutgers registration is based in part upon a measure of time, with 1 credit equal to one class hour a week through a 15-week semester. For a 3-credit course, a qualified and competent student should expect, on average, nine hours per week (in and out of the classroom or lab) to satisfactorily carry out the expected coursework. One credit of laboratory work requires three class hours of work per week.

- A full-time graduate program is defined by the university as 9 credits per semester. The maximum program is normally 12 credits, although under some circumstances registration for a maximum of 15 credits is permitted with approval of the program director. Fellows and assistants also must register their appointments according to directions provided by the registrar at the time of registration and submit form RT100 to the Office of Student Accounts. Graduate and teaching assistants who hold half-time (one-third line) academic appointments register their assistantships for 6 E credits (for which no tuition fee is paid).

These 6 E credits, together with 6 credits of courses or research, qualify them as full-time students in the School of Management and Labor Relations. All courses, including courses of research and regular courses undertaken "not for credit" (E and N prefixes), are counted in measuring the student's recordable program of work.

- A full-time undergraduate program is defined by the university as 12 credits per semester.

These regulations govern tuition charges, student fees, statistical records, residency requirements, and other issues affected by definitions of full-time and part-time status.

Registration and Course Information (SMLR-G)

Nonmatriculated Graduate Students

Nonmatriculated Graduate Students

Nonmatriculated registration is available for those individuals who want to ease into graduate study or for those who seek training in a specific topic. These students need not produce test scores, but the school does require a minimum undergraduate cumulative grade-point average of 3.00. If the student later is admitted to a School of Management and Labor Relations program, those credits taken as a nonmatriculated student will be counted toward the degree. A maximum of 12 credits may be taken as a nonmatriculated student in the master's in labor and employment relations (M.L.E.R.) program, and the maximum is 9 credits in the master's in human resource management (M.H.R.M.) program.

Registration and Course Information (SMLR-G)

Change of Graduate Program

Change of Graduate Program

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

Registration and Course Information (SMLR-G)

Change of Status (Graduate Students)

Change of Status (Graduate Students)

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

Any student who has earned a terminal degree in the School of Management and Labor Relations and who desires to continue as a nonmatriculated student should apply for a change of status. To avoid the need for readmission, people in this category should apply without letting their registrations lapse. Foreign students must notify the International Student and Scholar Services (ISSS) of a change in status.

Registration and Course Information (SMLR-G)

Readmission or Restoration of Active Status

Readmission or Restoration of Active Status

Students who have interrupted their graduate studies without receiving a degree in the program for which they were enrolled must apply for readmission if they wish to continue in that program. Appropriate forms are available from the graduate program directors. All students who have interrupted their graduate studies must request readmission within two semesters following their last registration. After this, the prospective student must submit a new application for admission to the Office of Graduate and Professional Admissions (applicants may request that previously submitted records be used). The letters of recommendation should originate from faculty members at Rutgers with whom the student previously studied. In all other respects, including payment of the application fee and submission of official transcripts of all previous academic work, the application procedure is the same as the student's original application for admission.

Class Schedules and Hours (SMLR-G)

CLASS SCHEDULES AND HOURS

Starting and closing dates for each semester, scheduled holidays, and other important scheduling information can be found in the academic calendar. Undergraduate class periods are sometimes 80 minutes in length, meeting twice a week, and sometimes 160 minutes in length, meeting once a week. Graduate class periods are typically 160 minutes in length, meeting once a week unless otherwise specified. There are 15 weeks of instructional activity for each course. The Thanksgiving week schedule is rearranged to allow all classes to meet 15 sessions during the semester. The majority of graduate classes are offered starting at 4:30 p.m, 5:40 p.m., or 7:20 p.m. Most courses in the Ph.D. in industrial relations and human resources program are offered between 9 a.m. and 5 p.m. Classes may be offered at different times at the discretion of the individual department. Check with the department and consult the schedule of classes for courses offered each semester.

Class Schedules and Hours (SMLR-G)

Attendance

Attendance

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Absences due to religious observance, participation in university-sponsored events or activities such as intercollegiate athletics, or documented chronic

illness are treated as authenticated absences. Authenticated absences do not waive the overall policy for attendance. Students who must, for any reason, miss more than an occasional class should consult with their instructors and an academic adviser.

Students missing an occasional class for unverifiable illness or personal circumstances do not require written documentation or verification. In these circumstances, it is the responsibility of the student to submit the absence through the Rutgers Self-Reporting Absence Website, which automatically generates email notification to faculty teaching the student. Reporting an absence does not automatically "excuse" missed work. It notifies instructors, a courtesy that provides an opportunity for students to contact their instructors about missed work. In addition to reporting an absence through the online system, students are encouraged to contact their instructors directly. It is up to the instructor to determine if accommodations are warranted to allow students to make up work that counts toward their semester grade.

Class Schedules and Hours (SMLR-G)

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

Class Schedules and Hours (SMLR-G)

Cancellation of Classes

Cancellation of Classes

In the event of a weather emergency, a University Operating Status page will be posted on the Rutgers University-New Brunswick website. Please refer to this page for updated information on closings, class cancellations, or delayed openings.

Sign up to receive emergency text alerts by subscribing to Emergency Notification System (NetID required)

Campus status information will also be available through the following media providers and their websites:

- News-12 New Jersey
- New Jersey 101.5 (FM)
- WCTC Radio (1450 AM)
- WCBS Radio (880 AM)
- WRNJ Radio (1510 AM, 104.7 and 92.7 FM)
- WRSU Radio (88.7 FM)

Arrangements for makeup work are announced by individual instructors.

Grades and Records (SMLR-G)

GRADES AND RECORDS

Students in the School of Management and Labor Relations are graded in each course at the end of each semester as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

All students must complete their degree courses with a grade of C or better. Graduate students may count up to two grades of C or C+ toward their degree, but they must earn at least a B in all other courses.

A grade of F is assigned to students who fail to earn credit in a course they completed and to students who do not complete a course from which they have not officially withdrawn. In addition, the School of Management and Labor Relations uses the following grade symbols:

IN (Incomplete). May be assigned at the discretion of a **graduate** instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Within any period agreed to by the instructor and the student, incomplete work may be made up, and a change of grade may be authorized by the instructor. This makeup period may not extend for more than two semesters beyond the original course registration (excluding Summer Session) without permission of the director of the student's graduate program. Incompletes generated in a Summer Session must be completed by the end of the following Summer Session. Programs may establish shorter time limits. Students with two or more incompletes are not permitted to register for additional courses until one semester after they have completed the incompletes.

F(T) (Temporary F). May be assigned at the discretion of an **undergraduate** instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester.

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

W (Withdrawal). Officially withdrew from a course after the add/drop registration period.

Credit Prefixes

Credit Prefixes

The number of credits appearing on course records and registration cards may be preceded by a letter prefix as follows:

E. Course excluded from credit toward a degree; all course requirements must be completed and a regular grade is assigned.

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

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

Grades and Records (SMLR-G)

Transcripts

Transcripts

The Rutgers University Transcript and Verification Request Application allows all current and former Rutgers students to submit requests for official transcripts, verifications of enrollment, or semester grade reports online.

The documents may be picked up in person at one of the Offices of the Registrar or mailed to the address specified by the requestor.

Please allow 7-10 business days for delivery by mail, or five business days if you pick up your transcript, verification of enrollment, or semester grade report in person.

Grades and Records (SMLR-G)

Student Identification Cards

Student Identification Cards

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

In order to receive an RU ID card, a student already must be registered for classes and present a valid form of identification (e.g., driver's license, passport). There is no charge to new students for the RU ID card.

For the most up-to-date information about Rutgers student ID cards, visit RU Student IDs.

Academic Standing (SMLR-G)

ACADEMIC STANDING

Academic Standing (SMLR-G)

Student Review

Student Review

Student academic progress is monitored regularly by the program directors.

- **Graduate students.** Graduate students are expected to earn grades of B or better in their coursework. Students whose cumulative grade-point average is below 3.0 or those who have received more than two grades below B are viewed as not making satisfactory academic progress. As a result, these students are required to meet with their graduate program directors. No more than 6 credits bearing grades of C or C+ may be used in meeting the requirements for a master's or a doctoral degree. Faculty members in a position to comment on the student's performance and progress may be asked to do so by the graduate program director or a designate. Any review performed will not be limited by the student's choice of faculty.
- **Undergraduate students.** Undergraduate majors and minors are expected to earn grades of C or better in their coursework. Students whose cumulative grade-point average is below 2.0 are viewed as not making satisfactory academic progress. As a result, these students are required to meet with the undergraduate program directors.

Academic Standing (SMLR-G)

Termination of Studies

Termination of Studies

Students may be required to terminate their studies and withdraw from the School of Management and Labor Relations if they fail to maintain satisfactory academic or professional standards in any phase of their programs. In addition, each student must comply with any conditions imposed at the time of admission, or the student will not be allowed to reregister.

When such issues occur, the program notifies the student in writing of the program's concern about the student's performance. Such a warning specifies the source of the concern, the applicable rules, and the proposed action. Warnings specify when and on what basis a recommendation for academic dismissal will be considered by the faculty.

Academic Standing (SMLR-G)

Due Process

Due Process

Students are entitled to fairness in the way their academic performances are assessed. Each program has a statement that spells out how a student's academic progress is monitored and how examinations are conducted and graded. The School of Management and Labor Relations provides students with an opportunity to pursue their appeal beyond the program level (see Student Academic Appeals).

All students in the School of Management and Labor Relations are entitled to expect that regularly scheduled examinations will be graded and grades announced within two weeks of completion of those examinations by the student. If a student fails an examination, they are entitled to an explanation of the reasons for that decision. Student progress is monitored at the end of each semester.

Academic Standing (SMLR-G)

Student Academic Appeals

Student Academic Appeals

Students wishing to file a complaint about a course grade or a grade received for a particular piece of work in a course should first attempt to settle the matter through discussion with the instructor. If the two parties cannot resolve the issue at that level, the student may specify in writing the basis for the complaint and request a review by the director of the program offering the course.

For information about the process for challenging a grade, consult the School of Management and Labor Relations website. The process and timeline is outlined in this document.

Academic Standing (SMLR-G)

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.

Academic Standing (SMLR-G)

Application for Conferral of the Degree

Application for Conferral of the Degree

The candidate must file a diploma application before posted deadlines in order to receive the degree at commencement.

Academic Standing (SMLR-G)

Graduation

Graduation

All students who anticipate finishing degree requirements within the coming year must apply online for graduation by completing their respective application. When students enter their final semester, candidates who expect to receive faculty recommendations for conferral of the degree are required to adhere to the following procedures:

1. Confirm that all academic requirements are being completed. If a student is unable to do so by the deadline date, both forms listed below must be refiled for a later-dated diploma.
2. Ensure that related fees and any outstanding debts to the university are paid.
3. Submit the completed candidacy application form by the announced deadline, normally in early January, May, or October.
4. Submit a diploma application form by the announced deadline, normally January 4, March 15, or October 1.

Students are urged to submit the appropriate online forms in advance of the deadlines, if possible. If the diploma application form is filed after the deadline, the school cannot confer the degree as scheduled, and graduation will be delayed. Any student who misses the deadline must refile this form in order to be graduated.

It is the responsibility of the student to complete all requirements for graduation by the scheduled dates. Each student should consult with the program director of his or her program and with the office of the program director with respect to the completion of the requirements for graduation.

Conferral of degrees and diplomas occurs once a year at the annual spring commencement. Students who file the applications and complete all other requirements for the degree by the announced October or January date will get a diploma dated for the respective month. They will not receive the actual diploma, however, until the following spring. Any student who needs evidence that he or she has earned the degree may submit a written request for a temporary certificate of completion to the university registrar at the Administrative Services Building on the Busch Campus. This request form is available at the dean's office.

At the time of commencement, degrees may be conferred in absentia only if the prospective candidate has notified the university registrar that he or she cannot attend commencement exercises. The diploma will be withheld from any student who is under financial obligation to the university.

Diplomas will be mailed approximately two months after graduation to all graduates at the permanent address listed in our database (the university is not responsible for any loss or damage that may occur in transit via U.S. Postal Service for mailed diplomas). All graduates who prefer to pick up their diploma in person at the Busch Campus registrar's office must complete the Diploma Mailing Request Form and check "Pick-Up" to avoid having their diploma mailed.

Diplomas and official transcripts will be withheld from all students whose financial accounts and debts (including tuition, housing, parking, and library) are not cleared.

Academic Standing (SMLR-G)

Time Limits for Graduation Degrees

Time Limits for Graduate Degrees

All students are urged to consider carefully the educational and economic benefits of completing their programs as quickly as possible. The normal maximum time limit for a master's degree is three years for full-time students and six years for part-time students. Soon after being admitted to graduate study, each student should consult with a faculty adviser and work out a reasonable timetable for meeting the requirements. Any student requiring an extension beyond the normal time limits should petition the dean of the School of Management and Labor Relations for the master of human resource management (M.H.R.M.) and the master of labor and employment relations (M.L.E.R.) programs, and the School of Graduate Studies for the doctoral program in industrial relations and human resources (I.R.H.R.). Normally, the schools may grant such a request if the evidence shows the petition is justified, the student is in good standing, and the faculty in charge of the student's program certifies that satisfactory progress is being made.

Master's Degree Programs (SMLR-G)

MASTER'S DEGREE PROGRAMS

The School of Management and Labor Relations (SMLR) offers a master of labor and employment relations (M.L.E.R.) degree and a master of human resource management (M.H.R.M.) degree. SMLR also offers programs that allow students to complete a bachelor's degree and a master's degree in five years of full-time study. Students enrolled in the industrial relations and human resources (I.R.H.R.) doctoral program are eligible to receive the master of science degree.

Requirements (SMLR-G)

REQUIREMENTS

Candidates for the master of human resource management (M.H.R.M.) and the master of labor and employment relations (M.L.E.R.) degrees must satisfy all requirements of the School of Management and Labor Relations, as well as the particular requirements of their chosen program.

The minimum requirement to earn the master's degree is set out by each degree program. Any student seeking a master's degree must maintain continuous registration in the school from the time of admission to graduate study until the degree is conferred.

In fulfilling course requirements, students may select courses from a single program, or they can pick courses from several related programs if they have approval from the graduate program director. All programs of study are subject to review by the dean of the School of Management and Labor Relations.

Thesis and Nonthesis Options (SMLR-G)

THESIS AND NONTHESIS OPTIONS

Although the master in labor and employment relations (M.L.E.R.) and master in human resource management (M.H.R.M.) programs do not require a thesis, students may arrange with faculty members to choose a thesis option. This academic option is worth 6 credits. Students in the doctoral program in industrial relations and human resources (I.R.H.R.) program must complete an empirical research project and pass a qualifying examination in order to receive the master of science degree.

Submission of the Thesis (SMLR-G)

SUBMISSION OF THE THESIS

For a student whose program includes a thesis, that thesis must be approved by the professor in charge and accepted by the other members of the student's three-person committee. After the committee has accepted the thesis, the required copies must be filed with the School of Management and Labor Relations (M.H.R.M./M.L.E.R. degrees) or with the School of Graduate Studies (I.R.H.R. degree). The filing must take place within the announced deadlines for completion of degree requirements. In general, the School of Management and Labor Relations follows the School of Graduate Studies' guidelines for thesis policy.

Master's Program in Human Resource Management (M.H.R.M.) (SMLR-G)

MASTER'S PROGRAM IN HUMAN RESOURCE MANAGEMENT (M.H.R.M.)

David A. Ferio, Director

The master of human resource management (M.H.R.M.) degree program is highly rated, with graduates working in major corporate, government, and nonprofit organizations across the country. The program provides a broad foundation of theoretical knowledge and professional skills to a variety of people, including individuals planning or

pursuing careers as human resource (HR) staff representatives. The program also is useful for line managers who want to acquire knowledge about the development and management of people. The Rutgers M.H.R.M. program is the only STEM-designated Master's in Human Resource Management program in the country.

The student body is comprised of individuals from throughout the United States and the world. Students in the program represent a variety of undergraduate majors and work experiences. Courses typically meet once a week in the evening for less than three hours, making the program convenient for working adults. Students can attend on a full-time or part-time basis.

We also offer a unique track in the M.H.R.M. program, for those who qualify, focusing on HR Analytics--the understanding of data relative to HR practices and firm strategic success.

The office of the M.H.R.M. program is located in the School of Management and Labor Relations, Janice H. Levin Building, Rutgers, The State University of New Jersey, 94 Rockefeller Road, Piscataway, NJ 08854-8054. The telephone number is 848-445-0862, the fax number is 732-445-2830, and the email address is ferio@smlr.rutgers.edu.

M.H.R.M Program Structure and Degree Requirements (SMLR-G)

M.H.R.M. PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

The master of human resource management (M.H.R.M.) degree is designed so that students will learn how organizations:

1. Design HRM systems to build a competent, committed workforce and a flexible, integrated, cost-effective organization;
2. Assess the effects of HRM policies and systems on organizational performance;
3. Apply financial analysis, research methods, and software to the HRM decision process; and
4. Combine work design, measurement, staffing, development, rewards, and governance systems into an integrated HRM system strategically linked to the business plan.

To accomplish these goals, students must complete:

- 12 credits of required courses in HR strategy
- 6 credits of required courses in HR decision-making
- 9 credits of required courses in HR functional areas
- 9 credits of required courses in HR context areas
- 12 credits of elective coursework

Altogether, students acquire a total of 48 credits to earn the degree.

Required Courses (12 courses, 36 credits)

I. HR Strategy

38:533:580 HR Strategy I: Introduction (3)

38:533:590 HR Strategy II: Business and Competitive Strategy (3)

38:533:680 HR Strategy III: Measurement Issues (3)

38:533:690 HR Strategy IV: Designing & Implementing Human Capital Strategies (3)

II. HR Decision Making

38:533:540 HR Decision-Making: Financial Decisions (3)

38:533:542 HR Decision-Making: Data-Based Decisions (3)

III. HR Functional Areas

38:533:533 Managing Workforce Flow (3)

38:533:634 Developing Human Capital (3)

38:533:635 Managing Rewards Systems I (3)

IV. HR Context Areas

38:533:565 Economics and Demographics of Labor Markets (3)

38:533:566 Employment Law (3)

38:533:665 Managing the Global Workforce (3)

Electives (4 courses, 12 credits)

Analytics I

Corporate Governance

Employee Benefits

Ethics and Corporate Social Responsibility

Analytics II

HR Consulting Skills

HRM and Health Administration

Diversity, Equity, and Inclusion for HR Professionals

Organizational Behavior

Strategic Organizational Change

Master of Labor and Employment Relations (MLER) courses can also be taken as electives.

M.H.R.M Courses (SMLR-G)

M.H.R.M. COURSES

HR Strategy

38:533:580 ***HR Strategy I: Introduction (3)***
This course sets the stage for the master's in human resource management (M.H.R.M.) curriculum and begins to socialize students into the program. A key objective is to introduce students to a strategic view of HR, which includes adopting a systems perspective and attending to multiple stakeholders. Emphasizes the importance of understanding the many forces that shape a firm's approach to managing human resource management (HRM) and the positioning of the HR function as a strategic partner, putting the focus on the intersection of HRM, business policy, and competitive strategy.

38:533:590 ***HR Strategy II: Business and Competitive Strategy (3)***
This is a complete course addressing strategy. The primary focus will be to provide students with a deep understanding of strategic management. Topics to be covered include competitor analysis, strategy formulation (at the business, corporate, and international levels), acquisitions and restructurings, cooperative strategies, corporate responsibility, and entrepreneurship.
Prerequisite: 38:533:580.

38:533:680 ***HR Strategy III: Measurement Issues (3)***
HR Strategy III is premised on the assumption that in an economy dominated by intangible assets, conventional accounting systems do not provide the kinds of information required to effectively measure or manage the HR function or the workforce. Developing effective measurement systems requires that managers understand how the workforce drives strategy execution, that they identify and collect the right measures of workforce success, and finally, that managers have the access, capability, and motivation to use these data to communicate strategic intent and monitor progress.
Prerequisites: 38:533:540 and 590.

38:533:690 ***HR Strategy IV: Designing & Implementing Human Capital Strategies (3)***
In HR Strategy IV, students will apply what they have learned throughout the program in a global context, using a systematic and comprehensive approach to HR strategy formulation and execution. As a capstone course, assignments will emphasize student involvement and problem-solving.
Prerequisites: 38:533:680 and 36 credits.

HR Decision-Making

38:533:540 ***HR Decision-Making: Financial Decisions (3)***
Prepares students to assess the business implications of basic financial statements (income statement, balance sheet, cash flow statement) and to participate in the financial analysis of business strategy. Particular attention is paid to topics where finance and HR intersect (cost-benefit analysis of HR initiatives, selection of financial measures to serve as bonus drivers, alternative models for valuing employee stock options, and financial and accounting aspects of pensions and other postretirement benefits).

38:533:542 ***HR Decision-Making: Data-Based Decisions (3)***
This course addresses research design methodology and basic statistics through regression analysis.

HR Functional Areas

38:533:533 ***Managing Workforce Flow (3)***
Acquisition and deployment of human assets by the organization. Traditional plus outsourcing.

38:533:634 ***Developing Human Capital (3)***
Assessing and developing the organization's human assets via training and development. Coverage includes both micro issues and macro issues, including the learning organization.

38:533:635 ***Managing Rewards Systems (3)***
Focuses almost entirely on base pay systems and individual performance management.
Prerequisite: 38:533:542.

HR Context Areas

38:533:565 ***Economics and Demographics of Labor Markets (3)***
Focuses on the operation of the labor market, and how economic forces and demographic trends affect a firm, its workforce, and the employment relationship. Topics include economic reasoning and current research on labor demand, labor supply, demographic trends and projections, education and training, unions, discrimination, and unemployment.

38:533:566 ***Employment Law (3)***
Studies principles of law covering the employment relationship. The focus is on understanding the legal process as it relates to employment issues and developing abilities to research legal issues.

38:533:665 ***Managing the Global Workforce (3)***
Introduces students to the impact of global markets on the management of human capital at home and abroad. Discusses the expansion of international trade and the growth of U.S. multinational operations abroad.

Electives

38:533:550 ***Analytics I: Human Resource Metrics and Analytics (3)***
This course introduces students to the concepts of human resource metrics, analytics, and evidence-based management. Students learn to reexamine the scope of human resource management through a quantitative lens. Topics include costing and predicting turnover, managing diversity, valuing engagement and performance, and designing more effective selection and compensation systems.
Previously listed as 38:533:616
Prerequisite: 38:533:542 Data-Based Decisions (grade of B+ or better)

38:533:601 ***Independent Study (BA)***
Exploration of specific subjects in human resource management under the direction of a faculty member.
Prerequisite: The agreement of a faculty member to direct the independent study.

38:533:610,612,613,614,615,616,617,618,619 ***Selected Problems in Human Resource Management (3 each)***
The topics and course numbers for Selected Problems in Human Resource Management vary each semester. Topics that have been offered include**:**

Discrimination, ADA, Legal System, Global Issues, and:

Employee Benefits
This area is one of major importance to HR executives. This course focuses on the critical benefits issues that face modern organizations, particularly in the areas of pensions and health care. The impact of benefits costs on operations and decisions to outsource and move operations overseas will be covered. Benefits as a strategic issue for corporations.

Internal Consulting Skills
Development of skill, knowledge, and practice centering on effective internal consulting practices.

Managing Diversity
Understanding the topics and issues related to workforce diversity in gaining competitive advantage.

Organizational Learning
Elements of the learning organization and issues related to knowledge management for competitive advantage.

38:533:636 ***Corporate Governance (3)***
Options in designing work. Focus on teaming, but covers different methods of assigning and completing tasks. Covers governance issues in nonorganized and organized settings. Emphasis on employee-involvement issues and the implications for HRM.

38:533:650 ***Analytics II: Applications of Human Resource Analytics: Tools and Techniques (3)***
This course focuses on identifying strategic HRM problems and creating data-driven approaches to find solutions. Students focus on designing and using surveys, collecting HR Metrics and data, as well as developing skills necessary to inform a broad audience about evidence-based solutions. Topics include problem identification, data acquisition, data analysis, identifying best practices, project management, research ethics, and communicating research findings to a managerial audience.
Prerequisite: 38:533:550 Analytics I (grade of B or better).

38:533:685 ***Strategic Organizational Change (3)***
Focuses on the role of HR in supporting organizational change. Considers major types of change and the impact on organization, group, and individuals. Appropriate responses are explored.

38:533:703 ***Master's Thesis (3)***

38:578:___ ***Master in Labor and Employment Relations Courses (3)***

22:620:___ ***Selected M.B.A. Courses (3)***

HR Analytics Course Track (SMLR-G)

HR Analytics Course Track

Data analytics has become a centerpiece within the HR leadership agenda. The HR Analytics concentration provides knowledge and skill in analyzing data to interpret trends and predict outcomes related to the HR practices driving workforce success.

The following courses comprise the HR Analytics concentration. A grade of B+ or better in the Data-Based Decisions MHRM graduate course is needed as a registration prerequisite for these electives.

38:533:550 ***Analytics I: Human Resource Metrics and Analytics (3-credit elective course)***
This course introduces students to the concepts of human resource metrics, analytics, and evidence-based management. Students learn to reexamine the scope of human resource management through a quantitative lens. Topics include costing and predicting turnover, managing diversity, valuing engagement and performance, and designing more effective selection and compensation systems.
Prerequisite: 38:533:542 Data-Based Decisions (grade of B+ or better)

38:533:650 ***Analytics II: Applications of Human Resource Analytics: Tools and Techniques (3-credit elective course)***
This course focuses on identifying strategic HRM problems and creating data-driven approaches to find solutions. Students focus on designing and using surveys, collecting HR Metrics and data, as well as developing skills necessary to inform a broad audience about evidence-based solutions. Topics include problem identification, data acquisition, data analysis, identifying best practices, project management, research ethics, and communicating research findings to a managerial audience.
Prerequisite: 38:533:550 Analytics I (grade of B or better)

Graduate Certificate in Strategic Human Resource Management (SMLR-G)

GRADUATE CERTIFICATE IN STRATEGIC HUMAN RESOURCE MANAGEMENT

The Rutgers Graduate Certificate in Strategic HRM offers a flexible way for individuals seeking to acquire new knowledge to help their organizations respond to current workforce challenges, and/or propel their HR career forward through an exciting and challenging learning environment.

Building upon cutting-edge research and practice, the program allows students to earn a formal credential (a non-degree graduate certificate) for completing the required four (4) courses with the potential to apply full credit to the Rutgers M.H.R.M. degree program.

Individuals working in HR positions who may have transferred from other areas within their organization may find the program beneficial to obtain formal training in HR coursework to build their competencies. Graduate students seeking master's degrees in other areas may also find that additional coursework in HR is valuable if they seek the flexibility to apply their master's training within the HR function of an organization, within HR consulting, or in a work role where they will manage employees.

Please note that transfer credits may not be applied toward the certificate. Also note this certificate program is not a degree program offering and therefore may not be suitable for all candidates.

For more information about the Graduate Certificate in Strategic HRM, please email Dave Ferio, Director, Graduate

Program in Human Resource Management at ferio@smlr.rutgers.edu.

Program Structure

To earn the Graduate Certificate in Strategic HRM, students must complete three (3) required courses and one (1) elective course for a total of 12 credit hours. Students may combine in-person and online courses to complete the certificate. The entire certificate is designed to be completed in as little as two semesters.

Three required courses:

- 38:533:580 HR Strategy I
- 38:533:590 HR Strategy II
- 38:533:566 Employment Law *

One elective course:

Choose one from the list below.

- HR Decision-Making: Financial Decisions
- Managing Workforce Flow
- Developing Human Capital
- Managing the Global Workforce
- Selected Problems: Benefits **
- Any of the following courses on diversity and inclusion: Diversity, Equity, and Inclusion for HR Professionals (pending approval); The Inclusive Workplace; or Identity and Discrimination at Work and in the U.S. Labor Market

* MLER students who have already taken Employment Law as an undergraduate student can substitute a second elective course from the list.
** These courses are offered once per year; all other courses are offered every semester.

Online Professional Master's in Human Resource Management (M.H.R.M.) (SMLR-G)

ONLINE PROFESSIONAL MASTER'S IN HUMAN RESOURCE MANAGEMENT (M.H.R.M.)

Hadi El-Farr, Director

The online professional master's in human resource management (M.H.R.M.) program is designed for human resource professionals and managers/supervisors with 4+ years of experience who look to advance their careers to senior HR or management positions. GRE/GMAT scores are waived as a requirement due to the experience level of the students in the program.

The program offers in-depth human resource management knowledge and skills that will distinguish participants from their peers and enable them to communicate effectively with other executives on a regional, national, and global scale. Graduates of the Rutgers M.H.R.M. program are HR subject-matter experts with high ability to connect and apply the HR function and its practices to organizational strategy within their organizations.

The online professional M.H.R.M. program is delivered 100 percent online and is suitable for working professionals enrolling in the program part time as well as those who wish to pursue the degree as a full-time student. The program offers convenient access to attain a highly regarded advanced graduate degree with flexibility in location and timing.

The program can be completed by a full-time student in as few as 18 months. There is no minimum course load per semester for part-time students. The program offers enrollment in the fall, spring, and summer semesters, offering flexibility in course scheduling for all students.

The Office of the Online Professional M.H.R.M. program is located in the
School of Management and Labor Relations, Janice H. Levin Building,
Rutgers, The State University of New Jersey,
94 Rockafeller Road,
Piscataway, NJ 08854-8054
Telephone: 848-445-9432
Fax: 732-445-2830
Email: he89@smlr.rutgers.edu

Online M.H.R.M Program Structure and Degree Requirements (SMLR-G)

ONLINE M.H.R.M PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

The online professional master's degree in human resource management curriculum is comprehensive and designed to meet the needs of HR professionals to advance their career to top human resources and management positions. The curriculum covers eight core courses, a capstone course, and three electives. A total of 36 credits is needed to attain the degree.

Core Courses (8 courses, 24 credits)

38:533:704 Linking HR to Business Strategy

38:533:665 Managing the Global Workforce

38:533:635 Managing Rewards Systems

38:533:533 Managing Workforce Flow

38:533:705 Workforce Analytics and HR Data-Based Decisions

38:533:634 Developing Human Capital

38:533:540 HR Decision-Making: Financial Decisions

38:533:566 Employment Law

Capstone Project (1 course, 3 credits)

Capstone Project

Elective Courses (select 3 courses, 9 credits)

38:533:565 Economics and Demographics of Labor Markets

38:533:611 HR and Health Administration

38:578:543 Organizational Leadership and Change Management

38:533:617 Organizational Behavior

38:578:510 The Inclusive Workplace

38:578:504 Leadership in Work Organizations

Online M.H.R.M. Courses (SMLR-G)

ONLINE M.H.R.M. COURSES

38:533:533 ***Managing Workforce Flow (3)***
This course addresses how organizations acquire and deploy human assets, both internally and through outsourcing. Issues discussed include recruiting, selection, turnover, socialization, retention, and downsizing.

38:533:540 ***HR Decision-Making: Financial Decisions (3)***
The course prepares students to assess the business implications of basic financial statements (income statement, balance sheet, cash flow statement) and to participate in the financial analysis of business strategy. Particular attention is paid to topics where finance and HR intersect (cost-benefit analysis of HR initiatives, selection of financial measures to serve as bonus drivers, alternative models for valuing employee stock options, financial and accounting aspects of pensions and other post-retirement benefits).

38:533:550 ***Analytics I: HR Metrics & Analytics (3)***
This course introduces students to the fundamental logic, metrics, and methods necessary to conduct HR analytics. Organizations are increasingly relying on HR Analytics to improve decision-making in human resources, and ultimately contribute more effectively to organizational effectiveness. HR practitioners need to be skilled in understanding (1) the types of problems that can be addressed using HR analytics, (2) how to analyze and interpret human resource data, (3) how to evaluate the validity of those analyses, and (4) how to communicate analytical and statistical results in a way to influence decisions. The course is designed to teach basic HR Analytics skills and critical thinking skills concerning HR decision-making. The course will involve data analysis and statistics, but its emphasis is on application and real-world problem-solving.

38:533:565 ***Economics and Demographics of Labor Markets (3)***
This course focuses on the operation of the labor market, and how economic forces and demographic trends affect a firm, its workforce, and the employment relationship. Topics will include economic reasoning and current research on labor demand, labor supply, demographic trends and projections, education and training, unions, discrimination, and unemployment.

38:533:566 ***Employment Law (3)***
This course covers principles of law associated with the employment relationship. The focus is on understanding the legal process as it relates to employment issues, and developing the ability to research legal issues effectively.

38:533:611 ***HRM and Health Care Administration (3)***
Human Resources Management in Healthcare will introduce students to human resources practice in the nation's largest and fastest-growing industry. Initially, students will be introduced to healthcare operations. The course will then explore HRM functions (staffing, DEI, compensation and benefits, employee relations, and labor relations) as they impact the performance of healthcare entities. The course will also examine the implications of the unique regulatory environment governing healthcare workers.

38:533:617 ***Organizational Behavior (3)***
This course aims to address major topics in organizational behavior. Organizational behavior is an interdisciplinary field that strives to explain and predict how individuals and groups interpret events, react, and behave in organizations. The course looks at the role of organizational systems, structures, and processes in shaping behavior.

38:533:634 ***Developing Human Capital (3)***
Students in this course will learn how to assess and develop an organization's human assets through training and development. The course examines both micro issues and macro issues, including the transformative nature of the "learning organization." It will enable students to assess training needs and design effective training programs to cater to the organizational strategy and the learning needs of employees.

38:533:635 ***Managing Rewards Systems (3)***
This course focuses primarily on base pay systems, incentive pay systems, and employee benefits programs. It also provides in-depth coverage of sales, executive, and advanced individual performance pay issues.

38:533:648 ***Diversity, Equity, and Inclusion (DEI) for HR Professionals (3)***
This course provides a foundation for understanding diversity and inclusion in the workplace and the implications of working in diverse organizational environments in the United States. Specifically, this course is designed to help students understand why diversity, equity, and inclusion are essential to organizations using a human resources lens. Further, students will consider how HR partners with the business to create strategies and execute various DEI initiatives (e.g., recruiting, interviewing, mentoring, managing internal talent, and training and developing employees).

38:533:650 ***Analytics II: Applications of HR Analytics Tools & Techniques (3)***
This course develops students' ability to strategically apply analytics to address HR-related challenges and improve organizational performance. By emphasizing data-informed decision-making, the course ensures students build the confidence to lead data-driven HR initiatives in professional environments. The curriculum covers essential analytical skills and practical knowledge, guiding students through the process of implementing HR analytics as part of a structured project planning approach. The course explores the three levels of analytics: descriptive (analyzing past performance), predictive (forecasting future trends), and prescriptive (recommending data-based actions).

38:533:665 ***Managing the Global Workforce (3)***
The aim of this course is to provide students with a robust understanding of international HR practices and issues. In addition, the course targets building awareness and appreciation of the international business context and how HR can contribute as a strategic partner to enhance multinationals' performance and competitive advantage.

38:533:685 ***Strategic Organizational Change (3)***
The course focuses on strategic HR practices and organizational development tools and techniques to provide a methodology to improve a company's organizational capability, competitive advantage, and quality of work life. Using lectures, case studies, exercises, and two projects, students will learn to plan, execute, and evaluate organizational change programs.

38:533:704 ***Linking HR to Business Strategy (3)***
This course aims to link HR to the organizational strategy, which includes adopting a systems perspective and attending to multiple stakeholders. This course emphasizes the importance of understanding the many forces that shape a firm's approach to managing HRM and the positioning of the HR function as a strategic partner, putting the focus on the intersection of HRM, business policy, and competitive strategy.

38:533:705 ***Workforce Analytics and Data-Based Decisions (3)***
This course addresses research design methodology and addresses basic statistics through regression analysis. It will enable students to compile and analyze data that can be used in developing, implementing, and measuring the outcome of HR strategy.

38:533:706 ***Capstone Project (3)***
This course will provide students with the opportunity to apply what they have learned throughout the graduate program. By the end of the course, the student will finalize a project that addresses an HR challenge within their organization or a company of their interest.

38:578:543 ***Organizational Leadership and Change Management (3)***
This course focuses on leadership theories and their application in work organizations. In addition, this course addresses the process of change management, including the rationale for change, why change succeeds or fails, effective leadership of change, and ethical concerns.

38:578:504 ***Leadership in Work Organizations (3)***
Leadership theory and its application to work organizations, including unions, nonprofits, and businesses. Leadership of small groups and large organizations; leadership diversity and development.

38:578:505 ***Negotiation (3)***
Negotiation strategy and tactics including positional, interest-based, and other theoretical approaches; rights, power, leverage, concessions, and commitment; applications include business and labor contexts; negotiation skill development.

38:578:510 ***The Inclusive Workplace (3)***
This course addresses how to achieve an inclusive workplace; issues related to race, ethnicity, age, gender, religion, sexual orientation, disability, and other aspects of diversity in work organizations.

Master's Program in Labor and Employment Relations (M.L.E.R.) (SMLR-G)

MASTER'S PROGRAM IN LABOR AND EMPLOYMENT RELATIONS (M.L.E.R.)

Francis Ryan, Director

The master's program in labor and employment relations (M.L.E.R.) combines professional training with intellectual exploration to produce graduates who are thoughtful professionals, informed leaders, and/or researchers grounded in contemporary reality. Our graduates go on to work in the public policy arena, for labor organizations, for public sector management, and for corporations. The program is also appropriate for those already working in human resources or labor relations who wish to examine contemporary problems and their solutions. The eight course requirements, along with the electives offered, provide students with a broad, multidisciplinary education in labor and employment relations.

The program is structured to be convenient for both traditional and non-traditional students. It accepts students on a full-time or part-time basis, and the course schedule is flexible enough to accommodate people who hold full- or part-time jobs. The M.L.E.R. program is a flexible program that can be tailored to meet each individual's academic and professional goals. There are no language or residency requirements. The degree can be completed partially or entirely online over a longer period of time.

Contacting Us:
The M.L.E.R. office is located in the School of Management and Labor Relations.

Janice H. Levin Building
Rutgers, The State University of New Jersey
94 Rockafeller Road, Piscataway, NJ 08854-8054
Phone: 848-932-0303
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M.L.E.R. Program Structure and Degree Requirements (SMLR-G)

M.L.E.R. PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

To earn the master of labor and employment relations (M.L.E.R.) degree, students are required to successfully complete 39 credits of coursework. Of these 39 credits, 24 credits must be taken in required courses in labor and employment relations and 15 credits in elective courses.

The following are required courses (6 credits):

38:578:500 Introductory Seminar in Labor and Employment Relations (3)

38:578:560 Collective Bargaining & Worker Representation (3)

Students also must take at least one course from each of the following core areas (18 credits):

Law

38:578:550 Labor Law

38:578:521 Immigration Law

38:533:566 Employment Law

Workforce Diversity

38:578:510 The Inclusive Workplace

38:578:526 Immigration, Public Policy, and Worker Rights

38:578:541 Women and Work

38:578:551 Identity and Discrimination at Work and in the U.S. Labor Market

Institutional Variety

38:578:530 Globalization, Corporate Restructuring, and Employment

38:578:562 Global Employment Relations Today

38:578:612 Labor/Employment History

Economic Policy

38:533:565 Economics and Demographics of Labor Markets

38:578:527 Economics and Public Policy in a Global Context

Finance

38:578:538 Financial Analysis and Corporate Governance

38:533:540 HR Decision Making: Financial Decisions

Research Methods

38:578:501 Research Methods in Labor and Employment Relations

38:578:613 Topics: Problem-Solving Tools and Analysis in Employment Relations

38:533:542 HR Decision Making: Data-Based Decisions

38:578:604 Creating and Administering Surveys

Other research methods courses at the graduate level may be approved by the director of the program as meeting this requirement.

In addition, students take 15 credits of electives to reach the 39-credit total. Six credits of these must be from courses offered by the Department of Labor Studies and Employment Relations. With the permission of the graduate program director, students may fulfill part of their credit requirements by taking courses in human resource management or another graduate program at the university. In addition, students may apply a master's thesis, an internship in labor and employment relations, or independent study to fulfill the elective requirements.

Graduate Certificate Programs (SMLR-G)

GRADUATE CERTIFICATE PROGRAMS

The School of Management and Labor Relations offers individuals with bachelor's degrees or graduate students enrolled in other programs at the university the chance to obtain graduate certificates. These involve a series of regular graduate courses. Credits can later be transferred to one of the master's programs offered by the School of Management and Labor Relations. The graduate certificate programs enable students to both develop expertise in labor and employment relations and signal their qualifications to prospective employers.

A prospective labor or employment relations professional can earn a graduate certification by taking just four courses (graduates of the master's in labor and employment relations program may count courses they have already taken toward this certificate, as long as they complete at least two additional courses).

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online classes are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives. Students must earn a grade of B or better for a course to count toward the certificate.

More information about graduate certificate programs can be found on the SMLR website at: Here.

Certificate in Conflict Resolution and Negotiation

Certificate in Conflict Resolution and Negotiation

The Conflict Resolution and Negotiation graduate certificate allows students to better understand the sources of conflict in all organizations, learn mediation techniques to reduce differences between individuals or groups, facilitate better group processes, use negotiation techniques to resolve and reduce conflict, and understand how both nonunion and union workplaces deal with individuals who have grievances.

The conflict resolution and negotiation certificate requires successful completion, with a B or better, of four 3-credit graduate courses. If students later decide to continue on to the full Master of Labor and Employment Relations program, all these courses would count toward that degree.

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online courses are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives.

There is one required course:

38:578:515 Conflict and Conflict Resolution in the Workplace (SMLR)

AND three electives selected from courses in the master of labor and employment relations (M.L.E.R.) program or other Rutgers partner programs:

38:578:569 Mediation Processes and Techniques (SMLR)
38:578:511 Emotional Intelligence in the Workplace
38:578:508 Group Processes & Team Dynamics
38:578:575 Employment Arbitration Today (SMLR)
38:578:505 Negotiation (SMLR)
38:578:560 Collective Bargaining (SMLR)
38:578:610 Inter-Personal Conflict Resolution (SMLR)
17:194:518 Persuasion and Advocacy (SC&I*)
34:833:572 Negotiation, Law, and Policy: Managing Conflict in Public Contexts (EJBSPP**)
22:620:617 Negotiations (RBS****)
Other related and approved courses or independent study

* School of Communication and Information
** Edward J. Bloustein School of Planning and Public Policy
*** School of Arts and Sciences-New Brunswick
**** Rutgers Business School-Newark and New Brunswick

For additional information about the certificate program, visit the website.

Graduate Certificate Programs (SMLR-G)

Diversity and Inclusion in the Workplace

Certificate in Diversity and Inclusion in the Workplace

The Diversity and Inclusion in the Workplace Certificate Program is designed to give students the tools to help organizations successfully navigate the challenges and opportunities associated with an increasingly diverse workforce.

This certificate program requires successful completion, with a B or better, of four 3-credit graduate courses. If students later decide to continue on to the full Master of Labor and Employment Relations program, all these courses would count toward that degree.

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online courses are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives.

Required courses include:

Employment law:

- 38:533:566 Employment Law, *OR*
- 37:575:521 Immigration Law

And one of three broad classes about diversity:

- 38:578:510 The Inclusive Workplace
- 38:578:551 Identity and Discrimination at Work and in the U.S. Labor Market
- 38:533:648 Diversity, Equity, and Inclusion for the HR Professional

And any two classes from the following:

- 38:578:541 Women and Work
- 38:578:526 Immigration, Public Policy, and Worker Rights
- 38:578:511 Emotional Intelligence in the Workplace
- Topics courses on Asian-American, Black, Latino or other groups of workers (38:578:610 or 611 when on DEI topics)
- Independent study related to diversity and inclusion
- Topics or other classes related to the content of this certificate with the approval of the program director

Graduate Students in Rutgers School of Public Affairs and Administration (SPAA) may count the following two courses from their program as electives:

- 20:834:523 Human Resource Management, and
- 20:834:507 Leadership and Diversity

For more information about the graduate certificate, visit the website.

Graduate Certificate Programs (SMLR-G)

Certificate in Labor and Employment Relations

Certificate in Labor and Employment Relations

This certificate program is one that is designed uniquely for the student – for the individual's interests, current situation, and future goals, from the broad subject matter of Labor and Employment Relations. Students can select any four (4) 3-credit graduate-level MLER courses to make up the Labor and Employment Relations certificate. Students must earn a B or better for a course to be applied toward the certificate. Certificate students have the potential to transfer full credit to the Rutgers MLER degree program after being admitted to the master's program as a matriculated student. Please reach out to **Ann Marie Fiorella-Mullen**, the MLER student advisor, to discuss your next steps if you wish to transfer to the MLER degree program.

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online courses are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives.

Graduate Certificate Programs (SMLR-G)

Certificate in Leading Organizational Change

Certificate in Leading Organizational Change

Change is all around us at work, as organizations merge, restructure, change work groups and leadership. Yet at the same time, it seems like initiating the smallest needed change at work, even in organizations that represent workers, leads to internal conflict and resistance.

This certificate will help students consider how, as a future leader, to adapt to change, to facilitate change, and to help others do the same, while minimizing the strife change sometimes creates in the workplace. As with other SMLR graduate certificates, it requires successful completion, with a B or better, of four 3-credit graduate courses. If students later decide to continue on to the full Master of Labor and Employment Relations program, all these courses would count toward that degree.

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online courses are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives.

Required Course

- 38:578:543 Organizational Leadership and Change Management (M.L.E.R.)

Elective Courses

Three additional elective courses are required. There are many choices, including:

- 38:578:504 Leadership in Work Organizations* (M.L.E.R.) *or* 38:533:613:01 Selected Problems-Leadership (M.H.R.M. program) *or* 17:194:540 Organizational Leadership (SC&I*)
- 38:578:503 Problem-Solving Tools at Work (M.L.E.R.) *or* 38:578:604 Creating and Administering Surveys (M.L.E.R.)
- 38:533:610 Selected Problems: HR Consulting (M.H.R.M.)
- 38:533:685 Strategic Organizational Change (M.H.R.M.)
- 38:587:530 Globalization and Corporate Restructuring (MLER)
- 17:194:559 Organizational Change & Communication (SC&I)
- 19:910:509 Community Organizing (SSW)
- 38:578:556 Organizational Design and Structure (M.L.E.R.)
- 38:578:510 The Inclusive Workplace (M.L.E.R.)
- 38:578:515 Conflict Resolution in the Workplace (M.L.E.R.)
- 38:578:505 Negotiation (M.L.E.R.)

- 38:624:508 Team and Group Process Facilitation (M.L.E.R.)
- 15:230:624 Leading for Instructional Equity (GSE)
- 15:230:604 Leading Educational Organizations (GSE)

SC&I: Rutgers School of Communication and Information
SSW: Rutgers School of Social Work
GSE: Graduate School of Education

For more information about the certificate program, visit the website.

Graduate Certificate Programs (SMLR-G)

Certificate in Public Sector Labor-Management Relations

Certificate in Public Sector Labor-Management Relations

This four-course certificate program helps students develop a broad perspective on public sector labor-management relations issues--involving teachers, Rutgers University employees, police officers, and other public employees. Students must earn a B or better for a course to be applied toward the certificate.

If students later decide to continue on to the full Master of Labor and Employment Relations program, all these courses would count toward that degree.

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online courses are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives.

Certificate Requirements:

Students in this certificate program must take one of the following two courses (you may take both):

- 38:578:525 Public Sector Employment Issues
- 38:578:565 Public Sector Collective Bargaining

Students can then select additional classes to total the four courses necessary to complete the certificate from the following School of Management and Labor Relations (SMLR) courses and Rutgers Newark School of Public Affairs and Administration (SPAA) courses.

SMLR Master of Labor and Employment Relations Courses
(Take up to three)

- 38:578:515 Conflict Resolution in the Workplace
- 38:578:550 Labor Law
- 38:578:560 Collective Bargaining
- 38:578:520 Benefits and Social Insurance
- 38:578:505 Negotiation

- 38:578:556 Organizational Design and Structure
- 38:578:575 Employment Arbitration Today
- 38:578:569 Mediation Processes & Techniques

SPAA Courses
(Take up to two)

- 20:834:522 Managing Public Organizations
- 20:834:523 Human Resources Administration
- 20:834:527 Public Sector Labor Relations

For more information about the certificate program, visit the website.

Graduate Certificate Programs (SMLR-G)

Graduate Certificate on Workers' Rights

Graduate Certificate on Workers' Rights

Learn about your own rights and the rights of other working people. Consider how rights have been expanded historically. Discuss how efforts to reduce rights today might be countered – or how to expand upon existing rights and make them available to more groups of employees.

The focus of this certificate is on workers' rights in the U.S. However, coursework in this program allows for the opportunity to learn about rights in other countries because some international experience could inform proposals for change in the U.S. For international students, the same insight applies – by learning about workers' rights in the U.S., you can examine potential ways to improve conditions for workers in your own country.

As with other SMLR graduate certificates, this certificate program requires successful completion, with a B or better, of four 3-credit graduate courses. If you later decide to continue on to the full Master of Labor and Employment Relations program, all these courses would count toward that degree.

Students can earn the certificate either with a mix of in-person and online courses or with online courses only. Our online courses are highly interactive, involve serious examination of important issues based on recent scholarship, and take place over the course of a semester. All classes include assignments designed to enhance skills and broaden perspectives.

Part A: Current legal rights and their evolution

At least one course is required in this area. Students may choose to take up to two more.

- 38:578:509 Labor and Democracy
- 38:533:566 Employment Law
- 38:578:521 Immigration Law
- 38:578:550 Labor Law
- 38:578:515 Enforcing Worker Rights
- 38:578:612 Labor/Employment History

Part B: The context of rights; their institutional variety; how worker action and public policy can expand rights

At least one course is required in this area. Students may choose to take up to two more.

- 38:578:559 Organizing for Social Change
- 38:578:560 Collective Bargaining
- 38:578:562 Global Employment Relations Today
- 38:578:527 Economics and Public Policy in a Global Context
- 38:578:555 Globalization and the Future of Employment
- 38:578:525 Public Sector Employment Issues
- 38:578:528 Employment Relations in Sports
- 38:578:567 Shaping the Future of Work
- Other 38:578 courses approved by the Director of the MLER Program

For more information about the certificate program, visit the website.

M.L.E.R. Courses (SMLR-G)

M.L.E.R. COURSES

38:578:500 ***Introductory Seminar in Labor and Employment Relations (3)***
Critical challenges facing workers, employers, labor organizations, and the public with regard to work and employee representation.

38:578:501 ***Research Methods in Labor and Employment Relations (3)***
Definition of a research question; literature reviews; effective research techniques; case-study and survey research methods. Basic statistical skills, data analysis, and presentation.

38:578:502 ***Writing in Employment Relations (3)***
Creation of articulate, persuasive written documents of the type needed in professional positions in employment relations; construction of an argument; intensive, individualized instruction; ESL students particularly welcome.

38:578:503 ***Problem-Solving Tools at Work (3)***
Applied analytical and statistical tools for solving problems at work, surveying employees, and maintaining quality. Projects are individual/group and spreadsheet-intensive.

38:578:504 ***Leadership in Work Organizations (3)***
Leadership theory and its application to work organizations, including unions, nonprofits, and businesses. Leadership of small groups and large organizations; leadership diversity and development.

38:578:505 ***Negotiation (3)***
Negotiation strategy and tactics including positional, interest-based, and other theoretical approaches; rights, power, leverage, concessions, commitment; applications include business and labor contexts; negotiation skill development.

38:578:506 ***Theories of Labor and Employment Relations (3)***
The historical evolution and current state of employment relations theory. Workplace democracy, the source of workplace conflict, alienation, the evolution of class, collective bargaining, and other issues are discussed from a variety of perspectives.

38:578:507 ***Strategic Corporate and Industry Research (3)***
Overview of methods used to investigate the competitive situation/prognosis of an industry's employers, profitability, sales, employment, wages, and unionization; strategic corporate research.

38:578:508 ***Group Processes and Team Dynamics (3)***
Micro facilitation skill development; effective group decision-making or problem-solving event design; moderator behavior allowing a group to identify and achieve its goals.

38:578:509 ***American Workers and Politics (3)***
The democratization of politics and the emergence of workers as citizens; the political role of workers in contemporary U.S. society. The political ideology of American labor and its impact on electoral politics, voting patterns, and political participation.

38:578:510 ***The Inclusive Workplace (3)***
Fostering an inclusive workplace; issues related to race, ethnicity, age, gender, religion, sexual orientation, disability, and other aspects of diversity in work organizations.

38:578:511 ***Emotional Intelligence in the Workplace (3)***
Theory of emotional intelligence and its effects on employee performance and organizational success; research on the development of emotional intelligence; self-awareness and self-development.

38:578:512 ***Self-Development for Professional Success (3)***
How employees can advance their careers given the changing nature of work and organizations; skill assessment/development, career progression, and work/life balance; intergenerational, gender, and racial/ethnic issues.

38:578:513 ***Enforcing Worker Rights (3)***
Labor standards enforcement in theory and practice, wages, hours, overtime, and health/safety violations; diverse strategies for improved enforcement, including involving worker organizations.

38:578:515 ***Conflict Resolution in the Workplace (3)***
Theories of workplace conflict. Critical review and analysis of dispute resolution techniques in union and nonunion workplaces.

38:578:520 ***Benefits and Social Insurance (3)***
Overview of benefits with a focus on social insurance systems, health insurance, and pensions. Emphasis on public policy issues of importance to both unions and employers.

38:578:521 ***Immigration Law***
Contemporary immigration law in the U.S.; employer compliance issues; employee rights; immigrant employee representation and related policy debates.

38:578:525 ***Public Sector Employment Issues (3)***
Scope and nature of public employment; organizations of public employees; problems and issues of federal, state, county, and municipal employees; special problems of particular groups; and emerging patterns of future development.

38:578:526 ***Immigration, Public Policy, and Worker Rights (3)***
The role of immigrant labor in contemporary society and accompanying public policy debates. Theories of migration, history of migration and immigration policy in the United States; labor market dynamics in immigrant-dominated industries. Existing employment and labor rights of immigrant workers. Community, labor, and immigrant organizations' efforts to improve wages, working conditions, and immigration policy.

38:578:527 ***Economics and Public Policy in a Global Context (3)***
Economic policy options around the globe; governments and markets; macro- and micro-level approaches; fiscal and monetary policies; competition and social protection: trade; labor; income inequality.

38:578:528 ***Employment Relations in Sports (3)***
Using a global perspective across different sports and related businesses, examination of union-management relations; individual talent; diversity; and safety-health issues.

38:587:530 ***Globalization, Corporate Restructuring, and Employment (3)***
Study of the impact of globalization and corporate restructuring on individuals, communities, jobs, work systems, organizations, and the economy.

38:578:535 ***Women and Global Labor Movements (3)***
How women are organizing worldwide for gender justice and an improved quality of life; how changing labor movements are addressing gender issues.

38:578:538 ***Financial Analysis and Corporate Governance (3)***
Corporate governance issues; financial statement analysis; and cost accounting for collective bargaining and workplace management.

38:533:540 ***HR Decision-Making: Financial Decisions (3)***
Financial analysis in the HR context. Cost analysis of HR and HR programs. Cost/benefit analysis, organizational finance issues, and HRM.

38:578:541 ***Women and Work (3)***
An analysis of women's experiences and status in a range of work settings; an evaluation of legal, institutional, and public policy responses to issues such as the segregation of work by race and gender, pay equity, the feminization of poverty, sexual harassment, and the restructuring of work and family roles.

38:533:542 ***HR Decision-Making: Data-Based Decisions (3)***
This course addresses research design methodology and basic statistics through regression analysis.

38:578:543 ***Organizational Leadership and Change Management (3)***
Theoretical and practical issues in organization change, including the rationale for change; why change succeeds or fails; effective leadership of change; and ethical concerns.

38:578:544 ***Creating and Sustaining a Learning Organization (3)***
Processes through which organizations learn or fail to learn; designing methods of education, training, and development that encourage organizational learning; theories of organizational and managerial cognition.

38:578:545 ***Disability, Work, and Society (3)***
The relationship of disability to income, work, politics, law, popular culture, and the built environment; lessons for all disadvantaged groups seeking social change.

38:578:550 ***Labor Law (3)***
The statutes and case law that create the framework for private-sector labor management relations, with special attention to current workplace developments and the public policy debates that continue to reshape American labor law.

38:578:551 ***Identity and Discrimination at Work and in the U.S. Labor Market (3)***
Social construction of identity and the consequences for contemporary diversity outcomes; intersectionality of race, ethnicity, gender, sexual orientation, and other forms of identity.

38:578:555 ***Globalization and the Future of Employment (3)***
Changes in the global economy and their effects on living standards, job opportunities, and the bargaining power of American workers and their unions. Role of international labor organizations, transnational corporations, and global financial institutions in global economic change. Strategies for dealing with globalization.

38:578:556 ***Organizational Design and Structure (3)***
Considers diverse modes of involving employee in decision-making and reorganizing work for flexibility, service, and better use of advanced technology. Assess options, consequences, and the responses of organized workers.

38:578:557 ***Trends and Problems in the Nonunion Workplace (3)***
An overview of the nonunion workplace encompassing both research and practice; covers surveys of employee attitudes, key issues, alternative vehicles of employee voice, conflict, and the use of new workplace practices.

38:578:558 ***Seminar in Workplace Democratization (3)***
Diverse models of workplace democratization on the job and at the strategic policy level, including joint governance, employee involvement, collective bargaining, employee ownership, worker cooperatives, and self-management.

38:578:559 ***Organizing for Social Change (3)***
Hands-on look at how people can take action together by creating organizations; recruiting members; analyzing and building power; designing campaigns; and developing winning strategies.

38:578:560 ***Collective Bargaining and Worker Representation (3)***
Unions, collective bargaining, and alternative forms of worker representation in the United States. Overview of both conventional forms of union membership, negotiations, labor law, dispute resolution, and emerging representation and advocacy strategies.

38:578:562 ***Global Employment Relations Today (3)***
Comparison of employment relations systems in selected countries; how labor movements outside the U.S. marshal political and economic resources to represent worker's interests.

38:578:563 ***New Directions in Collective Bargaining (3)***
Departures from traditional patterns of collective bargaining and labor-management relationships. Causal factors that are giving rise to innovative practices. The current debate over the future of collective bargaining. Models for expanding the scope of bargainable issues.

38:533:565 ***Economics and Demographics of Labor Markets (3)***
Covers the changing nature of the workforce, including diversity characteristics and attitudinal shifts. Focus on human resource management tracking and gaining competitive advantage though judicious use of change.

38:578:565 ***Public Sector Collective Bargaining (3)***
The development of public sector bargaining rights and the role of unions in the public sector. The course will analyze state and federal laws, dispute resolution procedures, and political initiatives, with a special emphasis on New Jersey.

38:533:566 ***Employment Law (3)***
Principles of law covering the employment relationship. Some legal issues may also be covered in HR application courses.

38:578:566 ***Work and Social Change (3)***
Changes in the workforce, how economic and social changes are reshaping categories of employees, their organizations and movements, and their needs and desires. Uses both class and social movement perspectives to examine many types of employees.

38:578:567 ***Shaping the Future of Work and the Employment Relationship (3)***
Artificial intelligence, platforms, and other ongoing changes affecting the nature, availability, and rewards for work. Emerging alternatives to traditional employment. Alternative forms of representation and public policies for ameliorating related social problems.

38:578:569 ***Mediation Processes and Techniques***
Theory and practice of mediation in labor disputes, civil litigation and employment discrimination. Mediator qualification and ethics practices; cultural and inclusion issues. Comparison to arbitration, fact finding, conciliation, and negotiation.

38:578:570 ***Interest Dispute Settlement (3)***
The practice and policy implications of fact-finding, mediation, and interest arbitration in the public sector.

38:578:575 ***Employment Arbitration Today (3)***
Arbitration and grievance processes in contemporary U.S. workplaces with and without union representation. Includes an analysis of ongoing controversial public policy & legal issues.

38:578:581 ***Structure and Government of American Unions (3)***
Patterns of union administration on local, intermediate, and national levels; effect of structure on the collective bargaining process; issues of internal democracy; and membership participation in union affairs.

38:578:598,599 ***Individual Studies in Labor and Employment Relations (BA,BA)***
Individually directed study by a student under the direction of an individual faculty member.

38:578:604 ***Creating and Administering Surveys (3)***
Issues for online, mail, telephone, and in-person surveys given their intended use. Samples; item construction; scaling; measurement validity and reliability; improving response rates; ethical research.

38:578:605 ***Action Research (3)***
Action research involves collaboration between organization members and outside experts in a process of improving organizational effectiveness combining insider knowledge with theory and data-driven research. Students will learn the basic processes of designing and implementing a social system change intervention using participatory methods.

38:578:610,611,613,614 ***Topics (3,3,3,3)***
Selected timely topics in employment relations; particular topics to be announced.

38:578:612 ***Labor/Employment History (3)***
The changing nature of work and its organization; history of labor organizations and labor movements; historical situation of major groups of nonrepresented employees; and the impact of changing government policies on employees, employers, and labor relations.

38:578:615-617 ***Issues in Labor and Employment Relations (1,1,1)***
Selected, timely topics in employment relations; particular topic to be announced.

38:578:650-655 ***Selected Issues in Labor and Employment Relations (1,1,1,1,1,1)***
Contemporary issues in labor and employment relations; particular topics to be announced.

38:578:666 ***Asian American Workers in a Global Context (3)***
Connections between race, labor, and political belonging for the Asian American community; overview of interdisciplinary research regarding political representation, forms of structural exclusion, the politics of national belonging, and worker resistance.

38:578:690 ***Internship in Labor and Employment Relations (BA)***
Internship in a labor or community organization addressing employment issues; internship in a public- or private-sector management position dealing with labor and employment issues; or other supervised work experience related to the field.

38:578:694 ***Practicum in Organization Change (BA)***
Research or practice in a real work setting undergoing restructuring or organization change, with particular attention to the consequences for employees and the ways in which their interests can be represented.

38:578:695 ***Practicum in Adult Noncredit Education or Training (BA)***
Research or practice in labor education, management education, or joint extension programming; research or practice in workplace training or continuous learning programs.

38:578:701,702 ***Research in Labor and Employment Relations (BA,BA)***
Supervised research under the direction of an individual faculty member.

Online Professional Master's in Labor and Employment Relations (M.L.E.R) (SMLR-G)

ONLINE PROFESSIONAL MASTER'S IN LABOR AND EMPLOYMENT RELATIONS (M.L.E.R)

Francis Ryan, Director

This 36-credit professional program is designed for working adults with a demonstrated interest in either labor/social justice, or managing employees well. Graduates have a variety of intellectual interests and career objectives. The master's program in labor and employment relations (M.L.E.R.) combines professional training with intellectual exploration to produce graduates who are thoughtful professionals, informed leaders, and/or researchers grounded in contemporary reality.

The program is 100% online and allows working professionals enrolled part-time to balance full-time employment with coursework. Students are encouraged to begin with one or two courses per semester to start. Courses are available year-round and typically are asynchronous; students do not need to be online on a specific day/time to complete course activities. Some courses are synchronous and meet remotely through Zoom or similar platforms. Students in the online courses will be both from this program and our traditional MLER program.

More information about the program is available on the website.

Contacting Us:
The M.L.E.R. office is located in the School of Management and Labor Relations.
Janice H. Levin Building
Rutgers, The State University of New Jersey
94 Rockafeller Road, Piscataway, NJ 08854-8054
Phone: 848-932-0303
Email: fr156@smlr.rutgers.edu

Online M.L.E.R. Program Structure and Degree Requirements

Online M.L.E.R. Courses

Online M.L.E.R. Program Structure and Degree Requirements (SMLR-G)

ONLINE M.L.E.R. PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

To earn the online professional master of labor and employment relations (MLER) degree, students are required to successfully complete 36 credits of coursework. Of these 36 credits, 24 credits must be taken in required courses in labor and employment relations and 12 credits in elective courses.

The following are required courses (12 credits):

38:578:500 Introductory Seminar in Labor and Employment Relations (3)
38:578:560 Collective Bargaining & Worker Representation (3)
38:578:527 Economics and Public Policy in a Global Context (3)
38:533:540 HR Decision Making: Financial Decisions (3)

Students also must take at least one course from each of the following core areas (12 credits):

Law
38:578:550 Labor Law
38:578:521 Immigration Law
38:533:566 Employment Law

Workforce Diversity
38:578:541 Women and Work
38:578:510 The Inclusive Workforce

Research Methods
38:578:501 Research Methods in Labor and Employment Relations
38:578:613 Topics: Problem-Solving Tools and Analysis in Employment Relations
38:578:604 Creating and Administering Surveys

Institutional Variety
38:578:562 Global Employment Relations Today
38:578:612 Labor/Employment History

Elective Courses (select 4 courses, 12 credits)
38:578:505 Negotiation
38:624:516 Interpersonal Conflict at Work
38:578:525 Public Sector Employment Issues
38:578:504 Leadership in Work Organizations
38:578:511 Emotional Intelligence in the Workplace
38:578:567 Shaping the Future of Work
38:578:513 Enforcing Worker Rights
38:578:543 Organizational Leadership & Change Management
Any second course from a competency area

Online M.L.E.R. Courses (SMLR-G)

ONLINE M.L.E.R. Courses

38:533:565 ***Economics and Demographics of Labor Markets (3)***
Covers the changing nature of the workforce, including diversity characteristics and attitudinal shifts. Focus on human resource management tracking and gaining competitive advantage though judicious use of change.

38:533:566 ***Employment Law (3)***
Principles of law covering the employment relationship. Some legal issues may also be covered in HR application courses.

38:578:500 ***Introductory Seminar in Labor and Employment Relations (3)***
Critical challenges facing workers, employers, labor organizations, and the public with regard to work and employee representation.

38:578:501 ***Research Methods in Labor and Employment Relations (3)***
Definition of a research question; literature reviews; effective research techniques; case-study and survey research methods. Basic statistical skills, data analysis, and presentation.

38:578:502 ***Writing in Employment Relations (3)***
Creation of articulate, persuasive written documents of the type needed in professional positions in employment relations; construction of an argument; intensive, individualized instruction; ESL students particularly welcome.

38:578:503 ***Problem-solving Tools at Work (3)***
Applied analytical and statistical tools for solving problems at work, surveying employees, and maintaining quality. Projects are individual/group and spreadsheet-intensive.

38:578:504 ***Leadership in Work Organizations (3)***
Leadership theory and its application to work organizations, including unions, nonprofits, and businesses. Leadership of small groups and large organizations; leadership diversity and development.

38:578:505 ***Negotiation (3)***
Negotiation strategy and tactics including positional, interest-based, and other theoretical approaches; rights, power, leverage, concessions, commitment; applications include business and labor contexts; negotiation skill development.

38:578:506 ***Theories of Labor and Employment Relations (3)***
The historical evolution and current state of employment relations theory. Workplace democracy, the source of workplace conflict, alienation, the evolution of class, collective bargaining, and other issues are discussed from a variety of perspectives.

38:578:507 ***Strategic Corporate and Industry Research (3)***
Overview of methods used to investigate the competitive situation/prognosis of an industry's employers, profitability, sales, employment, wages, and unionization; strategic corporate research.

38:578:508 ***Group Processes and Team Dynamics (3)***
Micro facilitation skill development; effective group decision-making or problem-solving event design; moderator behavior allowing a group to identify and achieve its goals.

38:578:509 ***American Workers and Politics (3)***
The democratization of politics and the emergence of workers as citizens; the political role of workers in contemporary U.S. society. The political ideology of American labor and its impact on electoral politics, voting patterns, and political participation.

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Fostering an inclusive workplace; issues related to race, ethnicity, age, gender, religion, sexual orientation, disability, and other aspects of diversity in work organizations.

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How employees can advance their careers given the changing nature of work and organizations; skill assessment/ development, career progression, and work/life balance; intergenerational, gender, and racial/ethnic issues.

38:578:513 ***Enforcing Worker Rights (3)***
Labor standards enforcement in theory and practice, wages, hours, overtime, and health/safety violations; diverse strategies for improved enforcement, including involving worker organizations.

38:578:515 ***Conflict Resolution in the Workplace (3)***
Theories of workplace conflict. Critical review and analysis of dispute resolution techniques in union and nonunion workplaces.

38:624:516 ***Interpersonal Conflict at Work (3)***
Major theories and evidence on conflict between coworkers; competencies developed for effective management or resolution of this ubiquitous phenomenon by all involved; improved performance and work group cohesion.

38:578:520 ***Benefits and Social Insurance (3)***
Overview of benefits with a focus on social insurance systems, health insurance, and pensions. Emphasis on public policy issues of importance to both unions and employers.

38:578:521 ***Immigration Law (3)***
Contemporary immigration law in the U.S.; employer compliance issues; employee rights; immigrant employee representation and related policy debates.

38:578:525 ***Public Sector Employment Issues (3)***
Scope and nature of public employment; organizations of public employees; problems and issues of federal, state, county, and municipal employees; special problems of particular groups; and emerging patterns of future development.

38:578:526 ***Immigration, Public Policy, and Worker Rights (3)***
The role of immigrant labor in contemporary society and accompanying public policy debates. Theories of migration, history of migration and immigration policy in the United States; labor market dynamics in immigrant-dominated industries. Existing employment and labor rights of immigrant workers. Community, labor, and immigrant organizations' efforts to improve wages, working conditions, and immigration policy.

38:578:527 ***Economics and Public Policy in a Global Context (3)***
Economic policy options around the globe; governments and markets; macro- and micro-level approaches; fiscal and monetary policies; competition and social protection: trade; labor; income inequality.

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Using a global perspective across different sports and related businesses, examination of union- management relations; individual talent; diversity; and safety-health issues.

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Study of the impact of globalization and corporate restructuring on individuals, communities, jobs, work systems, organizations, and the economy.

38:578:535 ***Women and Global Labor Movements (3)***
How women are organizing worldwide for gender justice and an improved quality of life; how changing labor movements are addressing gender issues.

38:578:538 ***Financial Analysis and Corporate Governance (3)***
Corporate governance issues; financial statement analysis; and cost accounting for collective bargaining and workplace management.

38:533:540 ***HR Decision-Making: Financial Decisions (3)***
Financial analysis in the HR context. Cost analysis of HR and HR programs. Cost/benefit analysis, organizational finance issues, and HRM.

38:578:541 ***Women and Work (3)***
An analysis of women's experiences and status in a range of work settings; an evaluation of legal, institutional, and public policy responses to issues such as the segregation of work by race and gender, pay equity, the feminization of poverty, sexual harassment, and the restructuring of work and family roles.

38:533:542 ***HR Decision-Making: Data-Based Decisions (3)***
This course addresses research design methodology and basic statistics through regression analysis.

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Theoretical and practical issues in organization change, including the rationale for change; why change succeeds or fails; effective leadership of change; and ethical concerns.

38:578:544 ***Creating and Sustaining a Learning Organization (3)***
Processes through which organizations learn or fail to learn; designing methods of education, training, and development that encourage organizational learning; theories of organizational and managerial cognition.

38:578:545 ***Disability, Work, and Society (3)***
The relationship of disability to income, work, politics, law, popular culture, and the built environment; lessons for all disadvantaged groups seeking social change.

38:578:550 ***Labor Law (3)***
The statutes and case law that create the framework for private-sector labor management relations, with special attention to current workplace developments and the public policy debates that continue to reshape American labor law.

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Social construction of identity and the consequences for contemporary diversity outcomes; intersectionality of race, ethnicity, gender, sexual orientation, and other forms of identity.

38:578:555 ***Globalization and the Future of Employment (3)***
Changes in the global economy and their effects on living standards, job opportunities, and the bargaining power of American workers and their unions. Role of international labor organizations, transnational corporations, and global financial institutions in global economic change. Strategies for dealing with globalization.

38:578:556 ***Organizational Design and Structure (3)***
Considers diverse modes of involving employee in decision-making and reorganizing work for flexibility, service, and better use of advanced technology. Assess options, consequences, and the responses of organized workers.

38:578:557 ***Trends and Problems in the Nonunion Workplace (3)***
An overview of the nonunion workplace encompassing both research and practice; covers surveys of employee attitudes, key issues, alternative vehicles of employee voice, conflict, and the use of new workplace practices.

38:578:558 ***Seminar in Workplace Democratization (3)***
Diverse models of workplace democratization on the job and at the strategic policy level, including joint governance, employee involvement, collective bargaining, employee ownership, worker cooperatives, and self-management.

38:578:559 ***Organizing for Social Change (3)***
Hands-on look at how people can take action together by creating organizations; recruiting members; analyzing and building power; designing campaigns; and developing winning strategies.

38:578:560 ***Collective Bargaining and Worker Representation (3)***
Unions, collective bargaining, and alternative forms of worker representation in the United States. Overview of both conventional forms of union membership, negotiations, labor law, dispute resolution, and emerging representation and advocacy strategies.

38:578:562 ***Global Employment Relations Today (3)***
Comparison of employment relations systems in selected countries; how labor movements outside the U.S. marshal political and economic resources to represent worker's interests.

38:578:563 ***New Directions in Collective Bargaining (3)***
Departures from traditional patterns of collective bargaining and labor-management relationships. Causal factors that are giving rise to innovative practices. The current debate over the future of collective bargaining. Models for expanding the scope of bargainable issues.

38:578:565 ***Public Sector Collective Bargaining (3)***
The development of public sector bargaining rights and the role of unions in the public sector. The course will analyze state and federal laws, dispute resolution procedures, and political initiatives, with a special emphasis on New Jersey.

38:578:566 ***Work and Social Change (3)***
Changes in the workforce, how economic and social changes are reshaping categories of employees, their organizations and movements, and their needs and desires. Uses both class and social movement perspectives to examine many types of employees.

38:578:567 ***Shaping the Future of Work and the Employment Relationship (3)***
Artificial intelligence, platforms, and other ongoing changes affecting the nature, availability, and rewards for work. Emerging alternatives to traditional employment. Alternative forms of representation and public policies for ameliorating related social problems.

38:578:569 ***Mediation Processes and Techniques (3)***
Theory and practice of mediation in labor disputes, civil litigation and employment discrimination. Mediator qualification and ethics practices; cultural and inclusion issues. Comparison to arbitration, fact finding, conciliation, and negotiation.

38:578:570 ***Interest Dispute Settlement (3)***
The practice and policy implications of fact-finding, mediation, and interest arbitration in the public sector.

38:578:575 ***Employment Arbitration Today (3)***
Arbitration and grievance processes in contemporary U.S. workplaces with and without union representation. Includes an analysis of ongoing controversial public policy & legal issues.

38:578:581 ***Structure and Government of American Unions (3)***
Patterns of union administration on local, intermediate, and national levels; effect of structure on the collective bargaining process; issues of internal democracy; and membership participation in union affairs.

38:578:598,599 ***Individual Studies in Labor and Employment Relations (BA,BA)***
Individually directed study by a student under the direction of an individual faculty member.

38:578:604 ***Creating and Administering Surveys (3)***
Issues for online, mail, telephone, and in-person surveys given their intended use. Samples; item construction; scaling; measurement validity and reliability; improving response rates; ethical research.

38:578:605 ***Action Research (3)***
Action research involves collaboration between organization members and outside experts in a process of improving organizational effectiveness combining insider knowledge with theory and data-driven research. Students will learn the basic processes of designing and implementing a social system change intervention using participatory methods.

38:578:610,611,613,614 ***Topics (3,3,3,3)***
Selected timely topics in employment relations; particular topics to be announced.

38:578:612 ***Labor/Employment History (3)***
The changing nature of work and its organization; history of labor organizations and labor movements; historical situation of major groups of nonrepresented employees; and the impact of changing government policies on employees, employers, and labor relations.

38:578:615-617 ***Issues in Labor and Employment Relations (1,1,1)***
Selected, timely topics in employment relations; particular topic to be announced.

38:578:650-655 ***Selected Issues in Labor and Employment Relations (1,1,1,1,1,1)***
Contemporary issues in labor and employment relations; particular topics to be announced.

38:578:666 ***Asian American Workers in a Global Context (3)***
Connections between race, labor, and political belonging for the Asian American community; overview of interdisciplinary research regarding political representation, forms of structural exclusion, the politics of national belonging, and worker resistance.

38:578:690 ***Internship in Labor and Employment Relations (BA)***
Internship in a labor or community organization addressing employment issues; internship in a public- or private-sector management position dealing with labor and employment issues; or other supervised work experience related to the field.

38:578:694 ***Practicum in Organization Change (BA)***
Research or practice in a real work setting undergoing restructuring or organization change, with particular attention to the consequences for employees and the ways in which their interests can be represented.

38:578:695 ***Practicum in Adult Noncredit Education or Training (BA)***
Research or practice in labor education, management education, or joint extension programming; research or practice in workplace training or continuous learning programs.

38:578:701,702 ***Research in Labor and Employment Relations (BA,BA)***
Supervised research under the direction of an individual faculty member.

Five-Year Bachelor of Arts or Bachelor of Science/ Master of Labor and Employment Relations Degree Program (SMLR-G)

FIVE-YEAR BACHELOR OF ARTS OR BACHELOR OF SCIENCE/ MASTER OF LABOR AND EMPLOYMENT RELATIONS DEGREE PROGRAM

Paula B. Voos, Academic Program Director, Labor Studies and Employment Relations Programs
Francis Ryan, Director, M.L.E.R. Program

The five-year B.A. or B.S./M.L.E.R. program allows students to complete a bachelor of arts (B.A.) or bachelor of science (B.S.) degree in labor studies and employment relations and a master of labor and employment relations (M.L.E.R.) degree in five years of full-time study. Students who graduate from the program are prepared to assume responsible positions in the field of labor and employment relations.

Program (SMLR-G)

PROGRAM

Students who graduate with an undergraduate major in labor studies and employment relations may be able to complete a master's degree in labor and employment relations on an accelerated timetable. When they enter

the program, undergraduate majors may waive as many as 9 credits of graduate work normally required for the advanced degree. In addition, they may be able to take two graduate-level courses while they are undergraduate students. If these two courses are creditable beyond the 120 credits needed to obtain the B.A. degree, they may be counted toward the graduate degree.

Students interested in this program should first become a major. Then in their junior year, they should speak to an advisor or the graduate program director about what to take to be ready for the graduate program. The formal application to the five-year version of the master's program should be submitted to Rutgers Graduate Admissions early in the final semester before graduation.

Application Information (SMLR-G)

APPLICATION INFORMATION

Generally, students seeking to enter the five-year program are subject to the same admission requirements as individuals applying to the master of labor and employment relations (M.L.E.R.) degree program. The application is made formally to Rutgers Graduate Admissions early in the final semester of the student's undergraduate career.

Students may apply for fall or spring semester admission, and they may be eligible to take summer courses on a nonmatriculated basis before admission in the fall. The program requires two or three letters of reference, preferably from SMLR or other Rutgers faculty members, a personal statement, and a professional resume. Acceptance is contingent upon successful completion of the bachelor of arts (B.A.) or bachelor of science (B.S.) degree, but the program can make provisional admission decisions as soon as it receives a completed application and transcripts from all higher education institutions attended.

Ph.D. Program in Industrial Relations and Human Resources (I.R.H.R) (SMLR-G)

PH.D. PROGRAM IN INDUSTRIAL RELATIONS AND HUMAN RESOURCES (I.R.H.R.)

Jessica R. Methot, Director

The Ph.D. in industrial relations and human resources (I.R.H.R.) is an interdisciplinary program that develops research and teaching skills to qualify students for employment as tenure-track college or university faculty. Our program produces distinguished researchers and teachers who merge the worlds of theory and practice. We have a collaborative approach that encourages work across academic areas and across Rutgers. This allows students to tackle the newest trends and biggest challenges in research.

The I.R.H.R. program is designed for people who want to:

- Work with leading scholars who are nationally and internationally recognized experts in a broad range of topics in industrial relations and human resources.

- Become leading scholars by learning how to design, conduct, and publish rigorous research in scholarly journals such as *Academy of Management Journal*, *Academy of Management Review*, *Industrial and Labor Relations Review*, *Industrial Relations*, and *Journal of Applied Psychology*, among others.
- Become impactful teachers by working as teaching assistants and teaching their own courses, translating research into practical applications, and guiding students along their academic journey.

I.R.H.R. Admission

I.R.H.R. Program Structure and Degree Requirements

Master's Thesis

Qualifying Examination

Dissertation

Research Involvement

Financial Assistance

I.R.H.R. Courses

I.R.H.R. Admission (SMLR-G)

I.R.H.R. ADMISSION

Admission to the Ph.D. program in Industrial Relations and Human Resources (I.R.H.R.) is competitive and highly selective. On average, two or three students are admitted to the program per year. The school values diversity and is strongly committed to equal opportunity.

When evaluating applications, the faculty considers test scores, past academic educational achievement, research experience, and relevant work experience. Students who have no research experience or training are not likely to be admitted to the Ph.D. program. The admissions committee puts a high priority on ensuring that each admitted student is matched to good faculty advisors, so in your personal statement it is valuable for you to draw connections between your interests and the expertise of specific faculty members who could be your advisors.

Completion of a terminal master's degree in a related field of study is not required for admission. A student who holds a master's degree upon entering the program may transfer some credits but they must fulfill the same degree requirements as students who do not hold a relevant master's degree.

New students are admitted once per year and the application deadline is **January 5th**. Decisions are made on a rolling basis after the application deadline. We seek to make offers by the end of January, although the timing of the process may vary by primary field (Human Resources, or Labor Work and Society), and the particular pool of applicants in a given year. All decisions will be made by **March 31st** for initial enrollment in the following fall semester. You can learn more about the application process, and can apply online through Rutgers Graduate and Professional Admissions.

I.R.H.R. Program Structure and Degree Requirements (SMLR-G)

PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

The program of study in industrial relations and human resources (I.R.H.R.) requires all students to:

1. Complete three core seminars
2. Select a primary field of either Human Resources or Labor, Work, and Society, in which five courses will be taken
3. Either select a secondary field in which three courses will be taken, or take three electives if no secondary field is chosen
4. Complete four statistics and research methods courses
5. Complete a master's thesis
6. Complete a dissertation
7. Attend the Proseminar, consisting of presentations by SMLR faculty, outside scholars, and Ph.D. students

Students can take doctoral courses at Princeton, Columbia, New York University, CUNY, Fordham, New School, or Stony Brook as part of their studies, through the Inter-University Consortium in which Rutgers participates.

Course Outline

Seminar in Industrial Relations: A Survey of the Scholarly Literature (3)

Seminar in Human Resources: Macro Foundations (3)

Seminar in Organizational Behavior (3)

Primary field (15): either

1. Human Resources or

2. Labor, Work, and Society

Secondary field (9): either

1. Human Resources or

2. Labor, Work, and Society

3. Customized, or

4. No secondary field, with 9 credits of electives approved by director

Research Methods (3)

Statistics I (3)

Statistics II (3)

Advanced statistics or methodology elective (3)

Master's thesis (6)

Proseminar credits (3)

Doctoral thesis credits (18)

For additional information, view the program website.

Master's Thesis (SMLR-G)

MASTER'S THESIS

During their second year in the program, students complete an empirical research project under the guidance of a three-person thesis committee. A member or associate member of the SMLR graduate faculty may serve as the committee chair and direct the research project. A satisfactory oral defense of the thesis is required. Upon completion of the thesis and oral defense, and 30 credits of coursework (of which 6 may be research credits for completing the thesis), students are awarded the master of science degree and become eligible to take the qualifying exam.

Qualifying Examination (SMLR-G)

QUALIFYING EXAMINATION

The qualifying exam assesses students' knowledge of, and ability to synthesize, the theory and methods covered in their required and elective courses and in their specialized fields of study. It covers the I.R.H.R. literature that is considered the foundation upon which the student's career and future research are based, as well as the research methods and data analysis techniques that are relevant to the student's chosen area of specialty. The format is take-home. The exam is offered once annually, and all students sit for the exam at the same time (or at a time agreed to by the student's advisory committee and the Graduate Director). Normally, students take the qualifying exam in the summer after their second year. To sit for the exam, students need to have (1) successfully defended their master's thesis and (2) completed a minimum of 42 course credits. The qualifying exam is graded and must be approved by at least four members of the I.R.H.R. graduate faculty. Students who fail the exam must retake it within four months. After passing the qualifying exam, students are admitted to Ph.D. candidacy.

Dissertation (SMLR-G)

DISSERTATION

Students complete a dissertation during their fourth and fifth years. The dissertation committee must be chaired by a member of the I.R.H.R. graduate faculty and include at least three other faculty. At least one member of the committee must be from outside the I.R.H.R. graduate faculty. Members from outside Rutgers are preferable. All students present and defend their dissertation proposals in a seminar format. The proposal defense is open to

all interested faculty and Ph.D. students, although only the committee members vote on the acceptability of the proposal. A final oral defense takes place upon completion of the dissertation. The defense is open to the public and must be announced at least two weeks in advance.

Research Involvement (SMLR-G)

RESEARCH INVOLVEMENT

Students are expected to be actively involved in research throughout the entire time they are enrolled in the program. To facilitate this, students are assigned to a research advisor upon their admission into the program. Students may change their research advisor, by mutual agreement, at the end of their first year and any time thereafter. Research advisors provide annual assessments of students' research activities, and satisfactory performance is required in order for students to remain in good standing in the program and continue to receive financial assistance.

Financial Assistance (SMLR-G)

FINANCIAL ASSISTANCE

Admitted students typically receive funding for five years. This includes:

- A 9-month stipend
- Free tuition (100% tuition waiver)
- Summer support
- An office, a computer, and software
- Limited travel support for conferences
- Additional limited research support to support research expenses not otherwise covered by the program.

For detailed information on the amount of funding currently available for admitted students, visit the program website.

I.R.H.R. Courses (SMLR-G)

COURSES

16:545:601,602 ***Independent Study in Industrial Relations and Human Resources (BA, BA)***
Directed study under the supervision of a faculty member.

16:545:610 ***Proseminar in Industrial Relations and Human Resources (.5)***
Research, theoretical, or pedagogical presentation by School of Management and Labor Relations faculty, outside scholars, and advanced Ph.D. students. Students must enroll for at least six semesters.
Offered fall and spring.

16:545:611 ***Seminar in Industrial Relations: A Survey of the Scholarly Literature (3)***
Industrial relations systems theory. Analysis of managerial capitalism and the diffusion of systematic management techniques; the development of modern craft, industrial, and professional labor organizations. The emergence of the regulatory state and the role of law and specialized government agencies in regulating industrial conflict. Conceptual framework to assess bargaining power, negotiation processes, grievance procedures, and conflict resolution.

16:545:612 ***Seminar in Human Resources: Macro Foundations (3)***
Analysis of how firms can use human resource management practices to enhance individual and organizational performance. Examines emerging theoretical perspectives, contextual factors, intellectual capital, and other factors that influence the linkages between human resources and performance.

16:545:613 ***Research Methods for Industrial Relations and Human Resources (3)***
Problems of research design, data collection, data management, and the selection of analytical techniques.

16:545:614 ***Multivariate Analysis for Industrial Relations and Human Resources (3)***
Multiple regression, analysis of variance, analysis of covariance, factor analysis, canonical correlation, and cluster analysis.
Prerequisites: A Ph.D.-level course in regression and an additional Ph.D.-level measurement or statistics course.

16:545:615 ***Economics for Industrial Relations and Human Resources (3)***
Alternative theories of the firm and labor markets explored, with focus on competing hypotheses and research evidence about wage and benefit determination, internal labor markets, discrimination, unions, and employee incentive systems.

16:545:616 ***Seminar in Human Resources: Micro Foundations (3)***
Critical review of theory and research on specific human resource practices and functional areas. Includes research on recruitment, selection, performance management, compensation, and training and development. Emphasizes importance of integrating human resource management practices with other functional areas and with business strategy. Also examines contextual influences on implementation and outcomes.

16:545:617 ***Multilevel Theory and Research (3)***
Critical analysis of the theoretical and statistical foundations of multilevel research in a human resource management context. Focuses on processes and outcomes across different levels.

16:545:618 ***Organizational Behavior (3)***
A critical analysis of some of the major topics in organizational behavior that influence the study of employment relations and human resource management. Topics include personality, group dynamics, leadership, justice, trust, diversity, and culture.

16:545:619 ***Organizational Theory (3)***
Surveys the major theoretical perspectives and issues studied in organization theory research. Sample topics include institutional theory, contingency theory, transaction cost economics, population ecology, and sense making.

16:545:620,621 ***Selected Problems in Industrial Relations and Human Resources (3,3)***
Special topics in industrial relations and human resources of current interest.

16:545:623 ***Comparative Political Economy of Work (3)***
The course familiarizes students with cutting-edge research on the comparative political economy of work, labor, and education. Covering both central conceptual tools and empirical findings of this rich interdisciplinary space, the class focuses is the political determinants of how societies govern work, with particular attention to changes in institutions.

16:545:701,702 ***Research in Industrial Relations and Human Resources (3,3)***
Dissertation study.

About the School (GSE)

ABOUT THE SCHOOL

The School of Education was organized in 1923 to bring together the capacity within the university that contributes to the education of personnel in professional education and to scholarship in the field of education. On April 8, 1960, the Board of Governors of Rutgers, The State University of New Jersey, changed the name of the school to the Graduate School of Education (GSE). This change recognized the changing role of the school in the preparation of educational personnel as a graduate institution offering the master of education and doctor of education degrees. In 2012, the GSE faculty adopted the mission statement embodied in the following paragraphs:

The Rutgers University Graduate School of Education is dedicated to the study and improvement of education. This creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high-quality educational programs. As such, our work addresses the cognitive, social, organizational, cultural, linguistic, developmental, and policy dimensions of education.

Our faculty makes unique and significant contributions to educational scholarship by conducting research and improving practice in relations to three pressing issues in education: (i) meeting the needs of diverse learners, (ii) using emerging digital pedagogical tools effectively, and (iii) addressing the equity and adequacy of financial, human, and social resources for PK-12 and higher education.

Our instructional programs are designed to produce graduates who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. Our partnerships and service contributions focus on New Jersey but extend to both national and global communities.

In summary, our mission is to create new knowledge about educational processes and to lead in the development of research-based instructional, professional, and outreach programs.

For up-to-date information about academic programs, alumni news, the dean's office, our mission, research centers, and student services, visit the school's website.

Location (GSE)

Location

New Brunswick, with a population of about 57,000, is located in central New Jersey at Exit 9 of the New Jersey Turnpike and along the New York-Philadelphia railroad line. It is approximately 33 miles from New York City, with frequent express bus service available from a station near the College Avenue campus to terminals in central Manhattan. To the south, Princeton is 16 miles away, Philadelphia about 60 miles, and Washington, D.C., less than 200 miles.

Rutgers attracts many distinguished visitors, lecturers, and performing artists not always available to less favorably situated institutions. In addition, the libraries, theaters, concert halls, museums, galleries, research institutes, clubs, and other educational, cultural, and recreational resources of the New York-Philadelphia region are easily accessible. Newark, the state's largest city, and Camden, which faces Philadelphia across the Delaware River, are characteristic northeastern American metropolitan centers. Each city is undergoing rapid development with a view toward providing for its region and for wider society. A distance of 20 miles separates Rutgers University-Newark from Rutgers University-New Brunswick, and some faculty members and graduate students involve themselves in activities at both locations. The distance between Rutgers-New Brunswick and Rutgers University-Camden is about 55 miles, making intercampus interchanges less frequent. However, the faculty participating in Rutgers-New Brunswick graduate programs includes members from Rutgers-Camden and Rutgers-Newark.

Degree Programs (GSE)

DEGREE PROGRAMS

AVAILABLE PROGRAMS OF STUDY

Degree	For...	Specialization
Doctor of Philosophy in Education (Ph.D.)	Aspiring researchers	Learning, Cognition, Instruction, and Development (LCID); Theory, Organization, and Policy (TOP)
Doctor of Philosophy in Higher Education (Ph.D.)	Aspiring researchers	Higher Education
Doctor of Education (Ed.D.) programs	Scholarly practitioners; educational leaders; change agents in PK-12, higher education, or other organizations that provide education	Design of Learning Environments; Educational Leadership; Education, Culture, and Society; Special Education; Teacher Leadership
Master of Education (Ed.M.) programs with no state certification	Practitioners who are already licensed or who do not wish to be; or students preparing for doctoral study	Adult and Continuing Education; College Student Affairs; Counseling Psychology; Dance Education; Early Childhood/Elementary Education; Educational Administration and Supervision; Education, Culture, and Society; Educational Statistics, Measurement, and Evaluation; Language Education; Learning, Cognition, and Development; Literacy Education; Mathematics Education; Science Education; Social Studies Education; Special Education
Master of Education (Ed.M.) programs with state certification: post-baccalaureate teaching	Bachelor's degree holders who wish to earn a state license as a teacher, while earning a master's degree	Dance Education; Elementary Education (K-6); English Education; Language Education: English as a Second Language; Language Education: Teacher of World Languages; Mathematics Education; Science Education: Biological Science; Science Education: Physical Science and/or Physics Education; Social Studies

Master of Education (Ed.M.) programs with state certification: other	Bachelor's degree holders who wish to earn a state license as an administrator or educational services provider, while earning a master's degree	Educational Administration and Supervision (Supervisor, Principal); Reading Specialist with Supervisor; School Counseling; Special Education/ Learning Disabilities Teacher-Consultant (LDT-C); Teacher of Students with Disabilities (TOSD)
Combined Five-Year B.A./B.S./Ed.M. programs with state certification	Rutgers undergraduates who wish to pursue New Jersey teacher certification	Dance Education; Early Childhood (P-3) and Elementary Education (K-6); Elementary Education (K-6) with Subject Matter Specialization (5-8); English as a Second Language (ESL) Education; English Education; Language Education; Mathematics Education; Science Education: Biological Science; Science Education: Physical Science and/or Physics Education; Environmental and Biological Science Education: Agricultural or Biological Science; Environmental and Biological Science Education: Physical Science; Social Studies Education; Special Education and Elementary Education
Non-degree state certification programs	Practitioners who wish to earn a state license in a given field without earning a degree	Bilingual/Bi-cultural Education; English as a Second Language; Learning Disabilities Teacher-Consultant (LDT-C); Preschool through Grade 3; Principal, Reading Specialist; School Administrator; Supervisor; Teacher of Students with Disabilities
Non-degree skill development programs	Practitioners who wish to develop additional expertise in a specific area	Educational Technology; Ed Tech for Adult Education; Gifted Education; Infant/Early Childhood Specialist; Higher Education Teaching; Adult Literacy and ESL; Human Resources Development; Maker Education; Community College Leadership, Athletic Coaching in Education
Education as a social science minor	Undergraduates interested in investigating learning and teaching in a broad range of human contexts. The minor does not prepare students for a career in teaching.	There is one minor with seven optional tracks: Community Study and Civic Engagement; Digital Learning; Educational Policy and Social Justice; Creativity and Play; Global Education; Exceptional Learners; General Studies

Admission (GSE)

ADMISSION

Inquiries regarding specific programs should be directed to the department or program of interest. Current information on whom to contact for each program can be found here.

Requirements (GSE)

Requirements

Admission to the Graduate School of Education is open to individuals who have graduated from approved institutions and show evidence of potential for the successful completion of a graduate program. Admission to the Graduate School of Education is competitive. Admissions decisions are informed judgments based upon the applicant's previous academic performance, standardized test scores, experience and achievement, recommendations, and other relevant data. In addition, the number of students who can be accommodated in some programs is limited.

Applications are reviewed by the faculty of the programs and the department to which the applicant applies.

Admission requirements vary among the programs. Applicants should review carefully the information and instructions provided on the application website.

Application Procedures (GSE)

Application Procedures

Application materials are available from the Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 65 Davidson Road, Suite 308 Piscataway, NJ 08854-5602 U.S.A. (848-932-7711), or on Rutgers' graduate admissions website. A complete application consists of the application form, the application fee, official transcripts, the personal statement or essay, letters of recommendation, and test scores. Detailed procedures and instructions accompany the application forms. Applications should be filed online with the Office of Graduate and Professional Admissions as early as possible to meet the deadlines listed in the application materials. Applicants are responsible for ensuring that their applications are complete and for adhering to all policies and procedures as stated in the instructions.

Deadlines (GSE)

Deadlines

Deadlines for each program are listed on the Graduate School of Education website at Admissions. The deadline for consideration for assistantships, fellowships, and other forms of financial aid is February 1. International students must follow the same deadlines as all other students. Programs may, at their discretion, close admission prior to stated deadlines or extend deadline dates if sufficient time exists to render decisions. Applicants are encouraged to apply as early as possible.

Tests (GSE)

Tests

Students applying to the five-year or post-baccalaureate initial teacher certification programs may submit SAT, ACT, or Praxis Core scores as part of their application as long as those scores meet the minimum requirement and are not older than five years at the time of application. For information regarding the minimum scores required for each test please visit the Graduate School of Education (GSE) website.

Programs at the GSE have varying admissions requirements. Some require GRE scores while others do not. Please check with the specific program for details.

Doctoral programs (Ph.D. and Ed.D.) no longer require the GREs.

The Ed.M. programs that require GRE scores are educational statistics and measurement; literacy education, and math education.

Although some programs may require GRE scores, supplemental materials (personal statement, letters of recommendation, and professional experiences) assist in providing a greater understanding of an individual's readiness, preparation, and commitment for graduate study.

GRE information and application forms can be obtained here.

International Applicants (GSE)

International Applicants

All international applicants should begin their Rutgers journey by contacting the Rutgers Global Office. This office will assist with all questions regarding your visa, travel etc.

The Test of English as a Foreign Language (TOEFL) is required if English is not the applicant's native language. For further information, please visit here. Satisfactory English proficiency is a prerequisite for graduate study at the university. Applicants failing to meet standards for English proficiency may be required to take a test upon arrival at the university and to take coursework in English as a second language. Non-immigrant students also must present evidence of adequate financial resources.

For information on the minimum requirements for TOEFL scores go to Graduate and Professional Admissions.

Nondegree Study (GSE)

Nondegree Study

The Graduate School of Education welcomes students to take classes on a non-degree basis. Applicants should file an application with the Office of Graduate and Professional Admissions. Applicants who are accepted as non-degree students are permitted to register for an unlimited number of courses with approval of the appropriate department chair. Such courses carry full Rutgers University credit; in most programs, however, a maximum of 12 credits will be accepted by the school toward a degree should the student later be admitted to a degree program.

Non-degree students who wish to enter a degree program in the Graduate School of Education must file a separate application and fee for admission with the Office of Graduate and Professional Admissions. Successful completion of non-degree coursework does not guarantee later admission to a degree program.

NOTE, not all education courses can be taken on a non-degree basis. Please contact the Office of Student and Academic Services for information and assistance:

academic.services@gse.rutgers.edu

Non-degree study is not available to international students.

Financial Aid (GSE)

FINANCIAL AID

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

Merit-Based Financial Aid (GSE)

Merit-Based Financial Aid

Assistantships, Fellowships, Grants, and Scholarships

All applicants are considered automatically for university-based assistantships, fellowships, and scholarships. Inquiries should be addressed to the director of the graduate program to which the student has applied. Students are encouraged to apply for externally funded fellowships as well.

Assistantships Awarded by the University. Graduate students in assistantship positions have the opportunity of working with Graduate School of Education (GSE) faculty and staff in a variety of research and professional projects, teaching, or assisting in courses. Assistantships provide full tuition remission and an annual stipend. Please see your academic adviser or your departmental office for information on assistantship opportunities.

Bevier and University Fellowships. Graduates of Rutgers, The State University of New Jersey, and post qualifying students already at the university may apply for Louis Bevier Fellowships and University Fellowships. Funds provided by the state and by the Louis Bevier Memorial Fund, respectively, support a limited number of fellowships that carry stipends of $13,000. The Louis Bevier Memorial Fund was established through the generosity of Dr. and Mrs. Ralph G. Wright in honor of the late Dean Bevier. For further information, go to SGS Fellowships and Grants.

Ralph Johnson Bunche Distinguished Graduate Award. Established in 1979, this distinguished graduate award is named after Ralph Johnson Bunche, the African-American statesman, Nobel Peace laureate, and recipient of an honorary doctor of laws from Rutgers in 1949. Bunche fellows are chosen by a university wide selection committee. Bunche fellowships provide $15,000 plus tuition remission for as many as two years to exceptional, new, full-time students with backgrounds of substantial educational or social disadvantage.

Diversity Advancement Program in Teaching and Research. Through referral from graduate program directors, the Diversity Advancement Program identifies individuals whose ethnicity, gender, or other characteristics make them unusual among students in their respective fields. Fellowships from various sources are allocated to encourage the enrollment of these students and thus diversify the graduate community. The fellowships awarded are comparable to those awarded through the schools and colleges.

Graduate School of Education Aid Programs

The Graduate School of Education (GSE) has funds for student financial aid that generally range from $500 to $5,000 per year. To be considered for a scholarship award, students of the GSE MUST submit a scholarship application. Scholarship applications and detailed descriptions of awards are available on the Graduate School of Education website. The deadline for applications for these funds is March 8. Decisions are made by June 30 and all awards are applied to the fall semester. In order to be considered for the awards that stipulate financial need as one of the criteria, a current FAFSA form must be filed.

Specific awards include Arlotto Family Math Teachers Endowed Fellowship, Charles Sumner Crow Endowed Scholarship, Clarence E. Partch Memorial Fellowship, Dr. Evelyn Morrison Endowed Scholarship, Edna Hartzel Laird Endowed Scholarship, Edward Fry Endowed Graduate Fellowship, Ensign T. and Vivian R. Slayton Endowed Scholarship, Graduate School of Education Alumni Association Endowed Scholarship, Graduate School of Education Alumni and Friends Scholarship, Graduate/Law School, Hand to Hand Scholarship, Jerry P. Becker Annual Fellowship in Mathematics Education, Koffler Family Endowed Fellowship, Lesley Mandel Morrow, PhD. Endowed Scholarship, Madelyn McCarthy Miller Memorial Scholarship, Dr. Marilyn E. Gonyo Endowed Scholarship, Martin Luther King Jr. Scholarship, Norma Nevola Sutera Memorial Endowed Scholarship, Ruth and Stanley Kosensky Fellowship, Samuel D. Proctor Scholarship, Samuel D. Proctor Fellowship, and Students Supporting Students Scholarships. (Scholarship fund availability is subject to change without notice.)

Other Fellowships and Scholarships. Each department continually seeks funds from outside agencies to help defray student expenses. Inquiries regarding the availability of such monies may be made through graduate program offices and advisers.

Student Services (GSE)

STUDENT SERVICES

Office of Student and Academic Services

Student Associations

Student and School Government

Global Programs

Local Partnerships

Office of Student and Academic Services (GSE)

OFFICE OF STUDENT AND ACADEMIC SERVICES

Senior Assistant Dean for Enrollment Management and Academic Affairs: Amy H. Wollock, J.D., M.B.A., MA

Assistant Dean for Advisement: Matthew J. Winkler, Ed.D.

Student Counselor: Ken Tufo Jr., M.Ed.

Senior Student Program Coordinator: Marie Pavelchak

Administrative Coordinator: Trevor Johnson

Program Coordinator: Kerriann Mattaliano

The Office of Student and Academic Services (OSAS) is overseen by the Senior Assistant Dean for Enrollment Management and Academic Affairs and functions as the primary student contact for activities and information concerning:

- Program requirements
- Status of applications to the Graduate School of Education
- Academic affairs (dissertation guidelines, adding/dropping courses)
- Student life concerns (accessibility, discrimination, harassment)
- Financial aid
- Graduation requirements and dates
- Appeals (applications, grades)
- Student grievances

Student Associations (GSE)

OFFICE OF GRADUATE STUDENT LIFE, DIVISION OF STUDENT AFFAIRS

The Office of Graduate Student Life works in partnership with units across the university to enhance the educational experience and quality of life for all graduate and professional students at Rutgers-New Brunswick. The Office of Graduate Student Life seeks to cultivate a vibrant graduate student experience by fostering community, connection, and wellness through graduate focused programming and events, connecting student with university services and resources, providing assistance through advocacy in resolving non-academic issues, and a weekly newsletter (the Graduate Student Life Weekly Digest).
To contact the Office of Graduate Student Life, email gradstudentlife@echo.rutgers.edu or stop by our office located in the Graduate Student Lounge in the College Avenue Student Center!

Office of Graduate Student Life
gradstudentlife@echo.rutgers.edu
College Ave Student Center - Graduate Student Lounge
126 College Ave
New Brunswick, NJ 08901
Website: Here
Instagram: @RUgradstudentlife
Subscribe to the Graduate Student Life Weekly Digest: Here

Ghada Endick, Assistant Dean for Graduate Student Life
gendick@echo.rutgers.edu

Student Associations (GSE)

Graduate Student Association

Graduate Student Association

The Graduate Student Association (GSA), of which all graduate students are automatically members, sponsors a variety of social and cultural activities for graduate students and represents their interests to the university through its legislative body. The GSA provides free legal advice to students, and it sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full time or part time, in any of the Rutgers University-New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its Council, which meets once a month. Every graduate program and department may elect one representative for every 40 students enrolled; schools not organized into departments elect their representatives at large, one for every 40 students enrolled. (Departments with less than 40 students also are allowed one elected representative.) If you are interested in being a department representative, check with your departmental organization or the GSA office. The GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 848-932-6995.

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

Student and School Government (GSE)

STUDENT AND SCHOOL GOVERNMENT

The Graduate School of Education provides students with a variety of opportunities to participate in governance through membership on committees, in the University Senate, and through attendance at faculty meetings.

Student and School Government (GSE)

Student Affairs Committee

Student Affairs Committee

The GSE Student Affairs Committee (GSAC) is a student-run organization open to all graduate students at the Rutgers Graduate School of Education (GSE). The purpose of GSAC is to enrich the social, cultural, and academic climate of the Rutgers GSE through on-going sponsorship of programs and events.

Global Programs (GSE)

GLOBAL PROGRAMS

Given the importance of fostering an educational perspective that understands the intersections among local, national, and global boundaries, Graduate School of Education (GSE) global efforts facilitate the integration of academic content and exchange between GSE faculty and students, educators, and learners from schools and universities abroad. These experiences provide the framework for ethical cooperation and joint ventures in research, instructional collaboration, cultural immersion, and community engagement. We are committed to educating students for responsible global citizenship in ways that both deepen their learning and have a transformative impact on local and global communities.

Study Programs outside the United States

GSE faculty and staff are committed to providing opportunities for students and educators to experience cultures and educational systems within and outside of New Jersey classrooms. Educators and graduate students participate in workshops, classes, and seminars with educational experts and engage in hands-on classroom and community-service activities in diverse communities abroad. Participants gain new perspectives and develop curricular innovations and interventions that are brought back for dissemination in their local communities.

South Africa Initiative

Launched in the fall of 2001, the Rutgers Graduate School of Education's South Africa Initiative (SAI) provides experiences for students and educators to increase their cultural awareness, knowledge, and empathy and to better understand their cultural identity while observing and examining the sociopolitical realities of South African communities and schools. The SAI vision is to develop a true exchange of talent and expertise via in-person contact and through distance-education technology, where students and adult learners from the United States and South Africa receive access to knowledge, support, and resources that are critical to cultural understanding and the improvement of teaching and learning.

Rutgers and non-Rutgers students, alumni, and professionals in all fields may enroll in a 3-credit hybrid course designed to provide a cultural lens for exploring race and diversity within a sociopolitical context abroad. The course culminates with two weeks of cultural engagement and service learning with schools and social empowerment projects in Cape Town and Johannesburg.

For more information or to apply visit Summer: Rutgers-Education, Culture and Change in South Africa.

Community-Engaged Language Learning in Yucatan

Graduate School of Education students have the opportunity to join a program focused on community-engaged education and language learning in Mérida, Yucatan, during the winter break. Activities include collaborative opportunities with Mexican university students at the Universidad Autónoma de Yucatán and students in Mexican K-12 classrooms in urban and rural settings. Participants have opportunities to learn from the rich culture of Mexico through exposure to the Mayan culture, colonial influences and contemporary life in Mérida, while developing their intercultural competence and knowledge, skills, and dispositions to practice culturally relevant pedagogy.

Local Partnerships (GSE)

LOCAL PARTNERSHIPS

All Stars Partners with Rutgers GSE

Rutgers Graduate School of Education (GSE) is partnering with the All Stars Project Inc. to enhance research and initiatives dedicated to after-school programing. For the past 30 years, All Stars has opened after-school developmental programs for youth living in urban areas across the country. Now, with the help of the GSE, All Stars will work to establish a professional field of developmental after-school programs and promote research in that field as a cornerstone of a new innovative approach to addressing poverty and youth development issues in urban communities throughout the United States. Learn more by contacting Carrie Lobman at carrie.lobman@gse.rutgers.edu.

The Conversation Tree: Community-Based Language Partnerships

The Conversation Tree Program is a Rutgers Graduate School of Education language-focused, community-engaged program. Through partnerships with several community-based organizations, the Conversation Tree provides opportunities for adult learners to practice English, Spanish, Chinese, and other languages in informal Conversation Café settings. The program offers members of the local community and Rutgers students opportunities to expand their linguistic, cultural and intercultural competence through interactions, guided reflection. The Conversation Tree Program offers classes at Rutgers to prepare students as conversation facilitators, Conversation caf é in the community where people new to a language can practice the language in meaningful ways, and professional development for those wishing to implement a similar program. Learn more by contacting Mary Curran at mary.curran@gse.rutgers.edu.

Academic Policies and Procedures (GSE)

ACADEMIC POLICIES AND PROCEDURES

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

General Degree Regulations

Registration and Course Information

Advising Procedures

Class Schedules and Hours

Grades and Records

Scholastic Standing

Academic Standing

Special Policies Governing the Graduate School of Education's Initial Teacher Certification Programs

General Degree Regulations (GSE)

GENERAL DEGREE REGULATIONS

Full-time graduate status is a minimum of 9 credits for the fall and spring semesters. Full-time graduate status is a minimum of 4.5 credits for the Summer Session. All credit amounts are considered full time for the Winter Session. Students seeking to take more than 12 credits require the approval of their adviser, department chair, and associate dean.

The policy of the Graduate School of Education is that credit for a course may not be applied toward both of two degrees pursued simultaneously at Rutgers.

The requirements for degrees, examinations, and related program requirements are formulated by the faculty in accordance with its best judgment and are intended to provide the strongest possible professional preparation for students.

Modifications to academic regulations may be necessary from time to time. New regulations supersede old regulations.

Registration and Course Information (GSE)

REGISTRATION AND COURSE INFORMATION

Formal admission to the Graduate School of Education and payment (or arrangement with the cashier regarding payment) of tuition and fees are a part of the registration process. Registration is a prerequisite for class attendance. All students who complete registration on time receive registration instructions by mail for the following semester; those who take part in registration receive term bills for the following semester. All students, regardless of method of payment, must make contact with the cashier each semester or their registration will be canceled. Students who do not receive instructions by March 15 for the fall semester and by October 15 for the spring semester should contact the Office of Student and Academic Services. Newly admitted students receive complete registration instructions at the time of their admission.

Web-Based Registration

Web-Based Registration

The registrar maintains a website. Students may link from here to a web registration system during announced periods, as described at the registrar's website. This website also contains information regarding residency, veterans' benefits, security and confidentiality of records, graduation, student ID cards, calendars, change of address, enrollment certification requests, and transcripts. Students may view the schedule of classes with maps to classroom locations, and students may view their transcripts and current registrations.

Registration and Course Information (GSE)

Continuous Registration

Continuous Registration

All students in degree programs must maintain status in the school by registering each fall and spring semester in coursework, research, dissertation study, or Matriculation Continued. Students who fail to maintain continuous registration in one of these areas must apply for reinstatement if they are to continue in good standing. Such students are charged an amount at least equal to the cost of registering for Matriculation Continued for each semester in which they failed to register. Matriculation Continued registration is available only to students not present on campus and not using faculty time or university research facilities.

Registration and Course Information (GSE)

Late Registration

Late Registration

Students may register late only during the first week of each semester. A student who registers late must do so in person at the Office of the University Registrar during regular office hours and must be prepared to pay all charges at that time, including the late registration fee.

Registration and Course Information (GSE)

Summer Registration

Summer Registration

The Graduate School of Education offers courses in the day and evening during Summer Session. These courses are supplemented by short-term institutes and workshops designed specifically for school administrators, guidance personnel, teachers, prospective teachers, and people otherwise affiliated with school systems. Full information is contained at the Summer Session website.

The requirement that degree students must remain in continuous registration from the time they are admitted until their degrees are earned applies to the regular academic year only, not to Summer Session.

Registration and Course Information (GSE)

Change of Course

Change of Course

Courses may not be added after the ninth day of the semester. Courses dropped after the seventh day of the semester will incur a W grade. No refund will be granted for a course dropped after the seventh day of the semester. A student who stops attending a class and fails to give written notification to the registrar will receive a failing grade in that course. The date on which the registrar receives notice from the student governs the academic and financial consequences of dropping a course. No course may be dropped after the 12th week of the semester.

Registration and Course Information (GSE)

Withdrawal

Withdrawal

A student who wishes to withdraw from all courses does so by submitting a written notice to the registrar, or by completing a withdrawal form in person at the registrar's office. A student who leaves the school without officially withdrawing in this manner will receive a failing grade in each course. The date on which the registrar receives the written notice governs the academic and financial consequences of withdrawal. The privilege of official withdrawal is not granted after the 12th week of classes; students who leave the school after the 12th week of classes are considered still officially enrolled and will receive final grades for the semester.

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

Registration and Course Information (GSE)

Intercollege Registration

Intercollege Registration

A student in the Graduate School of Education may register for a course offered by another division of the university, with his or her adviser's approval. Other approvals may be required.

It is not necessary to seek admission to another division of the university to take a course as part of the student's Graduate School of Education degree program. Students registering for courses in the Rutgers Biomedical and Health Sciences programs, the New Brunswick Theological Seminary, or Princeton University also must complete appropriate forms available at the Office of the University Registrar, New Brunswick.

Registration and Course Information (GSE)

Multiple School Registration

Multiple School Registration

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

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

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

Registration and Course Information (GSE)

Exchange Programs

Exchange Programs

Rutgers-Princeton Cooperative Exchange Program

Rutgers and Princeton universities have been engaged in an exchange program since 1964. The program is informal in that admission to and registration at the host institution are not required. No funds are exchanged between the two institutions; the student pays tuition only at the home institution. The policies and procedures related to this program are that (1) participants must be enrolled in degree programs, (2) the number of courses a student may take per semester is limited, and (3) the course must be part of the student's degree program and unavailable at the home institution. To participate, a Rutgers student must register for 15:001:816 Princeton Exchange (BA) (normally 3 credits) and have the forms (obtained from the Rutgers graduate registrar) signed by his or her adviser, dean, and Princeton course instructor. The form is then submitted to the dean of the Graduate School, Princeton University. Princeton grades are assigned and are recorded on the student's record via the above form.

New Brunswick Theological Seminary and for Courses Offered through the Schools of Rutgers Biomedical and Health Sciences

Cross-registration is available. Forms are available at the Office of the University Registrar, New Brunswick.

Registration and Course Information (GSE)

Graduate Enrollment in Undergraduate Courses

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s also may be approved for a given graduate student, either as a regular part of his or her graduate program or as a means of remedying a deficiency in preparation. When a graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the student's adviser is required, and the credit prefix G, N, or E appears on the transcript. Graduate School of Education students are charged graduate tuition for all courses.

Registration and Course Information (GSE)

Official Auditing of Courses

Official Auditing of Courses

Students who wish to enroll in a graduate or a 100- through 400-level undergraduate course without receiving credit may do so if they secure the advance approval of their advisers. At registration, indicate "not-for-credit" status by placing the symbol N in the appropriate column on the registration form. Students must pay the normal graduate tuition fee for the course and fulfill the same requirements during the semester as all other students, including the execution of any written assignments. Students must perform all the assigned work; however, they may not take the final examination. A grade of S (satisfactory) or U (unsatisfactory) is assigned. The course and letter grade are included on each student's record, but no credit toward a degree is given. See also Grades and Records later in this chapter for information regarding credit prefixes.

Registration and Course Information (GSE)

Nonmatriculated Students

Nonmatriculated Students

Once admitted as a nonmatriculated student, a student may register as nonmatriculated for up to five years without completing any readmission process. After the fifth year, he or she must reapply for nonmatriculated status.

Registration and Course Information (GSE)

Full- and Part-Time Students

Full- and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time student is defined as one who is taking 9 or more graduate credits. Those taking fewer than 9 credits are part-time students. All courses, including those taken "not-for-credit," are counted in computing the credits taken, except for veteran (VA) certification.

Registration and Course Information (GSE)

Teaching Assistants and Graduate Assistants

Teaching Assistants and Graduate Assistants

Teaching assistants and graduate assistants are required to register for at least 3 credits in coursework, but not more than 12 credits of coursework per semester. Both teaching assistants and graduate assistants also must register for 6 E credits per semester. Graduate assistants register in (subject number):866, and teaching assistants register in (subject number):877.

Advising Procedures (GSE)

ADVISING PROCEDURES

Each student is assigned a faculty adviser, to whom questions regarding academic program, instruction, and related concerns should be addressed. If and when a student believes that concerns have not been adequately addressed with the adviser, a conference with the department chair is the appropriate next step.

Class Schedules and Hours (GSE)

CLASS SCHEDULES AND HOURS

Starting and closing dates for each semester, scheduled holidays, and other important scheduling information can be found in the academic calendar here. All class periods are 160 minutes in length, meeting once a week, unless otherwise specified. There will be 15 weeks of instructional activity for each course.

Class Schedules and Hours (GSE)

Attendance

Attendance

All instructors are required to maintain an accurate record of attendance in each of their classes or sections. Students are expected to be present at each meeting of their classes. At the instructor's discretion, exceptions to this rule may be made for illness or other circumstances. University examinations shall not be scheduled on Saturdays except in those courses that regularly meet on Saturday.

Class Schedules and Hours (GSE)

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

Cancellation of Classes

Cancellation of Classes

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

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

Additionally, information will be available through RU-tv's Rutgers Information Channel 3; the campus operating status page; and the Rutgers Information and Referral Center, 732-445-info.

Arrangements for makeup work are announced by individual instructors.

Grades and Records (GSE)

GRADES AND RECORDS

Students in the Graduate School of Education are graded in each course at the end of each semester as follows:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

Grades and Records (GSE)

Other Grade Symbols

Other Grade Symbols

IN (Incomplete). May be assigned at the discretion of the instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Incomplete work may be made up, and a change of grade may be authorized by the instructor for up to two years after the IN grade was assigned. After two years, an IN is automatically changed to No Credit.

NG (No Grade Given). Assigned only by the registrar when no grade is assigned on the final grade roster by the faculty member. The NG will have no immediate effect on a student's GPA; however, if the situation is not resolved within the following semester, the NG will convert to an F, and the GPA will be recalculated accordingly.

P/NC (Pass/No Credit). Any student in the Graduate School of Education may elect, at the time of each registration, to be graded in any Graduate School of Education course on a Pass/No Credit basis. The choice of grading system typically is determined at the time of registration. The final designation of choice must be made, in consultation with the instructor, no later than the sixth week of the semester. Under this grading system, Pass is equivalent to an A, B+, B, C+, or C; No Credit is equivalent to F.

Dissertation study/research in education is graded Pass/No Credit, and it is not necessary to register with a P.

S/U (Satisfactory/Unsatisfactory). Assigned when a course is taken on a noncredit basis.

TZ (Temporarily Not Graded). The TZ grade is assigned to students who never attended classes for a course, stopped attending and did not officially withdraw, or were not graded by instructors.

Students are responsible for contacting the registrar to correct registration errors that have resulted in TZ grades and, when necessary, for contacting instructors to arrange final grades.

TZ grades remaining on records convert automatically to failures, without notification to students, for the fall semester and Winter Session on May 1 and for the spring semester and Summer Session on December 1.

W (Withdrawal). Withdrawn without evaluation; used when a student officially drops a course or withdraws during the first 12 weeks of the semester.

Grades and Records (GSE)

Credit Prefixes

Credit Prefixes

The number of credits appearing on course records and registration forms may be preceded by a letter prefix as follows:

E. Course excluded from credit toward a degree. The student must complete all coursework, including the final exam. Automatically assigned to undergraduate courses not prefixed by G or N.

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

N. Course is taken "not-for-credit"; examination not required; final grade of S (satisfactory) or U (unsatisfactory) assigned.

Grades and Records (GSE)

Transcripts

Transcripts

Visit the registrar's website for information on requesting transcripts online. Requests for official transcripts can also be addressed to Office of the Registrar, Department of Records and Transcripts, Rutgers, The State University of New Jersey 620 George Street Room 140, New Brunswick, NJ 08901. The request should indicate that the student was enrolled in the Graduate School of Education, identify the dates of attendance, and give any other relevant information. It must be received at least 10 working days prior to the date the transcript is desired. Forms for making the request may be obtained from the registrar. There is no fee for providing transcripts.

Grades and Records (GSE)

Holds

Holds

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

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

Scholastic Standing (GSE)

SCHOLASTIC STANDING

Scholastic Standing: Ed.D.

Students must maintain a cumulative GPA of at least 3.25 in the doctoral coursework and dissertation research courses.

Scholastic Standing: Ed.M.

A student who receives more than three grades of C, F, or NC is performing unsatisfactorily. The student will be so informed and will be dismissed from the school unless the student's department formally recommends otherwise. No more than 9 credits offered in partial fulfillment of degree requirements shall bear the grade of C.

A department may dismiss, with the concurrence of the Committee on Admissions and Scholastic Standing, any academically deficient student, provided that the student is kept fully informed of the department`s dissatisfaction with his or her academic performance and that the departmental decision to dismiss is careful and deliberate.

Concerning Non-degree Status

Successful completion of courses taken as a non-degree student does not mean that a student will be admitted to a degree program. Non-degree students may take as many courses as they wish, but only 12 credits, and with the approval of the faculty, these credits may be transferred in the fulfillment of degree requirements in most programs. Application of those 12 credits is at the discretion of the academic department.

Students should discuss academic matters with the instructor involved with the issue. Should the problem remain unresolved, the student should approach the department chair. The department chair may decide the issue or refer the student to the associate dean. The associate dean may decide the issue or refer the matter to the Graduate School of Education Committee on Admissions and Scholastic Standing.

Academic Standing (GSE)

ACADEMIC STANDING

Termination of Studies

Students may be required to terminate their graduate studies and withdraw from the Graduate School of Education if they fail to maintain satisfactory academic or professional standards in any phase of their graduate programs. A student is deemed to not be making satisfactory progress when she or he:

- has not satisfied any condition imposed at the time of admission;
- receives 6 credits graded C, F, or NC;
- does not adhere to the schedule of time limits for degrees (see the Degree Requirements chapter); or

- violates the professional standards of her or his field (e.g., New Jersey Professional Teaching Standards Interstate School Leaders Licensure Consortium Standards, American School Counselor Association, or American Counseling Association).

Violation of the university's academic integrity policy is another reason for being terminated from graduate studies, however, the disposition of such violations is covered by the university's academic integrity policy.

Programs are expected to conduct annual reviews of student performance. When a student is judged not to be making satisfactory progress, the program notifies the student in writing of its concern about the student's performance. Such a warning specifies the source of the concern, the applicable program or Graduate School of Education rules, and the proposed action. Warnings specify when and on what basis a recommendation for academic dismissal will be considered by the faculty. A probationary period of one semester is normal. (In cases of extremely poor performance, the program faculty may determine that a probationary period is not justified and may move directly to a recommendation for dismissal.)

Following the probationary period, a student who fails to meet the provisions of the warning is considered for dismissal by the faculty. A program faculty vote is recorded on any motion to recommend dismissal, and a letter is written to the student stating the faculty action and its rationale.

When termination is recommended, the department chair or, for doctor of education (Ed.D.) students, the director of the Ed.D. program communicates to the dean of the Graduate School of Education in writing the specific reasons involved, all warnings communicated to the student, the faculty procedures and actions leading to the recommendation, the recorded faculty vote for dismissal, and the mailing address of the student. The dean of the Graduate School of Education will write the actual letter of termination to the student.

International students are required to make normal progress toward their degree in order to maintain their legal status. International students facing serious academic problems that could lead to probation and/or termination are urged to consult with the International Student and Scholar Services as soon as they are aware of such problems.

Due Process

Students are entitled to fairness in the way their academic performances are assessed. Each program has a statement that spells out how a student's academic progress is monitored and how comprehensive, qualifying, and final examinations are graded. Each program also has a procedure for academic appeals. The Graduate School of Education provides further opportunity for appeal for students who wish to proceed beyond the program level (see the Student Academic Appeals section below).

All students in the Graduate School of Education are entitled to expect that regularly scheduled examinations will be graded, and grades will be announced within two weeks of completion of those examinations. If a student fails an examination, he or she is entitled to an explanation of the reasons for that decision.

Student Academic Appeals

Whenever possible, student academic appeals are handled within the program. The student should take the issue to the department chair or program director for review and mediation. The chair or director consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to the appropriate Graduate School of Education Committee on Admissions and Scholastic Standing as designated in Graduate School of Education bylaws.

The Committee on Admissions and Scholastic Standing hears appeals that have not been resolved by the department chair or program director. The student must make his or her case in writing. A written response to the student's statement will be solicited from the chair or director of the department or program whose action is being appealed. The committee normally bases its judgment on written submissions only. Should the committee deem it necessary, it may call upon the student and/or a faculty member (or members) for written or oral responses to questions raised by the committee.

A student may request an appearance before the committee. If they believe an appearance is warranted by unusual circumstances, the committee members may allow the student to appear before them. They may, however, limit the amount of time granted, which normally will not exceed 30 minutes. The committee reports its recommendations to the dean of the Graduate School of Education, whose decision is final.

Should the student decide to appeal to the dean, such a request must be made in writing within 30 days of notification of the decision of the Committee on Admissions and Scholastic Standing. Each case will be reviewed by a representative of the dean of the Graduate School of Education whose decision is final.

Student Complaints about Grades

Students who wish to file a complaint about a course grade or a grade received for a particular piece of work in a course should first attempt to resolve the matter through discussion with the instructor. If the issue cannot be resolved satisfactorily between the student and instructor, the student may specify in writing the basis for the complaint and request a review by the chair of the department offering the course or, for Ed.D. students, the director of the Ed.D. program, as appropriate. A written complaint about a grade for work completed while the course is in progress must be submitted to the chair or director no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade no later than four weeks after the postmarked date of the official notification of grades.

A student who wishes to appeal the decision of the department or program must do so in writing to the Office of the Dean. Written notification of the action taken by the chair, the Ed.D. program director, or the dean is sent to the student within six weeks of filing an appeal, excluding weeks in which classes are not in regular session.

Special Policies Governing the Graduate School of Education's Initial Teacher Certification Programs (GSE)

SPECIAL POLICIES GOVERNING THE GRADUATE SCHOOL OF EDUCATION'S INITIAL TEACHER CERTIFICATION PROGRAMS

Special Policies Governing the Graduate School of Education's Initial Teacher Certification Programs (GSE)

Program Completion Requirements

Program Completion Requirements

Students must have:

- earned a bachelor's degree with an appropriate major for area of certification;
- submitted a portfolio/writing requirement or passed a comprehensive examination if required by their program;
- satisfied the general education distribution;
- completed 60 credits in liberal arts (these credits can include courses in the major but cannot include courses in professional education and/or other vocationally oriented coursework [accounting, engineering, etc.]); School 05 (Graduate School of Education undergraduate) or School 15 (Graduate School of Education graduate) courses may not be included; (NOTE: Students admitted prior to February 1, 2017, are required to complete 90 liberal arts credits);
- satisfied the physiology and hygiene requirement (administered by the Office of Student and Academic Services [OSAS]) during the final spring semester);
- achieved a minimum cumulative grade-point average of 3.0 in the master's degree; (NOTE: Students admitted prior to February 1, 2017, are required to achieve a minimum GPA of 2.75);
- submitted a portfolio of exemplary work;
- satisfied the New Jersey State Department of Education requirement for training in the prevention of harassment, intimidation, and bullying (HIB); and
- satisfied all requirements listed on the program control sheet.

NOTE: Courses used to satisfy the general education distribution and 60 credits in liberal arts may be satisfied at Rutgers University or at another accredited college or university (including community colleges). The credits do NOT need to be transferred to your Rutgers transcript, but you must submit an original transcript to the OSAS once a grade is posted.

Professional Portfolio

In addition to an award of a master's degree, the GSE five-year programs culminate in a recommendation to the New Jersey Department of Education for an appropriate teacher license(s). It is the responsibility of the GSE program faculty to assure that students have the knowledge, skills, and dispositions worthy of that license. In addition to course grades, GPAs, and other traditional measures of student quality, the GSE faculty will utilize an electronic portfolio of student work as a primary assessment tool. The contents of the portfolios will be generated by students throughout the program and will be graded by faculty members using rubrics aligned to the New Jersey Professional Standards for Teachers and the Charlotte Danielson Framework for Teaching. Portfolio items will be housed within a secure online management tool.

Earning Credit

Earning Credit

Placement Tests

AP and CLEP tests can be used to satisfy the liberal arts total credit requirement and the general education distribution requirement as long as college credits have been awarded for the work and these credits are reflected on an official undergraduate transcript.

Transfer Courses

Students may count courses taken at a community college toward satisfying GSE general education requirements for the following areas: arts, humanities, math, science, and foreign languages, and toward the required 90 credits of liberal arts.

In cases where students are required to take specific courses that are offered at community colleges (830:101 or 300:200), students need to prove equivalency through NJ Transfer. No other GSE requirements can be satisfied with community college courses except in the case of social studies core curriculum content requirements.

Pass/No Credit Option

Graduate students may not take undergraduate liberal arts courses on a pass/no credit basis to satisfy the general education distribution requirement. However, these courses may be taken with an E-prefix. This prefix prevents the grade for the course from being used in the computation of the grade-point average.

An undergraduate student may take liberal arts courses pass/no credit to satisfy the general education distribution requirement providing approval to do so has been given by the student's undergraduate school.

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the graduate degrees. Certain advanced undergraduate courses numbered in the 300s and 400s may also be approved for a given graduate student. In order to receive graduate credit for an undergraduate course, students must get explicit written approval from their adviser and **must register for the 300- or 400-level course with a G-prefix.**

The graduate portion (fifth year) of your program is minimally 30 credits; graduate electives must be taken AFTER you earn your B.A./B.S. degree as they are designed to be part of the fifth/graduate year.

Advancement to Graduate Status

Advancement to Graduate Status

Students in the five-year teacher preparation program may only proceed to the graduate (fifth year) portion of the program if all of the following conditions are met:

- A bachelor's degree has been completed with an appropriate major and a cumulative GPA of 2.75 or better.
- Satisfactory academic work has been demonstrated in every one of the required education courses.
- A grade of C or better has been earned in every education course.
- No more than one grade of C has been earned as a final grade in education coursework.
- Any education coursework with an original grade of D or F has been successfully retaken and a grade of A, B, or C earned.
- A program-specific faculty committee has reviewed the student's record at the end of the fourth year and recommended continuation.

Exceptions to these rules may be granted only by GSE faculty in consultation with the associate dean of teacher education.

Special Policies Governing the Graduate School of Education's Initial Teacher Certification Programs (GSE)

Advancement to Clinical Practice Phase III

Advancement to Clinical Practice Phase III

Students in initial teacher preparation programs may only proceed to Clinical Practice Phase III if all of the following conditions are met:

- Satisfactory academic work has been demonstrated in every one of the required education courses.
- A grade of C or better has been earned in every education course.
- No more than one grade of C has been earned as a final grade in education courses.
- Any coursework with an original grade of D or F has been successfully retaken and a grade of A, B, or C earned.
- An appropriate major in content-area coursework has been completed.
- Any additional program-specific requirements have been completed.
- Successful completion of all required licensure exams.
- A program-specific faculty committee has reviewed the student's record and recommended continuation.

Exceptions to these rules may be granted only by the Graduate School of Education associate dean for academic affairs.

Special Policies Governing the Graduate School of Education's Initial Teacher Certification Programs (GSE)

Student Academic Appeals

Student Academic Appeals

Any disciplinary decisions such as removal from the program may be appealed by the student. Whenever possible, student academic appeals are handled within the program. The student should take the issue to the department chair or program director for review and mediation. The chair or director consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to the appropriate Graduate School of Education Committee on Admissions and Scholastic Standing as designated in the Graduate School of Education bylaws.

Removal from Clinical Practice

Removal from Clinical Practice

The clinical practice component of the initial teacher preparation program provides students the opportunity to put the skills and knowledge gained in the program into practice in a P-12 setting. It also represents a very public and important partnership between Rutgers and local P-12 districts. The Graduate School of Education (GSE) will make every effort to arrange for a positive, supportive environment for its students. It is also critical, though, that GSE students represent the university and their programs in the best possible light.

Student interns will be expected to adhere to all of the following:

- the host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- the GSE faculty guidelines and guidance regarding the internship experience;
- the New Jersey Professional Standards for Teachers; and
- the University Code of Student Conduct.

Failure to adhere to any of these sets of expectations, or simple poor performance over a substantial period of time, may result in the student's removal from a clinical placement. Any student so removed may choose to subsequently and voluntarily withdraw from the program or petition the faculty to be allowed to continue in the program under special conditions.

Removal from the Program

Removal from the Program

The Graduate School of Education has an obligation to the citizens of the state of New Jersey to prepare and only recommend for certification caring, competent teachers. In rare circumstances, the faculty identifies a student who does not meet our definition of that standard. In those cases, the student is asked to leave the program. Any of the following violations may cause a student's removal from the program:

- violations of the Rutgers Policy on Academic Integrity

- violations of the University Code of Student Conduct
- concerns raised by partner school personnel regarding conduct or progress in teaching abilities
- inconsistencies with the New Jersey Professional Standards for Teachers (Here)
- removal from teaching internship for any of the reasons listed above

Urban Social Justice Focus

Urban Social Justice Focus

GSE Urban and Social Justice Teacher Education Program Statement

The Graduate School of Education's (GSE) teacher education program is designed to develop teachers to be engaged in and committed to excellence, equity, and social justice in their teaching practice. New Jersey is a uniquely diverse and urban state as defined by the following: large numbers of students from historically marginalized linguistic, economic, and cultural backgrounds; high-poverty districts or schools; and population density combined with educational inequality. The GSE teacher education programs aim to develop a diverse generation of teachers prepared according to the New Jersey Professional Standards for Teachers with the skills and dispositions to both teach and advocate for all students, as well as to learn from students and their communities.

Teachers prepared at the GSE will learn to critically analyze the social politics of urban, rural, and suburban schools and use that analysis to advocate for each other, their students, and the families that they serve as they engage in the most effective instructional practices built upon deep knowledge of their students. GSE teacher candidates benefit from working with some of the best education faculty in the world and gain real-world experience by partnering with carefully selected mentor teachers in districts/schools serving economically, racially, ethnically, and linguistically diverse communities in New Jersey. In order to cultivate the unique set of skills for success in our nation's increasingly diverse schools, GSE teacher candidates do their clinical work in school- and community-based placements in urban partner districts that are part of the GSE-Community School Partnership Network (GSE-CSPN).

An urban and social justice teacher education program prepares candidates to:

- develop meaningful understandings of diverse students and their experiences and communities and the social, economic, historical, and political dimensions of urban settings and schools;
- effectively teach diverse students, including those from historically marginalized linguistic, cultural, and economic backgrounds;
- identify and disrupt instances and patterns of discrimination and marginalization and develop their students' critical and active citizenship capacities;
- balance constructivist, student-centered approaches with explicit instruction and scaffolding;
- deeply understand their disciplines, research-based current/best practices in their disciplines, and student learning in their disciplines; and
- be caring, competent, rigorous, and reflective practitioners.

Clinical Component

Clinical Component

All students in the initial teacher preparation program must complete 14 credits of clinical work along with 6 credits of a clinical practice seminar. The clinical component consists of three phases, the initial clinical experience (Clinical Experience Phase 1), and two semesters of clinical practice (Clinical Practice Phase 2 and Phase 3). The clinical practice seminar is taken during the second semester of clinical practice.

For students in the five-year initial teacher preparation program the clinical component is comprised of the following courses:

05:300:201 Introduction to Education Field-Based Lab - Clinical Experience (.5 credits)

05:300:498 Clinical Experience Phase 1 (.5 credits)

05:300:499 Clinical Practice Phase 2 (4 credits)

15:255:535 Clinical Practice Phase 3 (9 credits)

15:255:532 Clinical Practice Phase 3 Seminar (6 credits)

For students in the postbaccalaureate initial teacher preparation program the clinical component is comprised of the following courses:

15:255:530 Clinical Experience Phase 1 (1 credit)

05:300:499 Clinical Practice Phase 2 (4 credits)

15:255:535 Clinical Practice Phase 3 (9 credits)

15:255:532 Clinical Practice Phase 3 Seminar (6 credits)

Degree Requirements (GSE)

DEGREE REQUIREMENTS

Doctor of Education

Ph.D. in Education

Master of Education

Graduation

Doctor of Education (GSE)

DOCTOR OF EDUCATION

The degree of doctor of education (Ed.D.) is conferred in recognition of high attainment in the constructive study of educational problems and upon demonstrated ability to pursue an independent investigation of an educational problem of practice.

The Ed.D. program requirements are described in this section. More specific and additional requirements of particular Ed.D. concentrations can be found on the pages that describe them.

By the time a candidate has completed approximately 15 credits, a program plan should be completed in consultation with the Ed.D. director or concentration coordinator. One copy of the program plan is filed in the Office of Student and Academic Services, one copy is returned to the student.

Program for Students Entering before Summer 2010

PROGRAM FOR STUDENTS ENTERING BEFORE SUMMER 2010

The degree of doctor of education (Ed.D.) is conferred in recognition of high attainment in the constructive study of educational problems and upon demonstrated ability to pursue an independent investigation in some area of education.

The common requirements of all of the Ed.D. programs in the school are described in this section. More specific and additional requirements of particular programs can be found on the pages that describe those programs.

By the time a candidate has completed approximately one-third of the course requirements, a program of study should be completed in consultation with his or her adviser. The adviser will present three copies for review to the department chair. Following acceptance by the chair, one copy of the program is filed in the Office of Student and Academic Services, one copy is returned to the student, and the third copy is retained in the department adviser's file.

Credit Requirements

Students must complete at least 48 credits of coursework, with an additional 24 credits of dissertation research. The minimum of 48 credits of coursework includes:

- At least 9 credits in research methods including courses in two of the following three areas: quantitative foundations (3), qualitative foundations (3), and program evaluation (3). The remaining 3 credits of methodology may be taken within the program area, or as an elective taken outside the program but with the program's approval.

- At least 9 credits distributed among three of these four areas: learning in a content area (3), policy and leadership (3), social and philosophical foundations (3), and psychological foundations (3). These credits will be outside the student's own program.
- At least 30 credits in the area of specialization, according to requirements established by each program. Before dissertation candidacy, students must complete a relevant predissertation project culminating in a written product. Projects will be developed in consultation with a project adviser and in accordance with program guidelines. Students must maintain a cumulative GPA of at least 3.25 in the doctoral coursework and dissertation research courses.

Students who have not completed the dissertation after 24 credits of 700-level research, but are actively working toward that goal, will continue to register for 700-level research courses as recommended by the committee chair. All degree candidates must be registered continuously in the Graduate School of Education in the manner described under Continuous Registration in the Academic Policies and Procedures chapter.

A department may set a higher minimum for any curriculum for which it is responsible and may require any particular student to earn more than the minimum credits specified for his or her curriculum.

Transfer of Credit

Students may petition program faculty to transfer up to 18 credits of coursework taken at an accredited institution to be accepted as meeting any of the course requirements for the doctor of education degree. If a doctoral student is eligible to take work elsewhere for use toward a Graduate School of Education degree, prior approval must be obtained from his or her adviser and department chair before registering at another school.

Time Limitation

A student entering a doctoral program at the Graduate School of Education (GSE) has a total time limit of 10 years from the time of admission to the program to complete all coursework, qualifying examinations, and dissertation work. This time limit is further defined as follows:

1. A student entering a doctoral program at GSE has a time limit of seven years from the time of admission to the program to complete all coursework and qualifying examinations.
2. A student who completes the course requirements and qualifying examinations in seven years has three years to complete his or her dissertation.
3. A student who completes the course requirements and qualifying examinations in less than seven years will have the remaining time from the total allocated time of 10 years to complete his or her dissertation.
4. Any student who fails to complete all requirements (coursework, qualifying examinations, and dissertation) within the allocated 10-year period may, with the written recommendation of the program faculty, be allowed to retake the qualifying examination and, upon passing these examinations, may have three additional years to complete his or her dissertation.

In those cases in which a student is authorized to include credits in his or her degree program for courses taken at Rutgers prior to admission as a degree candidate, the date of the beginning of the coursework to be credited establishes the beginning of the time allowed to complete the degree.

Qualifying Examination

All candidates for the degree of doctor of education are required to take the qualifying examination(s) administered by their program. Doctoral students may not take more than 12 credits in dissertation study or its equivalent prior to the successful completion of the qualifying examination.

The qualifying examination(s) is taken near the completion of the student's coursework. Qualifying examinations are prepared by individual programs. Students should consult program faculty for a written description of the qualifying examination procedures in their program. The student's performance on the examination is graded as "satisfactory" or "unsatisfactory" and reported in writing in those terms to the Office of Student and Academic Services. A grade may be "deferred," but such a grade is changed to "unsatisfactory" if a different evaluation is not reported within one year of the date of examination.

Upon written recommendation of the student's adviser and concurrence of the dean's office, a student who failed to obtain a report of "satisfactory" on either the written or oral examination may repeat the examination only one time. A second examination must be held within one year of the first. After failing the qualifying examination twice, the student is dropped from the program.

The qualifying examination is administered by the department of the student's major field. Arrangements to take the examination must be made with the department.

Dissertation

The dissertation is a scholarly investigation of an educational issue. It may be theoretically oriented with broad implications for the field or grounded in current research and theory with implications directed to policymakers in specific contexts. Specific requirements for the dissertation may vary across program areas. Students should consult program faculty for a description of the dissertation requirements in their program area.

Dissertation Proposal

Committee

A doctoral (Ed.D.) dissertation committee consists of a minimum of three individuals, at least two of whom are Rutgers faculty members. Any full-time faculty or staff member at Rutgers with an earned doctorate and appropriate expertise is eligible to serve as a committee member if recommended by the chair of a dissertation committee. A person with appropriate expertise outside Rutgers may become a member of a specific dissertation committee if recommended in writing by a committee chair and approved by the department chair. A vita for an outside committee member must be provided.

It is the student's responsibility to form a committee that is approved by the dissertation chair. Each dissertation committee is composed so that the following conditions are satisfied:

1. The chair should be a current member of the Graduate School of Education faculty.
2. At least one member of the committee should be affiliated with the program for which the student is fulfilling the Ed.D. requirements.

3. At least one member of the committee should be from outside the student's program area.

Subsequent changes in the composition of a doctoral committee require concurrence among the chair of the committee, the department chair, and the faculty members involved.

The student must accept responsibility for developing an acceptable dissertation proposal in consultation with his or her committee. When the proposal is ready for committee consideration and action, the dissertation committee is formed by the student in consultation with the student's adviser. An open defense is required before the proposal can be given final approval and assigned.

An announcement of the proposal defense, including a one-page abstract, is to be submitted to the Office of Student and Academic Services two weeks prior to the defense date. After the proposal has been successfully defended, two copies of the approved proposal, signed by each committee member, are required to be filed in the Office of Student and Academic Services.

Preparation

Certain requirements must be adhered to during the preparation of dissertations. Specific regulations, such as those pertaining to format and style, must be followed in order to ensure that the dissertation can be accepted by the school for submission to the candidate's doctoral committee and to the university library for filing. The final date for submission of the dissertation and abstract is March 15.

A copy of the final defense draft should be available to the committee at least one month prior to the defense date. Upon completion of the oral defense, the student is required to submit an electronic copy of the dissertation, including the abstract, on the RUetd website. The electronic copy must include the names of the candidate's doctoral committee without signatures. Additional materials required for final submission include one paper copy of the abstract, one copy of the signed title page, the receipted payment form, the ProQuest agreement forms, and survey forms. All of the above forms must be submitted to the Office of Student and Academic Services no later than the announced deadlines for completion of degree requirements.

Dissertation Defense

The oral examination committee consists of the members of the student's dissertation committee, chaired by the chair of the committee, and conducted to provide a thorough and systematic examination of the candidate on the content of the dissertation. Approval of a dissertation requires a unanimous vote of the committee. The chair of the committee reports the result of the examination to the Office of Student and Academic Services. All members of the university community are invited to be present during the dissertation defense.

Dissertation defense are not held during the months of July and August. In exceptional cases, with the unanimous consent of the members of the dissertation committee and the concurrence of the department chair, arrangements may be made to hold an examination during these months.

Publication

After a candidate has been awarded the doctorate, the Graduate School of Education requires that the dissertation be microfilmed. Therefore, the dissertation must be prepared with the same care as if it were to appear in printed form. The abstract, which is to accompany the dissertation and which must not exceed 350 words, will be published in *Dissertation Abstracts*. It also should be submitted ready for publication.

Doctor of Education (GSE)

Program for Students Entering in or subsequent to Summer 2010

PROGRAM FOR STUDENTS ENTERING IN OR SUBSEQUENT TO SUMMER 2010

The Ed.D. degree helps current and future leaders develop the knowledge, skills, and dispositions to solve problems of practice and improve instructional quality. Graduates will learn to be change agents who improve the lives of students and their families and communities. The program is specifically designed for working professionals, providing a sequence of coursework and hands-on leadership experiences along with individualized mentoring.

Students will learn how to be change agents in educational settings by:

- recognizing and valuing multiple perspectives;
- using theory and research to frame, diagnose, and respond to problems of practice;
- developing a professional knowledge base that integrates practical and research knowledge;
- conducting research to guide improvement and inform policy, programs, and practice;
- identifying instances and patterns of discrimination and inequality and advocating for social justice; and
- communicating and collaborating to build partnerships within and across communities.

The Ed.D. is designed with full-time working professionals in mind. The program may be completed in three years plus one summer and features early evening courses. Alternatively, a five-year timeline is possible. Students begin with a cohort of colleagues and are encouraged wherever possible to work with their cohort throughout the program. By the end of the second year, most students will have completed coursework, identified a dissertation topic, and filed a preliminary plan for completing the dissertation--i.e., topic and dissertation committee--with the Office of Student and Academic Services. As close as possible to the beginning of the fall semester of the third year, the student will have completed the dissertation proposal and held a proposal defense. The student will conduct and report on the study during the final year of the program.

Credit Requirements

The Ed.D. is composed of three interrelated program components--the core, a concentration, and a capstone/dissertation experience. Students must complete at least 48 credits of coursework, with an additional 24 credits of dissertation research. The minimum of 48 credits of coursework includes:

1. At least 24 credits in the Ed.D. core, including:

- 6 credits in Educational Leadership
- 6 credits in Learning and Learners
- 6 credits in the Social Context of Education
- 6 credits in Inquiry

2. At least 24 credits in a concentration. The Graduate School of Education offers the following concentrations:

- Design of Learning Contexts
- Education, Culture, and Society
- Educational Leadership
- Teacher Leadership
- Special Education

Transfer of Credit

Students may transfer up to 18 credits of graduate-level coursework taken at an accredited institution of higher education. Approval of transfer credits is to be determined by the Ed.D. Admissions and Transfer Committee and approved by the Ed.D. director.

Scholastic Standing

Students must maintain a cumulative GPA of at least 3.25 in the doctoral coursework and dissertation research courses. In addition, the associate dean for academic affairs may dismiss, with the concurrence of the Ed.D. director and the Committee on Admissions and Scholastic Standing, any academically deficient student, provided that the student is kept fully informed of the Graduate School of Education's dissatisfaction with his or her academic performance and that the decision to dismiss is careful and deliberate. Students may also be dismissed from the program for certain violations of the Academic Integrity Policy. (For further information, see Academic Integrity.

The Qualifying Process

The qualifying process is designed to enable students to demonstrate the skills and knowledge they have learned through coursework as well as their capacity to complete a successful dissertation. To sit for the qualifying exam, students must have completed at least 21 credits of core courses (six of which must be Inquiry I and Inquiry II). Students are required to write two papers over the winter break, between the second fall and second spring semesters of the program. One of the papers is designed by the concentration faculty and one paper is common across all concentrations. Each paper is approximately 15 pages long.

The qualifying process will begin in December of the second fall semester in the program and be completed on the first day of the spring semester. Doing the qualifying process at this time gives students a chance to do summative reflection at a point when they are close to completing coursework, demonstrate what they have learned, and begin to finalize their thoughts on a dissertation topic with adequate time before the proposal writing process begins in the summer.

If a student does not pass one or both of the qualifying papers she or he has one month from the date of the face-to-face meeting to revise the paper(s). Students may not solicit their reviewers during this interim period of revision after they have received the initial feedback. The paper(s) are reviewed again by the original graders. The student will have one opportunity to revise and resubmit papers. If either paper does not pass after the second attempt, the student will fail the qualifying process and will be dropped from the program.

Dissertation

The Ed.D. culminates with a 15-18 month dissertation experience. The dissertation requires students to identify and investigate a problem of practice systematically using current literature and an inquiry methodology. Students are to write a final report that is presented publicly and may include a conference presentation, journal article or book chapter, or presentation to a local community. Students will have the option of working on their dissertation projects individually or in groups organized around key topics of interest.

Students who have not completed the dissertation after 24 credits of 700-level research, but are actively working toward that goal, will be registered for Matriculation Continued as recommended by the committee chair and approved by the Ed.D. director. All degree candidates must be registered continuously in the Graduate School of Education (GSE) in the manner described under Continuous Registration in the Academic Policies and Procedures chapter of this catalog.

Dissertation Committee

The development of the dissertation is formally monitored at both the proposal stage and the final defense by a dissertation chair who is a member of the GSE faculty and two additional committee members, at least one of whom must be a member of the GSE faculty. All committee members must have a doctorate. The Ed.D. director will match students with committee chairs. Other members of the committee will be approved by the Ed.D. director in consultation with the committee chair and the student. A vita for an outside committee member must be provided and approved by the Ed.D. director.

Subsequent changes in the composition of a doctoral committee require concurrence among the chair of the committee, the Ed.D. director, and the faculty members involved.

Dissertation Proposal

A dissertation proposal provides a plan for completing a dissertation. It sets the goals for the enterprise, links the current work to previous efforts, describes the anticipated advance in knowledge and/or practice, and describes the steps to be taken to reach the goal (including methods to be used to ensure valid, reliable, and unbiased assessment/ documentation/ research).

The student must accept responsibility for developing an acceptable dissertation proposal in consultation with his or her committee. An open defense is required before the proposal can be given final approval.

An announcement of the proposal defense, including an electronic copy of a one-page abstract, is to be submitted to the Office of Student and Academic Services at least two weeks prior to the defense date. This abstract will be used to publicize the proposal defense. After the proposal has been successfully defended, two copies of the approved proposal, signed by each committee member, are required to be filled in the Office of Academic Services.

Preparation

Certain requirements must be adhered to during the preparation of dissertations. Specific regulations, such as those pertaining to format and style, must be followed in order to ensure that the dissertation can be accepted by the school for submission to the candidate's doctoral committee and to the university library for filing. The final date for submission of the dissertation and abstract is posted on the GSE website.

A copy of the final defense draft should be available to the committee at least two weeks prior to the defense date. Upon completion of the oral defense, the student is required to submit an electronic copy of the dissertation, including the abstract, on the RUetd website. The electronic copy must include the names of the candidate's doctoral committee without signatures. Additional materials required for final submission include one paper copy of the abstract, one copy of the signed title page, the receipted payment form, the ProQuest agreement forms, and survey forms. All of the above forms must be submitted to the Office of Student and Academic Services no later than the announced deadlines for completion of degree requirements.

Dissertation Defense

Each student will prepare a dissertation defense. The dissertation defense is conducted with members of the student's dissertation committee, and conducted to provide a thorough and systematic examination of the candidate on the content of the dissertation. Approval of a dissertation requires a unanimous vote of the committee. The chair of the committee reports the result of the examination to the Office of Student and Academic Services. All members of the university community are invited to be present during the oral examination.

Publication

After a candidate has been awarded the doctorate, the Graduate School of Education requires that the dissertation be microfilmed. Therefore, the dissertation must be prepared with the same care as if it were to appear in printed form. The abstract, which is to accompany the dissertation and which must not exceed 350 words, will be published in Dissertation Abstracts. It also should be submitted ready for publication. University Microfilms, Ann Arbor, Michigan, will microfilm the dissertation and publish the abstract. Publication by microfilm does not preclude publication by other methods.

Removal from the Program

The Graduate School of Education has an obligation to the citizens of the state of New Jersey to prepare and only recommend for certification caring, competent educational professionals. In rare circumstances, the faculty identifies a student who does not meet our definition of that standard. In those cases, the student is asked to leave the program. Any of the following violations may cause a student's removal from the program:

- violations of the Rutgers Academic Integrity Policy.
- violations of the University Code of Student Conduct.

Student Grievances

Any disciplinary decisions such as removal from the internship or removal from the program are, of course, grievable by the student. Grievances are addressed to the Graduate School of Education (GSE) associate dean for academic affairs and will be heard by a group of faculty members and students who comprise the GSE Student Grievance Committee. Appeals regarding admissions, scholastic standing, and academic progress will be addressed by the Committee on Admissions and Scholastic Standing according to its procedures.

Ph.D. in Education (GSE)

PH.D. IN EDUCATION

The Ph.D. program, offered in New Brunswick, prepares individuals to assume faculty and research positions in academia, government, and the private sector. This program is offered in conjunction with the School of Graduate Studies in New Brunswick, which grants the doctor of philosophy degree. The program is described more fully in the Doctor of Philosophy (Ph.D.) Programs chapter.

Master of Education (GSE)

MASTER OF EDUCATION

The common requirements of all of the master of education (Ed.M.) programs in the school are described in this section. More specific and additional requirements of particular programs can be found on the pages that describe those programs.

Candidates for the Ed.M. degree must complete a minimum of 30 credits at Rutgers. Six of the 30 required credits must be in courses outside the field of specialization of the student's major program. A minimum of 15 credits must be in courses at the graduate level (numbered 500 or above). Of the 30-credit minimum requirement, 3 or 6 credits may be granted for the completion and successful oral defense of a thesis.

Departments may, and in some cases do, set requirements in addition to the minimum requirements given above. These requirements may include comprehensive examinations and research papers. It is the responsibility of the student to be informed of
the standards of the program and department of the major field as well as those of the school.

Transfer credit from schools on the approved list of the GSE may be accepted on approval of the student's adviser only in programs in which more than 30 credits are required for graduation.

Time Limitations

Time Limitations

A student must complete all requirements of his or her program within five years of the first registration as a degree student, or within five years of the beginning of any coursework to be counted toward the degree. Course requirements may not be completed in less than one year as a full-time student, in less than five Summer Sessions, or in less than two years of part-time study as a Graduate School of Education student.

Requirements Other Than Course Credits

Requirements Other Than Course Credits

Students who choose a major program in which requirements other than course credits exist should consult with their advisers with respect to the nature and character of the requirements and the regulations and dates governing their administration and report.

Comprehensive Examinations

Students who choose a major program that requires a comprehensive examination should consult with their advisers on departmental regulations and dates governing the administration of the examination.

The department faculty determines whether the student's performance on the examination is "satisfactory" or "unsatisfactory" and reports this determination in those terms and in writing to the Office of Student and Academic Services. A department may, for good reason, "defer" a report, but in this event must arrange promptly for a determination of "satisfactory" or "unsatisfactory." In the event that the student's performance is rated and reported as "unsatisfactory," he or she may file a request with the department to take the examination a second time. Upon approval of the department faculty and the concurrence of the dean's office, a second examination may be given. A third examination is not permitted.

Some programs may allow students to write a thesis in lieu of taking a comprehensive examination. Students interested in that option should contact their advisers.

Graduation (GSE)

GRADUATION

The university, only upon recommendation of the faculty, confers degrees after a formal application has been filed with the Office of the Graduate Registrar (Graduate Registrar's Office, Room 200F, ASB, Busch Campus 848-445-2757). Applications are submitted online. Degree candidates must file the online Graduate Diploma Application by the announced deadlines: October 1 for an October-dated degree, January 2 for a January-dated degree, and April 1 for a May-dated degree. If the candidate fails to file the application on or before the deadline date, the degree is not conferred until the following degree date. The candidate must file an application for the following degree date. See the online diploma application for specific filing dates.

Degrees are conferred and diplomas awarded four times per year (August, October, January and May). However, there is one university commencement ceremony held each May, at which time May-dated diplomas are issued. October and January graduates also may participate in the annual commencement ceremony.

Candidates for the four degree dates are given the option on the online diploma application of receiving their diplomas by mail, at the registrar's office, or at the school's convocation ceremony, if that option is available for the candidate's school. Diplomas are normally available in Mid September for an August-dated degree, mid-November for an October-dated degree, mid-February for a January-dated degree, and mid-June for a May-dated degree. Degrees will be posted to students' transcripts one to two weeks sooner.

Diplomas and transcripts are withheld from all students whose financial accounts and debts (including tuition, housing, parking, and library) are not cleared.

Doctor of Philosophy (Ph.D.) Programs (GSE)

DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMS

(In conjunction with the **School of Graduate Studies**)

Degree Program Offered: Doctor of Philosophy

Director of Ph.D. in Education Program: Juan Pablo Mejia Ramos, 10 Seminary Place, College Avenue Campus (732-932-7496; email: jpmejia@math.rutgers.edu)

Director of Ph.D. in Higher Education Program: Ebelia Hernandez, 10 Seminary Place, College Avenue Campus (848-932-0844; ebelia.hernandez@gse.rutgers.edu)

Ph.D. Program in Education

Ph.D. Program in Higher Education

Ph.D. Program in Education (GSE)

Ph.D. Program in Education

Degree Program Offered: Doctor of Philosophy

Director: Juan Pablo Mejia Ramos (732-932-7496; email: jpmejia@math.rutgers.edu)

Please visit the website.

Students in the Ph.D. in education program will choose one of two concentrations.

The ***Ph.D. in Education Concentration in Learning, Cognition, Instruction, and Development (LCID)***

The Ph.D. in Education Concentration in Learning, Cognition, Instruction, and Development (LCID) prepares students to carry out research on learning and teaching in classrooms and other settings. Interdisciplinary study is encouraged within this concentration, which focuses on: how people think; how knowledge is conveyed; how understanding is acquired; how human beings develop in learning environments; and the ingredients of effective teaching. Students can specialize in areas of faculty expertise, with opportunities for research in interdisciplinary studies and these specializations: early childhood education, educational psychology, human development, language education, learning sciences, literacy education, mathematics education, science education, social studies education, special education, and statistics and measurement.

We help our students to develop the broad base of knowledge and research skills needed to design and investigate methods of improving learning and teaching in real-world learning environments. Students specialize in one area of study but learn about one or more other areas, allowing them to develop stronger educational interventions and research designs.

The ***Ph.D. in Education Concentration in Theory, Organization, and Policy (TOP)*** prepares students for research in higher education, policy organizations, and governmental/nongovernmental organizations concerned with education, broadly defined.

Over the past three decades, political leaders have increasingly recognized the critical importance of education to economic, political, social, and cultural improvement. Their decisions have implications for the well-being of families, communities, and the United States' place in the world. Unfortunately, decision makers often pursue educational goals without a clear understanding of their own philosophical assumptions, the needs for change, the possible results of change, or the social forces that affect actions that legislatures and governments take. This program prepares scholars who can help find answers to these questions and, in the process, inform policy makers, educators, and the public about the progress and challenges of education.

Our faculty conduct research in organizational leadership, policy, and international and comparative education as well as in the social science and humanities disciplines of education. Our students specialize in one area of study but learn about others, allowing them to develop stronger educational analyses and research designs. Following an apprenticeship model and working closely with their academic adviser, students design their own course of study, taking courses offered at the GSE and across Rutgers.

Admissions Requirements

All prospective students must apply to the Ph.D. in education program by December 1 through the Graduate Admissions website. The following items are required for a complete application package:

- Personal statement
- Letters of recommendation (3)
- Undergraduate and graduate transcript
- GRE Scores (Note: GRE General scores are no longer required and will not be considered in the admission decision. (NOTE:GRE scores *are required* for applicants to the Statistics and Measurement concentration)
- TOEFL (for international students)
- Curriculum Vitae/Résumé
- Sample of academic writing

All applicants are automatically considered by the director of the Ph.D. in education program for fellowships, graduate assistantships, and teaching assistantships. No separate application is needed for this funding.

Admissions decisions are typically made by mid-March. The GSE Ph.D. in education program notifies applicants of their admittance to the program (in an informal capacity) via email. Graduate Admissions then emails the official acceptance letter. Admitted applicants should contact their assigned faculty adviser or the director of the Ph.D. in education program if there are any questions or concerns while making the final decision about accepting the offer of admission to the Ph.D. in education program at Rutgers.

Program Requirements

The Ph.D. in education program requires a combination of coursework, examinations, and research, eventually leading to a dissertation that is an original piece of research. A student must devote a minimum of three years of full-time study beyond the bachelor's degree for the Ph.D. If any of the work is conducted on a part-time basis, the minimum time required will be longer.

For this purpose, one year of study is represented by 24 credits of coursework or research. Therefore, the minimum requirement for the Ph.D. degree is 72 credits: at least 48 credits of coursework and at least 24 credits of dissertation-related research. Students must maintain a minimum cumulative grade point average (GPA) of 3.25.

Two areas of study (learning sciences and statistics and measurement) within the LCID concentration have additional course requirements. For learning sciences, the 18 credits for area of study must include the following two courses (see Ph.D. in Education Courses (16:300) in this catalog):

16:300:582 Cognition and Instruction
15:262:610 Design-based Research

The Ph.D. in education program is arranged in two phases. The preliminary phase, which generally involves formal courses of study, is completed when the student passes the qualifying examination. In the second phase, the student usually writes their dissertation. This phase concludes when the dissertation is accepted and the defense of it is approved. Between admission to the Rutgers School of Graduate Studies (SGS) and the conferral of the Ph.D. degree, the student must:

1. satisfy the course and other preliminary requirements of the particular concentration/area of study in which the student is enrolled;
2. pass the qualifying examination;
3. present the results of the unique, original research in an acceptable dissertation; and|
4. pass a final, oral dissertation defense.

The student becomes a formal candidate for the doctorate only after completing the qualifying examination.

As the Ph.D. in education policy on the requirements/guidelines for university-level teaching experience states, Ph.D. students must demonstrate competency in teaching. All students must submit a teaching portfolio in order to complete the program.

Minimum requirements of the teaching portfolio include:

- a teaching statement;
- student evaluations (if you were responsible for a course);
- a faculty observation of at least one lesson with a written summary by the observer; and
- a sample of instructional artifacts or documentation to illustrate key aspects of your teaching (e.g., lesson plans, assessments, assignments);

In addition, students are encouraged to participate in the intellectual life of the educational research community by presenting their research and attending colloquia at the Graduate School of Education and in their professional research community (e.g., Annual Meeting of the American Educational Research Association).

Students who are admitted to the Ph.D. in education program will be eligible to earn a master of arts (M.A.) degree from SGS while working toward the Ph.D. degree. These credits are eligible to be counted toward Ph.D. requirements in the student's concentration, will be accumulated while pursuing the requirements of the Ph.D. in education program, and will adhere to the guidelines related to transfer of credits, undergraduate courses, and other policies for M.A. degrees as described in the Ph.D. Handbook. Students should periodically refer to the SGS website and the Ph.D. handbook for policy updates and further information.

Ph.D. Program in Higher Education (GSE)

Ph.D. Program in Higher Education

Degree Program Offered: Doctor of Philosophy

Director: Ebelia Hernández (848-932-0844; email: ebelia.hernandez@gse.rutgers.edu)

Please visit the website.

For a complete list of program faculty, please visit Higher Education Faculty in this catalog.

The Ph.D. in higher education at Rutgers University offers focused study of the complexities of colleges and universities, their missions, contexts, challenges, and successes. This interdisciplinary degree program brings together distinguished higher education scholars representing the Graduate School of Education (GSE), the Bloustein School of Planning and Public Policy (BSPPP), the School of Arts and Sciences (SAS), the School of Communication and Information (SC&I), the School of Environmental and Biological Sciences (SEBS), and the School of Management and Labor Relations (SMLR). Affiliated faculty members are higher education experts in the fields of, for example: education, law, communication, organizational studies, public policy, and economics.

Introduction

The Ph.D. in higher education program prepares higher education researchers who will take their scholarship, knowledge, and research skills into a range of higher education settings such as universities and colleges, state governing and coordinating boards, federal government, independent higher education organizations, consulting groups, not-for-profit organizations, and foundations.

Learning Outcomes and Curriculum

The Ph.D. in higher education curriculum is informed by the following learning outcomes. Graduates of the higher education Ph.D. program will:

- conduct original, rigorous research and interpret and evaluate findings from other research studies;
- be knowledgeable about higher education organizations, systems, governance, leadership, analysis and planning, research, assessment and evaluation, and communication;
- understand current and developing trends and issues facing colleges and universities;
- understand and effectively negotiate the complexities of higher education in terms of institutional type, control, contexts, stakeholders, and constituencies; and
- provide leadership, insight, and expertise at the institutional or related higher education settings in which they work.

Ph.D. in higher education students will complete an approved program of study that includes, at minimum: the higher education core (18 credits), additional graduate coursework (15 credits), research core (15 credits), and independent research (24 credits). Students must pass qualifying examinations to advance to candidacy, and the dissertation must be approved by the candidate's faculty committee. No more than 24 credits of coursework outside of the School of Graduate Studies may be applied toward the 72 minimum credits required for the Ph.D. in higher education.

Students who are admitted to the Ph.D. program in higher education will be eligible to earn a master of arts (M.A.) degree while working toward the Ph.D. Only students admitted to the Ph.D. program will be eligible for the M.A. degree. Applications by prospective students seeking only an M.A. degree will be rejected without review.

Upon satisfactory completion of 18 credits of higher education core courses, 6 credits of additional graduate coursework, 6 credits of the research core, and a thesis project under the supervision of the faculty adviser, a M.A. in higher education may be earned. This master's degree option is available ONLY to enrolled Ph.D. in higher education students. Applications for admission to (only) the M.A. in higher education will not be reviewed

The higher education program also offers a graduate certificate in Community College Leadership. The graduate certificate program entails successful completion of 12 credits of required coursework. Admitted Ph.D. students may complete one or more graduate certificates during the course of their Ph.D. study. Other individuals interested in earning a graduate certificate must apply for admission. Successful completion of a graduate certificate does not result in subsequent admission to the Ph.D. in higher education program.

Admission

The required qualifications for admission into the Ph.D. in higher education program are an earned baccalaureate degree from an accredited college or university and strong undergraduate GPA. Applicants with a baccalaureate degree and little to no higher education experience may be admitted in cases of extraordinary academic promise and demonstrated commitment to research and scholarship in higher education.

The preferred qualifications for admission to the Ph.D. program are, in addition to the above, an earned master's degree in higher education or a closely related area; a strong graduate GPA; three to five years full-time, post-master's degree experience in higher education setting(s); and higher education research and/or assessment experience.

Prospective Ph.D. in higher education students may apply online. A completed application includes: Rutgers Application for Graduate Admission, official transcripts for all post-secondary coursework, personal statement, writing sample, and three letters of reference (at least two from full-time faculty members).

Doctor of Education (Ed.D.) Programs - For Students Entering before 2010 (GSE)

DOCTOR OF EDUCATION (ED.D.) PROGRAMS - FOR STUDENTS ENTERING BEFORE 2010

The Ed.D. program descriptions and requirements included in this chapter are relevant for those students who started the program prior to 2010. For newer students, please go the to chapter Doctor of Education (Ed.D.) Programs - For Students Entering in or subsequent to 2010

Please note: the Ed.M. in Mathematics Education (Certification: Teacher of Mathematics) did not change. The description found in this chapter is still in effect.

Programs in the Department of Educational Psychology (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Ed.D. in Special Education

Coordinator: Angela O'Donnell (848-932-0830; email: angela.odonnell@gse.rutgers.edu)

Program Description: The doctoral program in special education is designed to prepare leadership personnel in special education for the following positions: administrators of special education services in the schools and teacher educators at colleges and universities. The program faculty is committed to the improvement of educational practices in the schools for students with disabilities. Depending on the student's professional goals, one of two areas of concentration can be followed:

I. Administration of Special Education Services (48 credits, plus 24 credits of dissertation study)

II. College/University Teaching in Special Education (48 credits, plus 24 credits of dissertation study)

Students interested in obtaining the New Jersey Learning Disabilities Teacher Consultant (LDTC) certification can take the additional required courses as part of their doctoral program.

Education Requirements:

I. Administration of Special Education Services (48 credits, plus 24 credits of dissertation study)

1. 12 credits in doctoral-level special education core:

15:293:605 Seminar in Special Education (3)

15:293:609 Research in Special Education (3)

15:293:630 Current Topics in Special Education (3)

15:293:633 Internship in Special Education (3)

2. 12 credits in statistics core:

Required (9 credits):

15:291:520 Program Evaluation: An Introduction to Methods and Practice (3)

16:300:509 Qualitative Research Methods in Education I: Introduction (3)

16:300:511 Quantitative Research Methods in Education I: Introduction (3)

One selected course from the following (3 credits):

16:300:513 Qualitative Research Methods in Education II: Design and Analysis (3)

16:300:515 Quantitative Research Methods in Education II: ANOVA (3)

3. 9 credits in related areas:

One course in each of the following areas:

social and philosophical foundations (course from social and philosophical foundations program)

psychological foundations (course from learning, cognition, and development program)

learning in a content area (course from the learning and teaching department)

4. 15 credits in area of concentration: administration of special education services

5. 24 credits of dissertation study

II. College/University Teaching in Special Education (48 credits, plus 24 credits of dissertation study)

1. 12 credits in doctoral-level special education core:

15:293:605 Seminar in Special Education (3)

15:293:609 Research in Special Education (3)

15:293:630 Current Topics in Special Education (3)

15:293:633 Internship in Special Education (3)

2. 12 credits in statistics core:

Required (6 credits):

16:300:509 Qualitative Research Methods in Education I: Introduction (3)

16:300:511 Quantitative Research Methods in Education I: Introduction (3)

Two courses selected from the following (6 credits):

15:291:520 Program Evaluation: An Introduction to Methods and Practice (3)

16:300:513 Qualitative Research Methods in Education II: Design and Analysis (3)

16:300:515 Quantitative Research Methods in Education II: ANOVA (3)

16:300:517 Qualitative Research Methods in Education III: Educational Ethnography (3)

16:300:519 Quantitative Research Methods in Education III: Regression (3)

3. 9 credits in related areas

One course in each of the following areas:

social and philosophical foundations (course from social and philosophical foundations program)

psychological foundations (course from learning, cognition, and development program)

learning in a content area (course from the Department of Learning and Teaching)

4. 15 credits in area of concentration: college/university teaching in special education

5. 24 credits of dissertation study

A qualifying examination is a requirement of the Ed.D. special education program. The qualifying examination includes two written scholarly papers on special education topics. A third paper, project, or product is required on a subject outside of special education (e.g., development of a curriculum guide). Each of the two special education papers is proposed by the student in consultation with a special education faculty member who will serve as first reader. The outside requirement is proposed by the student in consultation with a faculty member in another program (e.g., educational administration). Completed papers/products are submitted to the first reader. A second reader must also evaluate the papers/products. The student passes the qualifying examination when all three products are judged satisfactory by two readers.

Programs in the Department of Educational Theory, Policy, and Administration (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION

Programs in the Department of Educational Theory, Policy, and Administration (GSE)

Ed.D. in Educational Administration and Supervision

Ed.D. in Educational Administration and Supervision

Coordinator: Catherine Lugg (848-932-0721; email: catherine.lugg@gse.rutgers.edu)

Program Description: The Department of Educational Theory, Policy, and Administration offers the doctor of education degree (Ed.D.) in educational administration and supervision. The program is designed to ensure that each graduate acquires a core of theoretical knowledge and research skills germane to all administrative and program development positions and yet has wide latitude to pursue individual professional specialties. The program fosters a balance between theory and its application in professional practice. The Ed.D. program has been designed for advanced studies. Applicants seeking certification as supervisors or principals should enroll in the master's degree program (Option A).

Ed.D. Program Requirements

Minimum of 48 credits of coursework

Maximum of 18 transfer credits for postbaccalaureate coursework

Education Requirements:

Area of Specialization in Educational Administration (30 credits)

Courses required:

15:230:600 Topics in Educational Administration and Supervision (3)

15:230:603 Theory and Research Findings in Educational Administration (3)

15:230:604 Organizational Theory in Education (3)

15:230:614 Research Problems in Educational Administration and Supervision II (3)

Research Methods (9 credits)

Required:

15:230:613 Research Problems in Educational Administration and Supervision I (3)

6 additional credits of research chosen in consultation with adviser

Courses outside Area of Specialization (9 credits)

One course in each of the three following areas:

learning in a content area

social and philosophical foundations

psychological foundations

Predissertation Project

Before dissertation candidacy, students must complete a relevant predissertation project, culminating in a written product. Projects will be developed in consultation with a project adviser and in accordance with program guidelines.

Qualifying Examination

Upon completion of coursework, students must pass a qualifying examination in educational administration and supervision. The qualifying exam is tailored to fit the contours of (a) the proposed degree program, (b) the knowledge base, and (c) the continuing challenges of educational governance. Readings for the examination should include, at minimum, readings required and recommended in order to complete a proposed degree program.

The Dissertation

The qualifying exam will be used to determine a student's readiness to conduct dissertation research. The dissertation in educational administration must comply with generally accepted quality standards for dissertation research and contribute to literatures that inform the study and practice of educational administration.

Programs in the Department of Educational Theory, Policy, and Administration (GSE)

Ed.D. in Social and Philosophical Foundations of Education

Ed.D. in Social and Philosophical Foundations of Education

Coordinator: James Giarelli (848-932-0731; email: james.giarelli@gse.rutgers.edu)

Program Description: The program in social and philosophical foundations of education provides students with an opportunity for advanced study and research in education from the perspectives provided by the social science and humanities disciplines. The program prepares individuals for conducting research, teaching at the postsecondary level, and assuming leadership positions in public and higher education and other organizations.

The Ed.D. program in the social and philosophical foundations of education requires a minimum of 48 postbaccalaureate graduate credits, which may include a maximum transfer of 18 credits from graduate work completed outside of Rutgers prior to matriculation in the program. All doctoral programs require a minimum of 30 graduate credits in the social and philosophical foundations of education approved by the adviser and department chair. In addition, doctoral students must register for a minimum of 24 research credits during dissertation study.

Two concentrations are available within the Ed.D. program in the social and philosophical foundations of education: a program specialization concentration and an educational theory concentration. Both concentrations have four elements: doctoral coursework, residency, qualifying examinations, and doctoral dissertation.

Degree Requirements: Program Specialization Concentration

Doctoral students enrolled in a program specialization concentration may specialize in social and cultural studies in education or humanities and education. All specialization programs follow a common set of guidelines in specifying degree requirements.

Doctoral coursework: program specialization

Total coursework in social and philosophical foundations of education: 30 credits, including 21 credits of coursework in area of specialization.

Collateral coursework: program specialization

Students specializing in social and cultural studies must take at least 6 credits in humanities and education. Students specializing in humanities and education must take at least 6 credits in social and cultural studies.

Degree Requirements: Educational Theory Concentration

Doctoral students enrolled in the educational theory concentration develop a coherent plan of coursework focused on two areas of specialization. All educational theory programs follow a common set of guidelines in specifying degree requirements.

Doctoral coursework: educational theory concentration

Total coursework in social and philosophical foundations: 30 credits, including 21 credits in area of specialization. All educational theory students must take at least 6 credits of coursework in both social and cultural studies and humanities in education.

Degree Requirements: All Doctoral Programs

Doctoral coursework: Graduate School of Education core requirements in research methods

All doctoral students must take a minimum of 9 credits of research methods courses appropriate to the student's scholarly and professional interests. Appropriate courses may be taken outside of the program area. Applicable research courses within the social and philosophical foundations program area would include the following:

15:310:536 Methods of Educational Ethnography (3)

15:310:601 Problems in History of Education (3)

15:310:615 Seminar in Philosophy of Education (3)

Doctoral coursework: Graduate School of Education core requirements in outside areas

All Ed.D. students in social and philosophical foundations must take 3 credits from each of the following three areas: learning in a content area, policy/leadership, and psychological foundations.

Qualifying Examination

Doctoral qualifying examinations normally are given to students at the completion of their coursework to assess the breadth and depth of the knowledge that they have acquired during doctoral studies and to gauge readiness to begin dissertation research. Successful completion of qualifying examinations is a prerequisite for admission to doctoral candidacy. These examinations are offered once each semester. Program specialization students respond to three questions: two questions in the area of specialization and one question focusing on research methods and their application. Educational theory students respond to three questions: one question from each of their areas of specialization and one question focusing on research methods and their application.

Doctoral Dissertation

The doctoral dissertation is the capstone of doctoral studies. With the advice of a duly constituted doctoral dissertation committee, Ed.D. candidates prepare and defend a dissertation proposal and a doctoral dissertation that demonstrates the ability to engage successfully in the scholarly and systematic study of educational problems and to make an original and creative contribution to educational research.

Ed.D. in Social Studies Education

Ed.D. in Social Studies Education

Coordinators:
Benjamin Justice (848-932-0679; email: ben.justice@gse.rutgers.edu)
Beth Rubin (848-932-0677; email: beth.rubin@gse.rutgers.edu)

Program Description: A broad and interdisciplinary preparation that is built on a substantial foundation in history and the social sciences is preferred for admission to the program. The doctoral program in social studies education is individualized, flexible, and developed jointly by the student and his or her adviser in accordance with the student's particular background and educational objectives. Ordinarily, such a program combines substantial work in a subject field with studies in professional education. In pursuing these doctoral studies, students usually work with arts and sciences departments and other sections of the university. Specific courses, areas of study, and research activities are detailed in consultation with the appropriate adviser and are listed at the time the student's program proposal is submitted.

The following outline is the guide to the distribution of courses within a student's program.

Education Requirements:

Specialization (30 credits)

One course from:

15:257:560 Introduction to Social Studies Education (3)

15:257:561 Analysis of Social Studies Curricula (3)

At least 15 credits from:

15:257:560 Introduction to Social Studies Education (3)

15:257:561 Analysis of Social Studies Curricula (3)

15:257:564 Social Studies in the Elementary School (3)

15:257:566 Liberty Versus Equality in Education (3)

15;257:568 Topics in Social Studies Education (3)

15:257:569 Making Citizens: Civic Identity, Learning, and Action (3)

15:257:665 Independent Study in Social Studies Education (BA)

At least 12 credits in history and/or the social sciences from the School of Graduate Studies in New Brunswick

Research Methods (9 credits)

9 credits taken from at least two of the following three areas:

quantitative research in education

qualitative research in education

program evaluation in education

Foundations (9 credits)

3 credits in each of the following areas:

educational policy/leadership

social and philosophical foundations of education

psychological foundations of education

Ed.D. Qualifying Examination

Doctoral qualifying examinations are normally given to students at the completion of their coursework to assess the breadth and depth of the knowledge that they have acquired in their studies.

Dissertation Proposal

Must present and defend a written dissertation proposal for approval by the student's dissertation committee.

Doctoral students must register for a minimum of 24 research credits during dissertation study.

Programs in the Department of Learning and Teaching (GSE)

PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING

The Department of Learning and Teaching offers the Doctor of Education (Ed.D.) degree in the following areas:

- Early Childhood/Elementary Education*
- Language Education
- Literacy Education
- Mathematics Education
- Science Education

The doctor of education degree programs prepare individuals to take leadership roles in their area of study. All programs combine substantial work in the program area with courses in research methods and educational foundations. Some programs may also require coursework in departments of arts and sciences. Upon successful completion of a qualifying examination designed to assess the breadth and depth of students' knowledge in their field, students work with their advisers to develop and execute their dissertation project.

Sample Degree Requirements (Minimum of 72 Credits)

- Foundations of education (9)
- Area of specialization (30)
- Research (9)
- Qualifying examination
- Dissertation study (24)

*A specialization in creative arts education is available within the early childhood/elementary education program.

Programs in the Department of Learning and Teaching (GSE)

Ed.D. in Early Childhood/Elementary Education

Ed.D. in Early Childhood/Elementary Education

Coordinator: Sharon Ryan (848-932-0808; email: sharon.ryan@gse.rutgers.edu)

Program Description: The doctoral program in early childhood/elementary education is intended for education professionals who wish to study learning and teaching in early childhood/elementary settings. The program has four major goals: (1) to foster a vision of learning as an active process in which students construct their own knowledge and understanding; (2) to foster a vision of teaching that promotes depth of understanding and problem-solving rather than mere curriculum coverage and that recognizes children's individual and cultural differences; (3) to prepare educational leaders who are knowledgeable about current research and theory on learning and teaching so they can make informed decisions about educational practice and can help to bring about change in schools; and (4) to prepare students to undertake independent research so they can identify and investigate significant educational questions and problems.

The program is appropriate for individuals who plan to pursue careers as college or university faculty in early childhood/elementary education; as curriculum developers, supervisors, and instructional leaders in schools or other educational organizations; or as administrators of early childhood settings.

Education Requirements:

I. Foundations of Education (9 credits, in at least three of the following four areas; the 9 credits must be outside your own program area)

A. psychological foundations

B. sociological/philosophical foundations

C. policy and leadership

D. learning in a content area

II. Early Childhood/Elementary Education (30 credits)

A. Perspectives on Learning and Teaching in Early Childhood/Elementary Education Classrooms (12 credits)

15:251:570 Advanced Pedagogical Techniques for the Elementary Classroom (3)

15:251:577 Historical and Contemporary Issues in Early Childhood Education (3)

15:251:675 Independent Study in Early Childhood/Elementary Education (3) (a supervised research experience that precedes the dissertation and culminates in a written product)

15:251:676 Research in Early Childhood/Elementary Education (3)

B. Area of Specialization (12 credits)

Chosen from the following:

(1) Content Area Concentration (creative arts education, literacy, English as a Second Language and bilingual education, instructional technology, mathematics education, and science education)

(2) Early Childhood Education and Applied Child Development (focus on settings for children, birth through age 5; child care, family and parenting issues; developmentally appropriate practice; and development of infants and toddlers, including those at risk)

C. Electives (6 credits)

Taken with adviser's approval.

III. Research Methodology (at least 9 credits in two of the following three areas)

A. qualitative foundations

B. quantitative foundations

C. program evaluation

Courses must be selected from the existing list of approved research courses, as well as courses designed for the Ph.D. program.

IV. Qualifying Examination

Doctoral students must successfully complete a two-part qualifying examination, written at home and evaluated by a faculty committee consisting of two members, at least one of whom is in the student's program. The first part of the exam involves general issues in early childhood/elementary education. The second part is in the area of specialization and typically involves an integrative literature review that can serve as the basis of a dissertation proposal. (See adviser for details.)

Questions are developed jointly by the student and the chair of the qualifying examination committee (usually the student's program or dissertation adviser).

V. Doctoral Dissertation (24 credits)

15:250:701 Dissertation Study in Learning and Teaching (Note: No more than 12 credits of dissertation study may be taken before the successful completion of the qualifying examination.) The dissertation is a report of research construed broadly to include, but not be limited to, historical ethnographic, descriptive, evaluation, correlational, or experimental studies.

The dissertation committee consists of at least three members approved by the program and department chair. The chair of the dissertation committee must be a member of the Graduate School of Education, and at least one committee member must be a member of the student's program. At least two committee members must be Rutgers faculty members; at least one must be from outside the student's department.

SUMMARY OF CREDITS

Foundations of Education	9 credits
EC/Elementary Education	30 credits
Research Methodology	9 credits
Dissertation Study	24 credits
TOTAL	**72 credits**

Programs in the Department of Learning and Teaching (GSE)

Ed.D. in Language Education

Ed.D. in Language Education

Coordinator: Mary Curran (848-932-0790; email: mary.curran@gse.rutgers.edu)

Program Description: The doctoral program in language education provides students with a thorough understanding of the nature of language, the process of second language acquisition, the relationship between language and culture, and successful models of second language pedagogy. The program has three major goals: 1) to provide students with opportunities to construct their own theoretically grounded knowledge of the field; 2) to provide training and experience in conducting language education research; and 3) to encourage students to examine the larger political, social, and cultural context of language education. The program is appropriate for experienced teachers who wish to pursue careers as college and university faculty in the United States or overseas, administrators in schools and other educational institutions, and leaders in state and federal government agencies.

The doctoral program in language education is built around a set of core courses that provides an opportunity for students to work with all three faculty members and to build a fundamental understanding of the structure of language and its social function, the principles of second/foreign language education, and the relationship between language and culture. Additional courses allow students to develop an area of specialization congruent with the student's research and career interests. If so desired, students can obtain New Jersey certification or an endorsement while pursuing a doctoral degree in language education. All students are expected to complete a language education research experience and to pass qualifying requirements prior to beginning dissertation study.

When an applicant is accepted into the doctoral program, he or she is assigned an academic adviser who meets with the student to develop a proposed program that uses the outline below as a guide. This proposed degree program indicates the specific courses the student intends to take (including appropriate courses from other units of the university), the credits that are being transferred from other institutions (if any), anticipated dates of residency, etc. Advising forms are available in the department office. The proposed degree program must be filed within the first 18 credits of coursework and must be approved by the student's academic adviser, the department chair, and the associate dean. Although the proposed degree program may be modified, it provides a blueprint for study and encourages students to think early about the directions they wish to pursue and the preparation they need in order to carry out their dissertations.

Students may change their academic advisers if and when they identify faculty members whose interests are more consistent with their own. Please note, however, that the proposed degree program should be developed with the academic adviser with whom the student will be continuing to work. It should also be noted that the academic adviser is not necessarily the faculty member who serves as the student's dissertation adviser.

Education Requirements:

I. Foundations of Education (*9* credits, three in each area)

A. psychological foundations

B. sociological/philosophical foundations

C. policy and leadership

II. Language Education (30 credits)

A. Core Courses (15 credits)

15:253:520 Principles of Second/Foreign Language Acquisition (3)

15:253:523 Language and Culture (3)

15:253:530 Foundations of Language I (3)

15:253:531 Foundations of Language II (3)

15:253:620 Seminar in Language Education Research (3)

B. Area of Specialization (15 credits)

These courses should be chosen in consultation with an adviser and should reflect the student's developing research and career interests. They may be outside the program (e.g., in literacy education) or outside the school (e.g., in the Rutgers anthropology, linguistics, language, or international studies departments, or in the School of Communication and Information).

C. Research Experience

Students write a concept paper providing an in-depth critical evaluation of an issue in language education. After the paper is accepted by the adviser as adequate, it will be discussed with the student at a formal meeting with the language education faculty. The student may register for an independent study if substantial guidance from a faculty member is desired to support the composition of this paper.

III. Research Methodology (9 credits)

A.15:291:511 Introduction to Assessment, Applied Statistics, and Research (3)

B. Two courses in one of the following three areas, and one in another area in consultation with adviser. (Suggested options listed below.)

1. Qualitative Foundations

16:300:513 Qualitative Research Methods in Education II: Design and Analysis (3)

16:300:509 Qualitative Research Methods in Education I: Introduction (3)

15:310:536 Methods of Educational Ethnography (3)

2. Quantitative Foundations

15:291:531 Statistical Methods I (3)

15:291:532 Statistical Methods II (3)

16:300:511 Quantitative Research Methods in Education I: Introduction (3)

3. Program Evaluation

15:291:520 Program Evaluation: An Introduction to Methods and Practice (3)

15:291:620 Program Evaluation: Theory and Advanced Methods (3)

IV. Qualifying Examination

Doctoral students are required to demonstrate their qualifications prior to undertaking dissertation study by passing a two-part qualifying examination evaluated by the language education faculty.

V. Doctoral Dissertation Study (24 credits)

15:250:701 Dissertation Study: Learning and Teaching (BA)

(Note: no more than 12 credits of dissertation study may be taken before the successful completion of the qualifying examination.) The dissertation committee consists of at least three members that collectively meet the following requirements: 1) the chair of the dissertation committee must be a member of the Graduate School of Education; 2) at least one must be a member of the student's program; 3) at least two must be Rutgers faculty members; and 4) at least one must be from outside the student's department.

SUMMARY OF CREDITS

Foundations of Education 9 credits

Language Education	30 credits
Research Methodology	9 credits
Dissertation Study	24 credits
TOTAL	**72 credits**

Programs in the Department of Learning and Teaching (GSE)

Ed.D. in Literacy Education

Ed.D. in Literacy Education

Coordinator: Alisa Belzer (848-932-0778; email: alisa.belzer@gse.rutgers.edu)

Purpose: The purpose of the Ed.D. degree is to prepare professionals who can lead the development and improvement of literacy education. These professionals will contribute to the application and creation of knowledge through the analysis of literacy learning and/or teaching or through the analysis of issues related to program development.

Program Description: The program requires 72 credits of study beyond the bachelor of arts degree. Students develop a broad understanding of literacy issues, a repertoire of research tools, an understanding of how their work relates to the work of other disciplines both within and outside the Graduate School of Education (GSE), and pursue an inquiry into an area of special interest. In addition to coursework, students are required to write a qualifying paper, pass a qualifying exam, propose and complete an original research project, and complete and defend a dissertation based on that research.

Advisement: Upon admission each student is assigned an academic adviser. Students should meet with their advisers each semester and should work with them to develop the student's proposed degree program, which must be filed within the first 18 credits after matriculation. Students may request a new adviser at any time prior to filing a proposed degree program. Please note that the academic adviser does not have to serve as the chair of the dissertation committee.

Education Requirements:

1. Foundations of Education (at least one course in each of the following areas)

Learning in a Content Area

policy and leadership

social and philosophical foundations

psychological foundations

The 9 credits that the student will take will be outside the student's own program.

2. Literacy Education

A. Area of Specialization Required Courses

15:252:514 Issues of Diversity in Language and Literacy Learning (3)

15:252:615 Independent Study in English Education (Qualifying Paper) (BA)

15:299:561 Theoretical Foundations of Literacy--Research, Policy, and Practice (3)

15:299:564 Diagnosis and Correction of Reading Difficulties (3)

15:299:566 Literacy Research and Supervision (3)

16:300:516 Developing a Theory of Language and Literacy Education (3)

16:300:532 Language in Education: Sociocultural Theory (3)

B. An additional 9 credits taken in literacy education or in relevant areas within or outside the GSE. Elective courses require adviser approval.

3. Research Methodology (9 credits consisting of courses in two of the following three areas)

quantitative foundations

qualitative foundations

program evaluation

(Courses require adviser's approval.)

Qualifying Examination: The qualifying examination requires students to respond to two questions in 15-20 page papers. Each year one common question will be given to all candidates. This question will center on an issue that cuts across areas of specialization and will be designed to guarantee both that students are current in their knowledge and that they are able to use research and theory to advance their own arguments. The second question will be developed by the adviser and will center on the area that the student plans to investigate in his or her dissertation. Like the coursework, then, the qualifying exam is designed to ensure that students have both sufficient depth and breadth of knowledge. Qualifying examinations must be read by two members of the core faculty.

Dissertation (24 Credits): 15:250:701 Dissertation Study: Learning and Teaching (BA) (Note: no more than 12 credits of dissertation study may be taken before the successful completion of the qualifying examination.) The dissertation committee consists of at least three members approved by the program and department chair. The chair of the dissertation committee must be a member of the Graduate School of Education, and at least one committee member must be a member of the student's program. At least two committee members must be Rutgers faculty members; at least one must be from outside the student's department.

TOTAL CREDITS: 72

Please Note:

- Students must maintain a cumulative GPA of at least 3.25 in the doctoral coursework and dissertation research courses.

- Students may petition the faculty to transfer up to 18 graduate credits of coursework taken elsewhere to meet these requirements. Transfer of credits is not guaranteed, and it must be demonstrated that transferred credits meet the specific goals of the program. The faculty will review each petition and decide if the coursework taken elsewhere meets the standards of courses sponsored by the Ed.D. program.
- Degree programs will be approved by both the student's program adviser and by the chair of the department.

Time Limits: Students have seven years from the time of admission to complete coursework and qualifying examinations, and they will have a total of 10 years to complete all requirements.

Programs in the Department of Learning and Teaching (GSE)

Ed.D. in Mathematics Education

Ed.D. in Mathematics Education

Coordinator: Carolyn Maher (848-932-0802; email: carolyn.maher@gse.rutgers.edu)

Program Description: The doctoral program in mathematics education is designed to provide students with broad competencies in 1) fundamental problems in mathematics education; 2) current issues in mathematics education; 3) content of mathematics; 4) existing research in mathematics education; 5) human cognitive development, particularly as it relates to learning mathematics; and 6) research methods that may be used either in general mathematics education research or in the evaluation of particular programs in schools. Graduates of the program are expected to be competent in the content of mathematics and to be knowledgeable about the psychology of learning, student diversity, and the social, cultural, and political milieu in which education takes place.

The program is appropriate for individuals who plan to pursue careers as college or university faculty in mathematics education, two-year college faculty in mathematics, or as classroom teachers, curriculum developers, supervisors, and instructional leaders in schools or other educational organizations. The student body is comprised of individuals in many of these types of positions, and the program is flexible enough to be sensitive to a diversity of academic needs and interests.

Some students come to the program with substantial backgrounds in mathematics and relatively sparse backgrounds in education. Others present the reverse situation. Still others come with relatively balanced previous preparation. It is an objective of the mathematics education program to maintain the balance where it exists or provide it if it does not. This objective is one of the bases for the differentiation of programs from student to student. Another is the difference in academic interests and career goals among students.

When an applicant is accepted into the doctoral program, he or she is assigned an academic adviser who meets with the student to develop a proposed program that uses the outline below as a guide. This proposed degree program indicates the specific courses the student intends to take (including appropriate courses from other units of the university), the credits that are being transferred from other institutions (if any), anticipated dates of residency, etc. (Forms are available in the department office and electronic versions are available.) The proposed degree program must be filed within the first 18 credits of coursework and must be approved by the student's academic adviser, the department chair, and the associate dean. Although the proposed degree program may be modified, it provides a blueprint for study and encourages students to think early on about the directions they wish to pursue and the preparation they need in order to carry out their dissertations.

Students may change their academic advisers if and when they identify faculty members whose interests are more consistent with their own. Please note, however, that the proposed degree program should be developed with the academic adviser with whom the student will be continuing to work. It should also be noted that the academic adviser is not necessarily the faculty member who serves as the student's dissertation adviser.

Education Requirements:

I. Foundations of Education (9 credits from at least three of the following four areas)

A. learning in a content area other than mathematics education

B. policy and leadership

C. social and philosophical foundations

D. psychological foundations

II. Mathematics Education and Mathematics (30 credits, including courses in mathematics and mathematics education at or above the 300 level)

Required courses include:

A. 15:254:540 Introduction to Mathematics Education (3)

16:300:563 Video Data Methodology (3)

16:300:661 Seminar in Mathematics Education Research (3)

B. 15:254:644 Mathematics Education Practicum (9) (The practicum laboratory/fieldwork experience is designed to prepare students for prethesis research.)

III. Research Methodology(9 credits, including 3 each in quantitative and qualitative methods and 6 in mathematics education, of which 3, beyond the required courses listed, can count toward the 30 credits noted above)

Qualifying Examination: Students will pass an examination evaluated by a faculty committee consisting of at least two members, at least one of whom is involved in the student's program of study. The qualifying exam has four components: 1) a research component to be completed at home over a specified time; 2) a three-hour mathematics exam; (3) a three-hour mathematics education exam; and 4) a literature review in the field of anticipated research.

Dissertation Candidacy: Students will be admitted to dissertation candidacy by the faculty after successfully completing the above requirements.

Dissertation (24 credits): 15:250:701 Dissertation Study: Learning and Teaching (BA). After admission to candidacy, the candidate will propose and complete a doctoral dissertation in the area of concentration. Dissertations can be either basic or applied research. Alternative formats, such as published papers and CDs and/or videotapes with accompanying papers, will be piloted and evaluated as potential dissertation projects.

The dissertation committee will consist of at least three members approved by the department chair and the mathematics education program. At least two committee members, including the chair of the dissertation committee, will be members of the Graduate School of Education faculty, and at least one committee member will be a member of the mathematics education program. At least one committee member will be from outside the Department of Learning and Teaching.

Summary of Credits:

Foundations of education 9 credits

Mathematics and mathematics education 30 credits

Research methodology 9 credits

Dissertation study 24 credits

TOTAL 72 credits

Please Note:

1. Admissions: Highly qualified students who demonstrate potential for outstanding leadership in the practice and/or research in mathematics education will be admitted.

Successful applicants must have:

a. a baccalaureate (or the equivalent) in pure or applied mathematics;
b. an undergraduate and (if applicable) graduate GPA of at least 3.0 (on a scale of 4.0);
c. strong performance on the Graduate Record Examination, and (if international) a TOEFL score indicating strong English language proficiency;
d. a personal statement reflecting prior experience or interest in educational leadership or research that contributes to effective educational practice; and
e. three letters of recommendation from former professors, employers, or school personnel attesting to potential for research and leadership.

2. Students must maintain a cumulative GPA of at least 3.25 during doctoral coursework and dissertation research courses.

3. Students may petition the faculty to transfer up to 18 graduate credit hours of coursework taken elsewhere to meet partially the requirements for this degree.

4. The proposed program for the degree will be approved by the mathematics education program adviser and the chair of the Department of Learning and Teaching.

5. Time limits: Students have seven years from the time of admission to complete coursework and qualifying examinations, and a total of 10 years to complete all requirements.

Ed.D. in Science Education

Ed.D. in Science Education

Coordinator: Eugenia Etkina (848-932-0783; email: eugenia.etkina@gse.rutgers.edu)

Program Description: The doctoral program in science education is intended for education professionals who wish to study learning and teaching in the area of science education. The program is appropriate for individuals who want to pursue a career as college or university faculty in science education, as curriculum developers and evaluators, leaders of teacher education and professional development, and instructional leaders in schools or other informal science environments. Students will have opportunities to develop expertise in science education in general and to specialize deeply in a particular science content domain. Program faculty members have expertise in physics, biological science, and earth sciences.

The goals of the program are to provide students with broad competencies in:

1. Teaching - teacher thinking and learning in both preparation and professional development programs
2. Learning - student learning in science with a focus on the development of scientific practices, discourse, and epistemology
3. Learning environments - the design, implementation, and evaluation of formal and informal learning environments for science education

Program goals follow from the philosophy that: 1) students actively construct and evaluate knowledge claims; 2) science learning is situated in sociocultural and epistemic contexts; and 3) mediation of learning employing quality assessments is critical.

The doctoral program in science education incorporates the following areas of study: 1) research on science teaching, learning, and policy; 2) foundations of scientific inquiry; 3) cognitive and social psychology; 4) computer-supported learning; 5) advanced study in science; and 6) research methodologies.

When an applicant is accepted into the doctoral program, he or she is assigned an academic adviser. Within the first or second semester, the student and adviser meet to develop a proposed program of study. This proposed degree program is guided by the courses listed below but may vary depending on individual interests and goals. The proposed degree program indicates the specific courses for the plan of study, the credits that are being transferred (if any), and the anticipated dates of residency and dissertation research. Degree program forms are available in the department office.

The proposed degree program must be filed within the first 18 credits of coursework and must be approved by the student's academic adviser, the department chair, and the associate dean. Although the proposed degree program may be modified, it provides a road map for study and encourages students to think early on about the directions they wish to pursue and the preparation they need in order to carry out dissertation research.

Students may choose to change academic advisers if and when they identify faculty members whose interests are more consistent with their own. Please note, however, that the proposed degree program should be developed with the academic adviser with whom the student will be continuing to work. It should also be noted that the academic adviser is not necessarily the faculty member who serves as the student's dissertation adviser.

Education Requirements:

The goal of the science education doctor of education (Ed.D.) degree program is to develop knowledgeable leaders and critical thinkers in formal or informal P-16 science education domains. Graduates will be prepared to engage at the interface of research and practice, capable of providing important information regarding research and policy developments in science education to educators, policymakers, and the general public.

I. Foundations of Education (9 credits, with minimum of 3 in each area)
The 9 credits will be outside the student's area of specialization.

A. learning in a content area other than science education
B. policy and leadership
C. social and philosophical foundations
D. psychological foundations

II. Science Education
(30 credits of work in the candidate's basic research area with some work in closely associated areas are required. Additional credits in science education can be taken within or outside the Graduate School of Education [GSE]. Adviser's approval is required for elective courses.)

A. Area of Specialization:

15:256:550 Biology and Society (3)
15:256:551 Development of Ideas in Physical Science (3)
15:256:552 Teaching Physical Science (3)
15:256:553 Teaching Life Science (3)
15:256:555 Research Internship in Science Education (3)
15:256:556 Understanding Evolution: A Classroom Perspective (3)
15:256:557 Multiple Representations in Physical Science (3)
15:256:650 Seminar in Science Education Research I (3)
15:256:651 Seminar in Science Education Research II (3)
15:256:655 Independent Study in Science Education (leading to a qualifying paper) (BA)

B. An additional 12 credits taken in science education or in relevant areas within or outside the GSE. Elective courses require adviser's approval.

III. Research Methodology (9 credits, with courses in two of the following three areas) The existing approved research courses will be used as well as new courses designed in the future.

A. quantitative foundations
B. qualitative foundations
C. program evaluation

Qualifying Examination: There are two components to the qualifying examination--written and oral presentation. A written examination prepared by the adviser and appointed faculty should be completed near the midpoint of the candidate's program of study. The exam is strongly aligned with the candidate's program of study and research interests. The oral presentation will be a report of the candidate's dissertation proposal.

Dissertation(24 credits): 15:250:701 Dissertation Study: Learning and Teaching (BA) (Note: no more than 12 credits for dissertation study may be taken before the successful completion of the qualifying examination.)

The candidate writes a dissertation following guidelines provided by the dissertation committee. The candidate and adviser select the dissertation committee. Research topics should be directed at current developments in science education practice and/or policy and make an original, meaningful contribution to the field. The dissertation will require students to do a research project aimed at informing educational practice. The investigation must be based on current research and theory, but may be directed to policymakers in a specific context rather than to the larger field.

The dissertation committee consists of at least three members approved by the program faculty and department chair. The chair of the dissertation committee must be a member of the Graduate School of Education, and at least one committee member must be a member of the student's program. At least two committee members must be Rutgers faculty members; at least one must be from outside the student's department.

Summary of Credits

Foundations of Education 9 credits

EC/Elementary Education 30 credits

Research Methodology 9 credits

Dissertation Study 24 credits

TOTAL CREDITS 72 credits

Please Note:
1. Students must maintain a cumulative GPA of at least 3.25 in the doctoral coursework and dissertation research courses.

2. Students may petition the faculty to transfer up to 18 graduate credits of coursework taken elsewhere to partially meet these requirements. Transfer of credits is not guaranteed, and it must be demonstrated that the course meets the specific goals of the program. Transfer courses used to fulfill core program requirements should have content equivalent to these courses. The faculty will review each petition and decide if the coursework taken elsewhere meets the standards of courses sponsored by the Ed.D. program.

3. Degree programs will be approved by both the student's program adviser and by the chair of the department.

Time Limits: Students have seven years from the time of admission to complete coursework and qualifying examinations, and they will have a total of 10 years to complete all requirements.

Doctor of Education (Ed.D.) Programs - For Students Entering in or subsequent to 2010 (GSE)

DOCTOR OF EDUCATION (ED.D.) PROGRAMS - FOR STUDENTS ENTERING IN OR SUBSEQUENT TO 2010

This chapter covers those Ed.D. programs available to students entering after 2010. Students who matriculated prior to 2010 should see the chapter on Doctor of Education (Ed.D.) Programs - For Students Entering before 2010.

Concentration in Design of Learning Environments (GSE)

CONCENTRATION IN DESIGN OF LEARNING ENVIRONMENTS

Coordinator: TBD

Please see the website.

Program Description: The goal of this concentration is to educate students on the "science" of designing learning environments/contexts and on the principles, frameworks, and theories of learning that undergird the design of learning environments. This concentration will prepare students to engage in the various aspects of design and evaluation. The concentration is intended for individuals who have a particular focus on the design of learning contexts and interventions in a wide range of settings from formal to informal, in-person to online, and that may benefit from the use of tools that include collaboration and technology. This includes individuals who work in museums or libraries, are extension educators (4-H), educators in other informal environments, corporate training staff, education software designers, classroom teachers, district curriculum developers, teacher educators, or various higher education professionals.

Education Requirements (72 credits):

Core Courses (24 credits)

15:255:611 Leadership I: Leadership in Schools and Communities (3)

15:255:612 Leadership II: Change Process (3)

15:255:615 Social Contexts I: Sociocultural Foundations of Education (3)

15:255:617 Social Contexts II: History of School Reform in America (3)

15:255:606 Learners and Learning I: Key Principles of Learning (3)

15:255:607 Learners and Learning II: Adult Learning and Training (3)

15:255:603 Inquiry I: Introduction to Methods and Uses of Inquiry (3)

15:255:602 Inquiry II: Program Evaluation (3)

Concentration Courses (15 credits)

Required:

15:262:603 Design of Learning Environments (3)

15:262:610 Design-Based Research (3)

15:262:625 Design Research Practicum (3)

Additional courses (students choose two):

15:262:620 Learning in Informal Contexts (3)

15:262:622 Cognition, Collaboration, and Technology (3)

15:295:510 Cooperative and Collaborative Learning (3)

15:295:620 Problem-Based Learning (3)

Specialization Courses (9 credits)

Courses should be chosen in consultation with adviser.

Dissertation (24 credits)

Concentration in Education, Culture, and Society (GSE)

CONCENTRATION IN EDUCATION, CULTURE, AND SOCIETY

Coordinator: Tanja Sargent (848-932-0732; email: tanja.sargent@gse.rutgers.edu

Please see the website.

Program Description: This concentration is designed to attract a diverse cohort of students who desire systematic and rigorous advanced study of theoretical and practical issues of social and educational equity, change and reform. The intended audience for this concentration is school and higher education leaders, reformers, policy-makers and teachers. The goal is to enact improvements to practice and thus to improve the process of education. Students in this concentration will be challenged to understand and use research and data effectively in meeting the problems of practice, particularly those related to equity and social justice.

Education Requirements (72 credits):

Core Courses (24 credits)

15:255:611 Leadership I: Leadership in Schools and Communities (3)

15:255:612 Leadership II: Change Process (3)

15:255:615 Social Contexts I: Sociocultural Foundations of Education (3)

15:255:617 Social Contexts II: History of School Reform in America (3)

15:255:606 Learners and Learning I: Key Principles of Learning (3)

15:255:607 Learners and Learning II: Adult Learning and Training (3)

15:255:603 Inquiry I: Introduction to Methods and Uses of Inquiry (3)

15:255:602 Inquiry II: Program Evaluation (3)

Required Concentration Courses (9 credits)

Required of all students

15:310:551 Education and Society (3)

Two courses from among the following:

15:230:609 Leading for Social Justice (3)

15:257:569 Making Citizens: Civic Identity, Learning, and Action (3)

15:310:503 Comparative Education (3)

15:310:512 Race, Ethnicity, and Inequality in Education (3)

15:310:540 Gender and Education (3)

15:310:542 Urban Education (3)

15:310:561 History of African-American Education (3)

15:310:568 Migration, Globalization, and Education (3)

15:310:569 Queer Issues in Schools (3)

16:300:541 Economics of Education (3)

16:507:535 History of Higher Education (3)

Methods Courses (6 credits)

16:300:509 Qualitative Research Methods I (3)

16:300:513 Qualitative Research Methods II (3)

OR by advisement from among the following alternate options:

15:291:531 Statistics I (3)

16:300:515 ANOVA (3)

15:291:532 Statistics II (3)

16:300:519 Regression (3)

16:920:541 Statistical Methods in Sociology I (3)

16:300:511 Quantitative Methods I (3)

16:920:542 Statistical Methods in Sociology II (3)

16:300:647 Historical Research Methods (3)

15:230:615 Assessment, Data, and Problem-Solving (3)

Three electives from within or outside the Graduate School of Education (9 credits)

Dissertation (24 credits)

Concentration in Educational Leadership (GSE)

CONCENTRATION IN EDUCATIONAL LEADERSHIP

Coordinator: Melinda Mangin (848-932-0723; email: melinda.mangin@gse.rutgers.edu)

Please see the website.

Program Description: Students in the concentration in Teacher Leadership within the Ed.D. in Education learn how to design research-informed professional development and teacher learning opportunities and gain specific experiences in their focus area, whether that be science, literacy, early childhood/elementary education, language education, social studies education, mathematics education, special education, or another area.

The intended audience for this concentration is people who are, or will be either working as teacher educators in a college or university setting or who are responsible for professional development of educators in some kind of educational setting, such as a teacher leader, curriculum coach, coordinator of curriculum and instruction, or a subject area coordinator as well as principals or other kinds of leaders of organizations who want to know more about professional development and practitioner educational opportunities that lead to sustained change and improvement.

Education Requirements:

Part I. Core Courses (24 credits)

15:255:611 Leadership I: Leadership in Schools and Communities (3)

15:255:612 Leadership II: Change Process (3)

15:255:615 Social Contexts I: Sociocultural Foundations of Education (3)

15:255:617 Social Contexts II: History of School Reform in America (3)

15:255:606 Learners and Learning I: Key Principles of Learning (3)

15:255:607 Learners and Learning II: Adult Learning and Training (3)

15:255:603 Inquiry I: Introduction to Methods and Uses of Inquiry (3)

15:255:602 Inquiry II: Program Evaluation (3)

Part II. Concentration Courses (24 credits)

15:230:604 Leading Educational Organizations (3)

15:230:609 Leading for Social Justice: Navigating Through Policy, Politics, and the Law (3)

15:230:624 Leading for Instructional Equity (3)

Electives (with advisor approval)

Elective 1 (research methods) (3)

Elective 2 (3)

Elective 3 (3)

Elective 4 (3)

Elective 5 (3)

Part III. Capstone/Dissertation (24 credits)

Concentration in Special Education (GSE)

CONCENTRATION IN SPECIAL EDUCATION

Coordinator: Matthew Mayer (848-932-0843; email: matthew.mayer@gse.rutgers.edu)

Please see the website.

Program Description: The concentration in Special Education within the Doctor of Education program is designed to prepare leadership personnel in special education for the following roles:

- administrators of special education services in schools;
- teacher educators at colleges and universities;
- teacher leaders among school faculty; and
- leaders in allied service agencies and organizations.

Potential participants in this concentration might include those aspiring to become special education supervisors as well as principals or other educational leaders who want to further develop expertise in special education. The guiding principles of this concentration are:

- commitment to improving educational practices for students with disabilities and other at-risk students;
- grounding in evidence-based practice;
- focus on challenges of real-world educational settings;
- leveraging of doctoral students' experiences within courses;
- flexible course schedule meeting individual student needs;
- balanced development of knowledge, strategies, and skills;
- strong mentorship support from faculty;
- Ed.D. student voice in program and course enhancements; and
- expertise in special education.

This program does not include coursework leading to a New Jersey school personnel license.

Education Requirements (72 credits):

The Ed.D. program is comprised of three interrelated program components--the core, a concentration, and a dissertation/capstone experience.

Core Courses (24 credits)

15:255:611 Leadership I: Leadership in Schools and Communities (3)

15:255:612 Leadership II: Change Process (3)

15:255:615 Social Contexts I: Sociocultural Foundations of Education (3)

15:255:617 Social Contexts II: History of Educational Reform (3)

15:255:606 Key Principles of Learning--Learners and Learning (3)

15:255:607 Learners and Learning II (Adult Learning) (3)

15:255:603 Inquiry I (3)

15:255:602 Inquiry II (3)

Concentration Courses (24 credits)

The special education concentration is comprised of 12 credits of core coursework, 3 credits of methodology, 3 credits of teacher leadership coursework, and 6 credits of specialization courses.

15:293:605 Seminar in Special Education (3)

15:293:630 Current Topics in Special Education (3)

15:293:615 Designing Interventions and Measuring Outcomes in Special Education (3)

15:293:633 Internship in Special Education (3)

Methodological elective (3)

Teacher Leadership elective (3)

Specialization course (3)

Specialization course (3)

Capstone/Dissertation (24 credits)

The Ed.D. culminates with a yearlong dissertation experience. The dissertation requires students to identify and investigate a problem of practice systematically using current literature and inquiry methodology. Students are to write a final report that is presented publicly that may include a conference presentation, journal article or book chapter, or presentation to a local community. Students will have the option of working on their dissertation projects individually or in groups organized around key topics of interest.

Concentration in Teacher Leadership (GSE)

CONCENTRATION IN TEACHER LEADERSHIP

Coordinator: Sharon Ryan (848-932-0808; email: sharon.ryan@gse.rutgers.edu)

Please see the website.

Program Description: Students in the concentration in teacher leadership within the Ed.D. in education learn how to design research-informed professional development and teacher learning opportunities and gain specific experiences in their focus area, whether that be science, literacy, early childhood/elementary education, language education, social studies education, mathematics education, special education, or another area.

The intended audience for this concentration is people who are, or will be, either working as teacher educators in a college or university setting or who are responsible for professional development of educators in some kind of educational setting, such as a teacher leader, curriculum coach, coordinator of curriculum and instruction, or a subject area coordinator, as well as principals or other kinds of leaders of organizations who want to know more about professional development and practitioner educational opportunities that lead to sustained change and improvement.

Education Requirements (72 credits):

Core Courses (24 credits)

15:255:611 Leadership I: Leadership in Schools and Communities (3)

15:255:612 Leadership II: Change Process (3)

15:255:615 Social Contexts I: Sociocultural Foundations of Education (3)

15:255:617 Social Contexts II: History of School Reform in America (3)

15:255:606 Learners and Learning I: Key Principles of Learning (3)

15:255:607 Learners and Learning II: Adult Learning and Training (3)

15:255:603 Inquiry I: Introduction to Methods and Uses of Inquiry (3)

15:255:602 Inquiry II: Program Evaluation (3)

Concentration Courses (9-12 credits)

15:267:604 Models of Professional Development and Change (3)

15:267:610 Educating Teachers (3) (optional)

15:267:618 Teacher Leadership Inquiry (3)

15:267:622 Teacher Leadership: Theory and Practice (3)

Specialization Courses (12-15 credits)

Courses should be chosen in consultation with adviser.

Dissertation (24 credits)

Master of Education (Ed.M.) Programs with No State Certification (GSE)

MASTER OF EDUCATION (ED.M.) PROGRAMS WITH NO STATE CERTIFICATION

Programs in the Department of Educational Psychology with No State Certification
Programs in the Department of Educational Theory, Policy, and Administration with No State Certification
Programs in the Department of Learning and Teaching with No State Certification

Programs in the Department of Educational Psychology with No State Certification (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY WITH NO STATE CERTIFICATION

Programs of study vary widely and are described in the links below within program categories. In general, emphasis at the master's level is placed on the preparation of educators capable of relating a foundational background in psychology to their professional functions. Research training is a component of all graduate programs.

Ed.M. in College Student Affairs - Full-Time Track

Ed.M. in College Student Affairs - Full-time Track

Coordinator: Dr. Stephanie Brescia - stephanie.brescia@gse.rutgers.edu

Please visit the website.

Program Description: The 39-credit master's degree program in college student affairs (CSA) prepares students to enter professional positions in student affairs at a variety of post-secondary institutions. Learning opportunities for students include combinations of classroom instruction, project-based learning, field experiences, internships, and individualized learning. CSA students pursue a rigorous program of academic study combined with practicum and internship experiences that enable them to focus on their particular areas of interest or gain experience across a variety of student affairs programs.

The CSA program has an applied focus: the integrated learning experience helps students develop the requisite knowledge, skills, and work experience to be successful student affairs professionals and leaders. Student affairs professionals work directly with students in a wide range of specialty areas that include, but are not limited to: housing and residence life, campus unions or student centers, student activities, volunteer student services, educational programming, counseling and advising, career development and placement, new student orientation, admissions and enrollment management, services for students from underrepresented groups, retention programs, assessment offices, parent and family programs, student judicial programs, service learning, academic advising, disability services, fraternity and sorority affairs, campus recreation programs, veterans services, cultural centers, and health and wellness services.

Students enrolling in the program as full-time students complete a total of 42 credits. Full-time students are expected to maintain full-time enrollment while being employed in an approved graduate internship.

Course of Study

Required core (33 credits)

15:230:606 Higher Education Law (3)

15:230:620 Organization and Administration of Higher Education (3)

15:245:501 Introduction to Student Affairs (3)

15:245:502 Student Development and Learning: Theory and Research (3)

15:245:601 Field Experience (6)

15:245:641 Diverse Perspectives in Higher Education (3)

15:245:603 Introduction to Assessment, Evaluation, and Research (3)

15:245:604 Capstone Course (3)

15:245:605 Internship Seminar (3)

Electives (9 credits)

Electives are chosen in consultation with faculty adviser. Six out of the 9 credits must be Special Topics in College Student Affairs courses. These electives may include:

15:245:640-645 Special Topics in College Student Affairs (1.5-3)

15:245:602 Student Leadership, Workshop, and Program Development (3)

15:245:601 Field Experience (with faculty adviser's approval) (3)

15:295:580 Psychology of Learning (3)

15:297:501 Introduction to Counseling and Interview Skills (3)

15:297:505 Group Counseling: Theory and Practice (3)

15:297:507 Multicultural Issues (3)

Programs in the Department of Educational Psychology with No State Certification (GSE)

Ed.M. in College Student Affairs - Part-Time Executive Management Track

Ed.M. in College Student Affairs - Part-Time Executive Management Track

Coordinator: Dr. Stephanie Brescia - stephanie.brescia@gse.rutgers.edu

Please visit the website.

Program Description: The master's degree program in College Student Affairs (CSA) prepares students for professional positions in student affairs at a variety of post-secondary institutions. Learning opportunities for students include combinations of classroom instruction, project-based learning, and individualized learning.

The CSA program has an applied focus: the integrated learning experience helps students develop the requisite knowledge, skills, and work experience to be successful student affairs professionals and leaders. Student affairs professionals work directly with students in a wide range of specialty areas that include, but are not limited to: housing and residence life, campus unions or student centers, student activities, volunteer student services, educational programming, counseling and advising, career development and placement, new student orientation, admissions and enrollment management, services for students from underrepresented groups, retention programs, assessment offices, parent and family programs, student judicial programs, service learning, academic advising, disability services, fraternity and sorority affairs, campus recreation programs, veterans services, cultural centers, and health and wellness services.

Students may enroll in the full-time or part-time track, completing a total of 30-39 credits. Full-time students are expected to maintain full-time enrollment while being employed in an approved graduate internship. The part-time executive management track is open to entry- and mid-level professionals working in student affairs who

are looking to obtain their master's degree in the field. Applicants seeking admissions as part-time students must be currently employed full time in student affairs (or a closely related field) by an accredited post-secondary institution.

Part-Time Executive Management Track

The 30-credit master's degree program in College Student Affairs-Executive Management Concentration (CSA-EMC) prepares students for professional positions in student affairs at a variety of post-secondary institutions. Learning opportunities for students include combinations of classroom instruction, project-based learning, field experiences, internships, and individualized learning. The CSA-EMC allows full-time, mid-level to senior student affairs professionals to complete the program as part-time students. On-going full-time professional employment in student affairs will meet the program's aims to combine practice with coursework.

Education Requirements:

Required Core (21 credits)

15:230:606 Higher Education Law (3)

15:230:620 Organization and Administration of Higher Education (3)

15:245:501 Introduction to Student Affairs (3)

15:245:502 Student Development and Learning: Theory and Research (3)

15:245:641 Diverse Perspectives in Higher Education (3)

15:245:603 Introduction to Assessment, Evaluation, and Research (3)

15:245:604 Capstone Course (3)

Electives (9 credits)

Electives are chosen in consultation with faculty adviser. Six out of the 9 credits must be Special Topics in College Student Affairs courses. These electives may include:

15:245:640-645 Special Topics in College Student Affairs (1.5-3)

15:245:602 Student Leadership, Workshop, and Program Development (3)

15:295:580 Psychology of Learning (3)

15:297:501 Introduction to Counseling and Interview Skills (3)

15:297:505 Group Counseling: Theory and Practice (3)

15:297:507 Developing Multicultural Competencies: A Systems Approach (3)

15:297:510 Career Counseling and Development (3)

Application Requirements

Completed application materials for the part-time college student affairs program may be submitted electronically via the Graduate Admissions website. Applications are accepted for fall or spring admission. The application deadline is December 15 for the fall start date, and October 15 for the spring start date; all application materials must be received by the deadline. Applicants for admission must have an earned bachelor's degree from an accredited college or university; competitive applicants have a 3.0 or higher undergraduate GPA. In addition, all applicants must submit:

· Official transcripts of all undergraduate and graduate coursework

· A personal statement. Applicants should tailor their personal statements to reflect integration of their professional goals, their professional experience in student affairs, and their interest in the CSA program.

· Résumé

· Three letters of recommendation. At least one must come from a faculty member and at least one must be from a student affairs professional. The third letter may be from another faculty member, another student affairs professional, an academic or student organization adviser, or a work supervisor.

Additionally, part-time applicants:

· Must be currently employed full time as a student affairs professional by an accredited college or university.

· Must commit to completing all the required coursework specified in a timely manner.

Programs in the Department of Educational Psychology with No State Certification (GSE)

Ed.M. in Counseling Psychology

Ed.M. in Counseling Psychology

WE ARE NOT ACCEPTING APPLICATIONS TO THIS PROGRAM AT THIS TIME

Coordinator: Kathy Shoemaker (848-932-0820; email: kathy.shoemaker@gse.rutgers.edu)

Please visit the website.

Program Description: The master's program in counseling psychology is designed to prepare individuals for admission to doctoral-level training programs in professional psychology. Since most courses are offered in the late afternoon and evening hours, both full and part-time study are possible.

The 33-credit master's program in counseling psychology meets the needs of prospective applicants to doctoral training programs in professional psychology by:

1. Providing an opportunity for students from diverse cultural, educational, and personal backgrounds to demonstrate competence in graduate-level courses required by doctoral programs in professional psychology;
2. Encouraging students to explore the professional specialty of counseling psychology.

3. Learning more about the role of the professional psychologist as one that applies psychological principles to help individual, group, or institutional clients with the development of human potential and the prevention and remediation of human problems.

Note: This program does not include coursework resulting in New Jersey licensure for either mental health counseling or school counseling.

Education Requirements

1. Counseling Psychology Core (9 credits)

Required Courses (6 credits):

15:297:501 Introduction to Counseling and Interview Skills (3)

15:297:505 Group Counseling: Theory and Practice (3)

Electives (3 credits):

15:297:510 Career Counseling and Development (3)

15:297:507 Multicultural Issues (3)

15:297:508 Family Systems Development (3)

2. Basic Psychology Core (9 credits)

(Courses from Educational Psychology [290] or Learning, Cognition, and Development [295] course listings. Ideally, a course in human development or in learning or cognition should be taken.)

3. Educational Statistics, Measurement, and Evaluation Core (9 credits)

15:291:515 Psychometric Theory I (3)

15:291:531 Statistical Methods I (previously 16:960:531) (3)

15:291:532 Statistical Methods II (previously 16:960:532) (3)

4. Electives (6 credits)

(Counseling psychology courses [297] may be taken to satisfy elective requirements)

Total: 33 Credits

Note: The Ed.M. program in counseling psychology does not require fieldwork/practicum training. Students should be aware that they may be less competitive for professional psychology programs without fieldwork/practicum experience.

Ed.M. in Educational Statistics, Measurement, and Evaluation

Ed.M. in Educational Statistics, Measurement, and Evaluation

Coordinator: Ann O'Connell (email: ann.oconnell@gse.rutgers.edu)

Please visit the website.

Program Description: The master's degree program in educational statistics, measurement, and evaluation (ESME) enables students to take a broad spectrum of courses within and outside the specialty area. The program **does not** require an extensive background in mathematics. An applicant for the program, however, should be comfortable in researching and solving educational and psychological problems using quantitative methods. Students who receive the Ed.M. are often employed as researchers or data analysts in the fields of social science research, educational testing, marketing research, or pharmaceutical research. The program is individually tailored to students' needs, and attempts to provide maximum flexibility by encouraging students to pursue a minor area outside of the specialty. A total of 33 credits is required.

Education Requirements:

Statistics and Measurement Courses (18 credits)

15:291:531 Statistical Methods I (3)

15:291:532 Statistical Methods II (3)

16:300:515 Quantitative Research Methods in Education: ANOVA (3)

16:300:519 Quantitative Research Methods in Education: Regression (3)

15:291:515 Psychometric Theory I (3)

16:300:683 Applied Multivariate Analysis or 16:300:685 Causal Modeling or 16:300:687 Item Response Theory (3)

Evaluation Course (3 credits)

15:291:520 Program Evaluation: An Introduction to Methods and Practice (3)

Electives in Minor Area (6 credits)

Grad level (3)

Grad level (3)

Electives from Department of Educational Psychology (6 credits)

Grad level (3)

Grad level (3)

Ed.M. in Learning, Cognition, and Development

Ed.M. in Learning, Cognition, and Development

Coordinator: Angela O'Donnell (848-932-0830; email: angela.odonnell@gse.rutgers.edu)

Please visit the website.

Program Description: The master's program in Learning, Cognition, and Development (LCD) is intended for students wishing to study the psychology of human learning, cognition, and development as it applies to education. This program of study serves as an enriching theoretical background for the educational professional and/or as a foundation for further study at the doctoral level. The study of how human beings learn, think, and grow forms the academic core of a variety of educational careers and applied doctoral programs and allows the student with an interest in psychology to obtain a master's degree while keeping options open concerning future employment and/or possible doctoral training. Students matriculating in the program will benefit from a background in academic psychology. Students admitted without this background may need to elect more than the minimum of 30 credits. A completed research project is recommended for students planning to pursue doctoral work.

Education Requirements:

The program requires a minimum of 30 credits, including:

1. 9 credits of coursework in the department, to include each of the learning, cognition, and development emphases below. Students are required to take one of the courses marked with a single asterisk (*) in each area, unless they have taken an equivalent course at the undergraduate level. In such cases, students may select a more advanced course (from this list) with the approval of their program adviser.

Learning Courses (3 credits)

15:295:580 Psychology of Learning (3)*

15:295:510 Cooperative and Collaborative Learning (3)

15:295:550 Learning through Problem Solving (3)

15:295:590 Seminar in Learning, Cognition, and Development (with adviser approval)

15:295:620 Problem-Based Learning (3)

16:300:582 Cognition and Instruction (3) (with instructor and adviser approval)

16:300:691 Cognitive and Motivational (3)

Cognition Courses (3 credits)

15:295:502 Cognition and Memory (3)*

15:290:522 Cognition and Language from Birth to Age Eight: Normal Development and Implications for Risk and Disability (3)**

15:295:611 Memory Systems and Processes (3)

16:300:597 Language Acquisition (3)

16:300:691 Cognitive and Motivational Learning Strategies (3)**

Development Courses (3 credits)

15:290:521 Child, Family, and Community: Relationships in Development (3)

15:290:522 Cognition and Language from Birth to Age Eight: Normal Development and Implications for Risk and Disability (3)**

15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)*

15:295:590 Seminar in Learning, Cognition, and Development (3)**

16:300:581 Educational Psychology I: Theories of Development (3)

16:300:591 Cognitive Development (3)

2. 6 credits of electives within the learning, cognition, and development program. These electives allow students to engage in more in-depth study of an area of interest.

3. 6 credits in educational statistics or measurement (typically, 15:291:531,532).

4. 6 credits of electives other than courses with a 290 (educational psychology) or 295 (learning, cognition, and development) subject code.

5. 3 credits in either (1) a research project (15:295:609) completed in consultation with a faculty adviser; (2) a literature review (15:290:601) completed in consultation with a faculty adviser; or (3) a third 3-credit elective within learning, cognition, and development along with a writing experience requirement (the writing experience requirement involves submitting to the department a term paper of 15 pages or more with a grade of B+ or better from a learning, cognition, and development course). Students intending to pursue doctoral study should seek to enroll in 15:295:609 Research in Learning, Cognition, and Development under supervision of a Learning, Cognition, and Development faculty member.

*These courses are recommended for students with a minimal background in the area. Students whose undergraduate studies included these topics should seek more advanced classes in consultation with the adviser.
**These courses are listed in two categories. However, students may not use any single course to fulfill requirements in more than one category.

Ed.M. in Learning, Cognition, and Development - Online

Ed.M. in Learning, Cognition, and Development - Online

Coordinators:

Lorraine McCune (848-932-0823; email: lorraine.mccune@gse.rutgers.edu)
Angela O'Donnell (848-932-0830; email: angela.odonnell@gse.rutgers.edu)

Please visit the website.

Program Description: The master's program in Learning, Cognition, and Development (LCD) is intended for students wishing to study the psychology of human learning, cognition, and development as it applies to education. This program of study serves as an enriching theoretical background for the educational professional and/or as a foundation for further study at the doctoral level. The study of how human beings learn, think, and grow forms the academic core of a variety of educational careers and applied doctoral programs and allows the student with an interest in psychology to obtain a master's degree while keeping options open concerning future employment and/or possible doctoral training. Students admitted without this background may need to elect more than the minimum of 30 credits. A completed research project is required of students planning to pursue doctoral work.

The online option is designed for students who would like to benefit from this program, but prefer to do so without coming to campus. It provides a specific set of courses in the Department of Educational Psychology, and some choices in electives that, taken in the recommended order, will allow completion of the entire program online in a two-year period. Currently available electives may yield a subspecialty in special education or in educational technology.

Education Requirements:

The program requires a minimum of 30 credits, including:

1. 9 credits of coursework in the department, to include each of the learning, cognition, and development emphases below. Students are required to take one of the courses marked with a single asterisk (*) in each area, unless they have taken an equivalent course at the undergraduate level. In such cases, students may select a more advanced course (from this list) with the approval of their program adviser.

Learning Courses (3 credits)

15:295:580 Psychology of Learning (3)*

15:295:510 Cooperative and Collaborative Learning (3)

15:295:620 Problem-Based Learning (3)

Cognition Courses (3 credits)

15:295:502 Cognition and Memory (3)*

15:290:522 Cognition and Language from Birth to Age Eight: Normal Development and Implications for Risk and Disability (3)**

15:295:611 Memory Systems and Processes (3)

16:300:597 Language Acquisition (3)

16:300:691 Cognitive and Motivational Learning Strategies (3)**

Development Courses (3 credits)

15:290:521 Child, Family, and Community: Relationships in Development (3)

15:290:522 Cognition and Language from Birth to Age Eight: Normal Development and Implications for Risk and Disability (3)**

15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)*

15:295:590 Seminar in Learning, Cognition, and Development (3)**

16:300:581 Educational Psychology I: Theories of Development (3)

16:300:591 Cognitive Development (3)

2. 6 credits of electives within the learning, cognition, and development program. These electives allow students to engage in more in-depth study of an area of interest.

3. 6 credits in educational statistics or measurement (typically, 15:291:531,532).

4. 6 credits of electives other than courses with a 290 (educational psychology) or 295 (learning, cognition, and development) subject code.

5. 3 credits in either (1) a research project (15:295:609) completed in consultation with a faculty adviser; (2) a literature review (15:290:601) completed in consultation with a faculty adviser; or (3) a third 3-credit elective within learning, cognition, and development along with a writing experience requirement (the writing experience requirement involves submitting to the department a term paper of 15 pages or more with a grade of B+ or better from a learning, cognition, and development course). Students intending to pursue doctoral study should seek to enroll in 15:295:609 Research in Learning, Cognition, and Development under supervision of a Learning, Cognition, and Development faculty member.

*These courses are recommended for students with a minimal background in the area. Students whose undergraduate studies included these topics should seek more advanced classes in consultation with the adviser.
**These courses are listed in two categories. However, students may not use any single course to fulfill requirements in more than one category.

Programs in the Department of Educational Psychology with No State Certification (GSE)

Ed.M. in Special Education

Ed.M. in Special Education

Coordinator: Dake Zhang (848-932-0821; email: dake.zhang@gse.rutgers.edu)

Please visit the website.

Program Description: The master's degree program in special education provides advanced graduate preparation for both certified special and general education teachers.

The program **does not** include coursework to teacher certification in special education. Students with an earned bachelor's degree in a related field who are interested in initial teacher certification in special education should contact the Office of Student and Academic Services at 848-932-3232.

Coursework and internship experiences address the instructional needs of students with mild and moderate cognitive disabilities. The 36-credit program is composed of a special education core (18 credits); a learning, cognition, and development (LCD) requirement (6 credits); educational statistics, measurement, and evaluation courses (6 credits); and electives (6 credits).

The 18-credit special education core is required of all students. This core develops competencies in the assessment and remediation of students with learning disabilities, collaborative teaching/consultation skills, and knowledge about New Jersey special education law.

The program **does not** include coursework leading to New Jersey teacher certification in Special Education.

Education Requirements:

General Studies

Special Education Core (18 credits)

Required (12 credits)

15:293:522 Learning Disabilities (3)

15:293:525 Psychology of the Exceptional Child (3)

15:293:526 Identification and Assessment of Learning Disabilities (3)

15:293:527 Remediation of Learning Disabilities (3)

Two courses selected from the following (6 credits)

15:293:521 Intellectual and Developmental Disabilities (3)

15:293:529 Instructional Decision-Making in Special Education (3)

15:293:610 New Jersey Special Education Law (3)

15:293:630 Current Topics in Special Education (3)

Educational Statistics, Measurement, and Evaluation Core (6 credits)

15:291:515 Psychometric Theory I (3)

15:291:531 Statistical Methods I (3)

Learning, Cognition, and Development recommended (or other LCD courses approved by adviser) (6 credits)

15:290:583 Biological Bases of Behavior (3)

15:295:580 Psychology of Learning (3)

Electives outside of the special education program (6 credits, selected in consultation with an adviser)

Ed.M. in Special Education with Applied Behavioral Analysis (ABA) Sequence

Ed.M. in Special Education with Applied Behavioral Analysis (ABA) Sequence

Coordinator: Dake Zhang (848-932-0821; email: dake.zhang@gse.rutgers.edu)

Please visit the website.

Program Description: The master's degree program in special education with the Applied Behavior Analysis (ABA) sequence provides advanced graduate preparation in special education and enables students to take the coursework required to sit for the Board Certified Behavior Analyst (BCBA) exam. The program represents collaboration between the Graduate School of Education (GSE) and the Graduate School of Applied and Professional Psychology (GSAPP).

The 36-credit program is composed of a special education core (15 credits), an ABA core (18 credits), and an elective chosen in consultation with an academic adviser (3 credits).

The program **DOES NOT** include coursework leading to teacher certification in special education. The Association for Behavior Analysis International has verified our courses toward coursework requirements for eligibility to take the BCBA examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. Experience requirements are not currently included in this degree program.

Education Requirements:

The 36-credit program is composed of a special education core (15 credits), an ABA core (18 credits), and an elective chosen in consultation with an academic adviser (3 credits).

Accepted students will have five years to complete the program, from the beginning of any coursework to be counted toward the program.

Special Education Core (15 credits)

15:293:525 Psychology of the Exceptional Child (3)

15:293:522 Learning Disabilities (3)

15:293:509 Emotional and Behavioral Disorders (3)

15:293:523 Inclusive Teaching in Education (3)

15:293:534 Classroom Organization for Special Education (3)

BCBA Core (offered by GSAPP) (18 credits)

18:820:513 Basic Principles of Behavior Analysis (3)

18:820:512 Introduction to Analysis and Single Case Design (3)

18:820:521 Ethical Issues in Behavioral Analysis (3)

18:820:514 Applications of Behavior Analytic Principles: Changing Behavior (3)

18:820:517 Assessment and Treatment of Challenging Behavior (3)

18:820:516 Advanced Topics in Behavior Analysis: State-of-the-Art Teaching Strategies for Children with Autism and Related Disorders (3)

Electives (3 credits)

One elective from Educational Psychology (290), Learning, Cognition, and Development (295), or Counseling Psychology (297), with adviser's approval.

Note: A grade of B or better is required for all ABA core courses. The above courses will meet the requirements for the master's degree. An additional, seventh ABA course (18:820:522 Personnel Supervision and Management in ABA) must be taken to meet the academic requirements for eligibility to take the BCBA examination. Students will need to meet additional fieldwork experience requirements before they can be deemed eligible to take the examination. **This seventh course, as well as the experience requirements, are not currently included in this degree program.**

Programs in the Department of Educational Theory, Policy, and Administration with No State Certification (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION

Programs in the Department of Educational Theory, Policy, and Administration with No State Certification (GSE)

Ed.M. in Educational Administration and Supervision (Option C - noncertification)

Ed.M. in Educational Administration and Supervision (Option C - noncertification)

Coordinator: Dr. Gail Verona (848-932-0626; email: gail.verona@gse.rutgers.edu)

Please visit the website.

Program Description: This concentration is designed for students who wish to prepare for positions of leadership in public and private K-12 and higher education institutions that do not require administrator certification. The program builds on a foundation of coursework in educational administration and leadership and allows the opportunity to choose electives in specific areas of expertise.

To obtain a master of education degree in administration and supervision within elementary or secondary education, students must choose one of the following options. Option A (39 credits) meets the requirements for New Jersey principal and supervisor certification. Option B (36 credits) prepares students for the principal certification only. Option C (30 credits) prepares students who might not be interested in receiving such certification(s).

This Control Sheet pertains only to Option C

Required Courses (6 credits)

15:230:501 Leadership and Communication Skills in Educational Supervision (3)

15:230:609 Leading for Social Justice (3)

Educational Administration (15 credits)

15:230:507 Education Law (3)

15:230:514 Personnel Administration (3)

15:230:517 Diversity and Politics of Higher Education (3)

15:230:519 Higher Education Finance (3)

15:230:604 Organizational Theory in Education (3)

15:203:615 Assessment, Data, and Problem-Solving (3)

15:230:606 Higher Education Law (3)

15:230:620 Organization and Administration of Higher Education (3)

15:230:625 Policy for Urban Education (3)

16:310:502 History of American Education (3)

15:310:611 History of Higher Education (3)

Approved Electives (9 credits)

15:310:503 Comparative Education (3)

15:310:512 Race, Ethnicity, and Inequality in Education (3)

15:310:537 Ethics and Education (3)

15:310:540 Gender and Education (3)

15:310:561 History of African-American Education (3)

15:310:569 Queer Issues in Schools (3)

15:310:581 Special Issues in Higher Education (3)

Programs in the Department of Educational Theory, Policy, and Administration with No State Certification (GSE)

Ed.M. in Education, Culture and Society

Ed.M. in Education, Culture and Society

Coordinator: Tanja Sargent (848-932-0732; email: tanja.sargent@gse.rutgers.edu)

Please visit the website.

Program Description: The Ed.M. in Education, Culture, and Society provides students with an opportunity for advanced study and research in education from the perspectives provided by the social sciences and humanities. In order to fulfill their requirements, students can take courses across the program or can opt to focus their studies in one of four area; Race and Ethnicity; Global Education, Queer and Gender Studies, or Educational Policy. Additional courses across the university are available to supplement the offerings in these four areas of study.

Students will:

- Develop perspectives critical to understanding education as a social process situated in political, historical, social, economic, and cultural contexts.
- Understand issues of social justice and equity in educative settings, informed by theory and research.
- Develop global and multicultural competencies.

Students will complete 30 credits to include the following:

Education Requirements:

Required Courses (9)

15:310:502 History of American Education (3) or 15:310:561 History of African American Education (3)

15:310:551 Education and Society (3)

15:310:512 Race, Empire and Education (3)

ECS Specialization Courses (12)

15:230:507 Education Law (3)

15:230:508 Education Policy Implementation (3)

15:230:609 Leading for Social Justice: Navigating Through Policy, Politics, and the Law (3)

15:230:618 Education Policy Analysis (3)

15:257:569 Making Citizens: Civic Identity, Learning and Action in diverse contexts (3)

15:310:503 Comparative Education (3)

15:310:540 Gender and Education (3)

15:310:542 Urban Education (3)

15:310:568 Migration, Globalization, and U.S. Education (3)

15:310:569 Queer Issues in Schools (3)

15:310:611 History of Higher Education I (3)

16:300:541 Economics of Education: Equity and Efficiency (3)

Electives (12)

To be taken in consultation with your adviser. At least 6 of these credits must be taken outside of Education, Culture, and Society. Qualified students can use their elective credits to obtain a non-degree supervisor endorsement or a range of other certificates at the GSE or across the university.

*Students have the option of completing a master's thesis by enrolling in 15:310:599 Master Thesis Research, but this is not a requirement.

**Students can take any selection of Education, Culture, and Society courses here in consultation with their adviser or they can choose to focus in a particular specialization.

Programs in the Department of Educational Theory, Policy, and Administration with No State Certification (GSE)

Ed.M. in Social Studies Education

Ed.M. in Social Studies Education

Coordinators: Benjamin Justice (848-932-0679; email: ben.justice@gse.rutgers.edu)

Please visit the website.

Program Description: The Ed.M. in social studies education without certification is a 30-credit program resulting in a master's degree. Most students choosing this option already have a teaching certificate and are interested in further study in social studies education. Many are actively teaching and continue their teaching careers while attending the program. This program is well suited to students with career interests in teaching, curriculum, and educational research at the elementary, secondary, and college levels who already have, or do not seek, state certification in K-12 education.

To complete the Ed.M. degree in social studies education, students must take a minimum of 30 credits in social studies, general education, and fields appropriate to social studies content. They must also pass a comprehensive exam. Course of study, including choices of electives and possible independent study, must be made with adviser approval.

This program does not include coursework leading to a New Jersey school personnel license.

Education Requirements:

Required Courses (18 credits)

Students must take the following:

15:257:560 Introduction to Social Studies Education (3)

15:257:561 Analysis of Social Studies Curricula (3)

One course from the following:

05:300:471 (G) Teaching Social Studies in the Elementary School (3)

05:300:472 (G) Materials and Methods in Social Studies (3)

15:251:575 Learning and Teaching in the Middle School (Social Studies) (3)

Three courses from the following:

15:310:502 History of American Education (3)

15:310:512 Race, Ethnicity, and Inequality of Education (3)

15:310:515 Philosophy of Education (3)

15:310:520 Sociological Foundations of Education (3)

15:310:531 Anthropology of Education (3)

15:310:540 Gender and Education (3)

Electives (12 credits)

Students must take four graduate elective courses as follows:

At least two courses (6 credits) within the Graduate School of Education (GSE)

Recommended courses:

15:257:568 Topics in Social Studies Education (3)

15:257:569 Making Citizens: Civic Identity, Learning, and Action (3)

At least two courses (6 credits) outside the GSE in fields related to social studies content. These can be upper-level undergraduate courses if taken for graduate credit. These content areas typically include, but are not limited to: Africana studies, anthropology, American studies, Latino and Caribbean studies, economics, geography, history, political science, and sociology.

Comprehensive Examination

All students are required to pass a comprehensive examination during the final semester of their study. This exam is crafted by program faculty to reflect the coursework of each individual student.

Programs in the Department of Learning and Teaching with No State Certification (GSE)

PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING

The following programs leading to the master of education degree are offered in the Department of Learning and Teaching:

Adult and Continuing Education

Dance Education

Early Childhood/Elementary Education*

Language Education**

Literacy Education

Mathematics Education

Science Education

Programs combine studies in general and professional education through coursework taken in various departments in the Graduate School of Education and in other schools and colleges of Rutgers University. Opportunities are available to integrate work with computers into various areas of special interest. A sample of the distribution of courses for these programs is provided as a guide. All master of education degree programs must include 6 credits outside the field of specialization. See specific program outlines (available in the department office) for exact requirements.

Sample Degree Requirements (Minimum of 30 Credits)

Area of Specialization (15 credits)

These 15 credits in the area of specialization may, with permission of the adviser, include courses in the department, the Graduate School of Education, and/or other branches of the university, as specified in the program outline for each specialization.

Courses Related to Individual Program with Approval of Adviser (9 credits)

Courses outside of Area of Specialization (6 credits)

*A specialization in creative arts education is available within the early childhood/elementary education program.
**Applicants for all degrees in language education should contact the department for additional entrance requirements.

Programs in the Department of Learning and Teaching with No State Certification (GSE)

Ed.M. in Adult and Continuing Education

Ed.M. in Adult and Continuing Education

Coordinator: Alisa Belzer (848-932-0778; email: alisa.belzer@gse.rutgers.edu)

Please visit the website.

Program Objective

Graduates of this program will have a conceptual and practical understanding of learning in adulthood, including an appreciation for the needs of diverse adult learners in a range of learning and organizational contexts. Additionally, graduates will learn how to be effective learning facilitators and change agents who can build and sustain a learning organization and lead change efforts informed by organizational and learner data. Finally, they will be able to apply their knowledge of the adult learner to the design, implementation, and evaluation of a training designed to improve organizational performance through the development of learning solutions.

Program Outcomes

Students will:

- know the historical, philosophical, theoretical, and social roots of the field of adult education;
- understand the learning needs and characteristics of diverse adult learners;
- be able to plan, design, implement, and evaluate learning opportunities that are appropriate for adult learners in a variety of contexts;
- have the leadership skills to build and sustain a learning organization and guide organizational change efforts; and
- understand how to use data to inform planning and change initiatives.

Program Description

The Ed.M. program for adult and continuing education is designed for individuals working in educational, nonprofit, community-based, health care, and corporate settings who wish to develop the knowledge and skills for designing, implementing, assessing, and evaluating learning experiences in formal and informal settings for adults.

The 30-credit program is designed to develop conceptual and practical understanding of the adult learner, how to plan classes and programs that are best suited to meet the needs of adult learners, and how to create learning contexts that can encourage sustained learning and productive change in a variety of context in which adults learn.

Core Course Requirements (21 credits)

Foundational Courses (9 credits)

15:233:542 Introduction to Adult and Continuing Education (3)

15:233:543 Understanding the Adult Learner (3)

15:233:544 Learning and Teaching for Adults in Global Contexts (3)

Application Courses (12 credits)

38:578:543 Organizational Leadership and Change Management (3)

15:233:551 Creating, Managing and Growing ACE Programs (3)

15:233:569 Designing Training for Adults (3)

15:233:570 Applied Research in Adult Education: Planning, Assessing, and Evaluating Programs for Adults (3)

Areas of Specialization (9 credits)

Students may develop their skills and deepen their knowledge in one of four specialization areas by taking all 9 elective credits in one of the following areas or may take 9 credits of electives with no specialization.

Adult ESL and Literacy

15:233:563 ESL, Low Literacy, and the Adult Learner: Mapping the Field (3)

15:233:564 Effective Reading and Writing Instruction for Adult Basic Education Students (3)

15:233:565 Effective Reading and Writing Instruction for GED and Developmental College Students (3)

Educational Technology

15:255:503 Introduction to Teaching with Digital Tools (3)

15:255:504 Web-Based Multimedia Design for Educators (3)

15:255:506 Developing a Digital eLearning Environment (3)

Higher Education

15:233:566 Fundamentals of College Teaching (3)

15:233:567 College Course Design for Adults (3)

Human Resources Development

15:233:560 Foundations of Human Resources Development (3)

38:533:634 Developing Human Capital (3)

15:233:562 Human Resources Development: Profession and Practice (3)

Capstone Project

In addition to completing all course requirements, students are also required to complete a capstone project that demonstrates their ability to plan, design, and implement a significant adult learning opportunity specific to their area of specialty. The capstone will be part of course assignments in the final two courses of the program.

Hybrid Option

Students in the hybrid program must take at least one, on-campus, face-to-face class as an elective. All face-to-face classes selected must be approved by the program coordinator.

Programs in the Department of Learning and Teaching with No State Certification (GSE)

Ed.M. in Dance Education; Professional Teacher Advancement

Ed.M. in Dance Education: Professional Teacher Advancement

Director: Frederick Curry (848-932-1372; email: fcurry@mgsa.rutgers.edu)

Please visit the website.

Program Description: The Ed.M. Dance Education Professional Teacher Advancement program is designed for experienced PK-12 educators who possess a baccalaureate degree and a NJDOE CEAS, Provisional, or Standard PK-12 teacher certificate (or qualified out-of-state certificate) and desire to earn a master's degree in dance education.

The goal of the program is to advance professional teachers as leaders of dance education within PK-12 schools and throughout the state/regional communities they serve, while also building a foundation for future doctoral and professional leadership study. The program has five supporting aims:

- To develop professional teacher-learners' knowledge of dance-as-art as an educational practice, scholarly field, policy landscape, and community of practice.
- To increase professional teacher knowledge about the pedagogy of teaching dance and how individual differences among children with respect to abilities and social, economic, and cultural backgrounds influence learning.
- To support professional teacher-learners in examining dance learning contexts for the potential to nurture identity formation, engender empathy, embrace diverse perspectives, engage interdisciplinary inquiry, and shape social transformation.
- To empower professional teacher-learners' as advocates of dance-as-art state mandates who strive to ensure educational equity for all PK-12 children.
- To cultivate professional teacher-learners' knowledge, skills, and dispositions in curriculum development, assessment, research, data-informed decision-making, and leadership, providing them with opportunities to reflect on and refine their own practice as well as lead professional development for pre-service and in-service dance and classroom educators.

DANCE SPECIALIZATION: Students must have completed a minimum of 30 credits in dance studies by the completion of the degree program; fulfillment of dance courses is nt required for admission into the program and may be completed co-requisitely during the master's degree program. Courses appearing on an undergraduate transcript that may satisfy these requirements must be comprehensive and representative of core artistic process content in dance, including knowledge and experience in Creating, Performing, Responding, and Historical/Cultural Inquiry as aligns with the New Jersey Core Curriculum Content Standards, Performing Arts - Dance and the New Jersey Professional Teaching Standard Four: Content Knowledge.

PROFESSIONAL CREDENTIALS: Applicants must posses a NJDOE CEAS, Provisional, or Standard PK-12 teacher certificate or qualified out-of-state certificate to be eligible for this degree program. A NJ CE certificate will not be accepted as a qualified teaching credential. Applicants holding a NJ CE must apply to the postbaccalaureate certification track 15207C.

PROGRAM REQUIREMENTS

Dance Pedagogy (18 credits)
07:207:405 Motor Learning and Control for Dance Pedagogy (3)
07:207:406 Introduction to Curriculum Design and Assessment for Dance (3)
07:207:407 Dance Technique Pedagogy (3)
07:207:408 Creative Dance and Choreography Pedagogy (3)
08:207:502 Embodied Dance History Pedagogy (3)
07:207:501 Teaching Concepts in Dance for Students with Special Needs (3)

Education Requirements (9 credits)
05:300:401 Individual and Cultural Diversity (3)
05:300:430 Principles of Second/Foreign Language Acquisition (3)
05:255:503 Teaching with Digital Tools **or** 05:300:350 Education and Computers (3)

Research and Leadership (7 credits)
08:207:595 [03] Grad Special Topics- Dance Assessment Project (1)
08:207:510 Introduction to Research in Dance Education (3)
08:207:511 Leadership in Dance Education (3)

Corequisites and/or Electives by Advisement (6 credits)

Requisite Requirements (9 credits)
Students must demonstrate evidence of coursework in each of the following areas by completion of the degree program. Courses appearing on an undergraduate transcript may satisfy these requirements. Fulfillment of these courses is not required for admission into the program and may be completed as co-requisites during the master's degree program.

07:206:402 Introduction to Laban Movement Analysis
05:300:307 Human Development: Infancy Through Early Adulthood
15:293:534 Classroom Organization for Inclusive and Special Classrooms

Ed.M. in Early Childhood / Elementary Education

Ed.M. in Early Childhood/Elementary Education

THIS PROGRAM IS NOT ACCEPTING NEW APPLICATIONS AT THIS TIME

Coordinator: Amy Lewis (848-932-0683; email: amy.lewis@gse.rutgers.edu)

The master's program in early childhood/elementary education is intended for certified teachers who wish to continue their study of learning and teaching in early childhood/elementary settings or for those who wish to learn more about the field of early childhood/elementary education but do not plan on teaching in New Jersey and are not looking to get certified to teach.

The program has five major goals:

1) to foster a vision of learning as an active process in which students construct their own knowledge and understandings;

2) to foster a vision of teaching that promotes depth of understanding and problem-solving rather than mere curriculum coverage, and that recognizes children's individual and cultural differences;

3) to extend teachers' knowledge of current research and theory on learning and teaching so they can make informed decisions about educational practice and can help to bring about change in schools;

4) to encourage teachers to be teacher-researchers who reflect on and systematically inquire into their own practice; and

5) to provide an opportunity for teachers to acquire depth in an area of early childhood/elementary education that is of particular interest to them.

PROGRAM REQUIREMENTS

I. Psychological Foundations of Education (6 credits)

Two courses chosen from the following (or others, with advisement):
15:255:512 Enhancing Learning and Development for Infants and Young Children (3)
15:293:522 Learning Disabilities (3)
15:293:525 Psychology of the Exceptional Child (3)
15:295:510 Cooperative and Collaborative Learning (3)
15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)
15:295:521 Child, Family, and Community: Relationships in Development (3)
15:295:522 Cognition and Language from Birth to Age Eight: Normal Development and Implications of Risk and Disability (3)
16:300:591 Cognitive Development (3)
16:300:595 The Psychology of Sex Differences (3)

II. Early Childhood/Elementary Education (18 credits)

A. Required Courses (9 credits)
15:251:570 Advanced Pedagogical Techniques for the Elementary Classroom (3)
15:251:577 Historical and Contemporary Issues in Early Childhood Education (3), or
15:251:578 Theories and Practices in Early Childhood Education (3)

B. Area of Specialization (12 credits)
Courses for the area of specialization must be selected with advisement.
1. Content Area Study (in one or more of the following areas: creative arts education, literacy, English as a Second Language and bilingual education, instructional technology, mathematics education, and science education)
2. Early Childhood Education and Applied Child Development (focus on settings for children birth through age 7; child care, family and parenting issues; and developmentally appropriate practices)
3. Issues of Equity in Early Childhood/Elementary Education (focus on theory, content and pedagogy of a social justice approach to teaching in elementary and early childhood settings)

III. Electives (6 credits)

With adviser's approval, may be taken anywhere in the university.

IV. To demonstrate the achievement of the goals of the program the student, together with their adviser, will create a portfolio with the following components:

A. An explanation for how the courses and other relevant experiences (such as practicum) have promoted the goal/s set, and what the student has learned and taken away from these experiences. The student will write a reflective essay describing the key knowledge that he or she has developed in three broad areas:

1. early childhood education
2. elementary education
3. student's area of specialization

The essay should include references from relevant coursework taken throughout the student's program of study to support student claims as to their key areas of learning and why they are significant to the field of study and to the student's practice. This will introduce and set up the artifacts that will be presented in part B.

B. Students should provide relevant artifacts from coursework (and if appropriate, from practice) that demonstrate changes in knowledge, beliefs, and practice related to their identified goals. This may include assignments completed in courses, reflections on practicum experiences together with documentation, videotapes of classroom teaching, and artifacts from teaching experiences: lesson plans, student work, teaching evaluations. Each artifact will include a reflection that discusses how the artifact demonstrates the knowledge that the student has developed in the program (see part A). The reflective essay should clearly indicate how this artifact demonstrates what the student has learned about their practice and what they still hope to change and develop.

C. A "future directions" plan that identifies areas for improvement including additional knowledge and skills the student wishes to develop. These may or may not be areas that the student addressed within Part B.

Taken as a whole, the portfolio should demonstrate deep knowledge of core topics (as related to the goals), and ability to synthesize and analyze research in early childhood and elementary education. The portfolio will be evaluated by the student's adviser and one other member of the program faculty. The student must obtain a passing

grade on this portfolio assignment in order to fulfill the requirements for the degree. In the event that the student fails the portfolio requirement, she or he will have one opportunity to rewrite. If the portfolio fails a second time the student will be dismissed from the program.

Total Minimum credits: 30

Programs in the Department of Learning and Teaching with No State Certification (GSE)

Ed.M. in Language Education

Ed.M. in Language Education

Coordinator: Mary Curran (848-932-0790; email: mary.curran@gse.rutgers.edu)

Please visit the website.

Program Description: The Ed.M. program in language education is designed to extend and diversify the professional preparation of certified teachers who seek to enhance their instructional skills and knowledge. The program also serves the needs of individuals who work in settings that do not require certification and are interested in a scholarly exploration of aspects of language education. The goal of the program is to provide students with a thorough understanding of the nature of language, the process of second language acquisition, the relationship between language and culture, and successful modes of second language instructional strategies.

(Note: this is a non-certification Ed.M. program. if certification is needed, see the catalog description for the Ed.M./Certification Program in ESL or the Ed.M./Certification Program in Language Education in ESL or Foreign Language).

The program in language education requires a minimum of 30 credits of study (no transfer credits permitted) beyond the baccalaureate degree. It provides for study in the area of linguistics, language pedagogy, and the cultural context of language education, as well as the opportunity to select courses in elective areas. At the end of the coursework, students must pass a comprehensive examination.

PROGRAM REQUIREMENTS

I. Area of Specialization (21 Credits)

Core Courses (18 credits)

15:253:510 Academic English in the Content Areas* (3)

15:253:520 Principles of Language Learning: Second and World Language Acquisition (3)

15:253:523 Language and Culture (3)

15:253:530 Foundations of Language (3)

15:253:537 Language in Society (3)

And one of the following teaching methodology sequences to be approved by adviser (6 credits):

15:253:538 Methods for Teaching and Assessing World Language Learners (3)

15:253:539 Methods for Teaching and Assessing English Language Learners (3)

*Students who have taken 05:300:452 and 453 as part of a five-year or postbaccalaureate initial certification program at the Graduate School of Education (GSE) may substitute those courses for 253:510. Only students who took these courses as part of a GSE initial certification program may make the substitution

II. Electives (12 credits)

III. Comprehensive Examination

Master's students are required to take a comprehensive examination that is offered twice a year, once in the fall and once in the spring. Students are responsible for checking the deadline for exam registration in the department office and submitting the necessary forms to their assigned academic adviser for approval. These documents include a completed comprehensive exam registration form and a recent transcript showing the completion of all required core courses and no incompletes. Information on the exam format is available.

Summary of Credits

Area of Specialization	21
Electives	9
TOTAL	**30 Credits**

Programs in the Department of Learning and Teaching with No State Certification (GSE)

Ed.M. in Literacy Education

Ed.M. in Literacy Education

Coordinator: Lesley Morrow (848) 932-0764; email: lesley.morrow@gse.rutgers.edu)

Please visit the website.

Program Description: The Ed.M. Program in Literacy Education is designed for teachers working in literacy education at any grade level or for those who are interested in working in literacy education in contexts that do not require certification. The program is designed to encourage students to articulate their visions of themselves as teachers, to identify and critique the assumptions that under gird their vision, to become critically familiar with competing visions, to develop instructional strategies that will help them enact their visions, and to engage in the kind of reflective inquiry that is an essential characteristic of an effective teacher.

The program requires 30 credits of study beyond the Bachelor of Arts degree. Students are required to take at least 12 credits in literacy education and to situate their studies in literacy education both within related areas and educational foundations. In addition, students must successfully complete a comprehensive examination or fulfill one of the comprehensive examination alternatives offered by the Learning & Teaching department (advisor approval required for alternatives).

Program Outline

Minimum Credits: 30

1. Area of Specialization (12 credits)

A. Required course

15:299:561 Theoretical Foundations of Literacy - Research, Policy, and Practice (3)

B. At least 9 additional credits in literacy education

These credits may include courses in English education, reading, or early literacy.

2. Electives (18 credits)

A. Educational Foundations (6 credits)

Students should select courses that help them to relate to their studies in literacy education and to the field of education as a whole.

B. Related areas (6 credits)

Many other areas address issues relevant to literacy education. Taking courses in related areas will help students expand their understanding of the variety of ways that different areas and different disciplines approach issues of literacy and education. Students should select courses from related areas either within or outside the Graduate School of Education (GSE). Students should consider such areas as anthropology, bilingual/bicultural education, English, language education, library science, linguistics, and women's studies.

C. Electives (6 credits)

Courses may be selected from within the GSE or from the university at large.

All courses must be taken with the approval of the student's adviser.

IV. Comprehensive Examination

The comprehensive exam involves the preparation of a professional portfolio that demonstrates knowledge of research theory and practice in the field of literacy.

Ed.M. in Mathematics Education

Ed.M. in Mathematics Education

Coordinator: Juan Pablo Mejia-Ramos (848-932-0804; email: (pablo.mejia@gse.rutgers.edu)

Please visit the website.

Program Description: The Master of Education degree program in Mathematics Education is designed for students with strong mathematical or technical backgrounds who are interested in mathematics learning and teaching. This 30-credit program stresses the need for students to be familiar with the entire K-16 range of mathematics learners, issues, and current developments. As such, it is appropriate for prospective researchers in mathematics education, college-level mathematics instructors, secondary mathematics teachers, and, in exceptional cases, elementary teachers with a strong interest and background in mathematics. **While New Jersey certification is not required for entry into the program, many of the students are already certified and employed in New Jersey secondary or post-secondary schools. (One program option, the Ed.M. in Mathematics Education (Certification: Teacher of Mathematics), serves the needs of students who are seeking New Jersey teacher certification.)**

The required and elective courses in the program deal with basic problems in the learning and teaching of mathematics, techniques and strategies for studying children's mathematical thinking, the uses of technology in mathematics teaching, and with mathematics itself. Students in the program have opportunities to engage in some independent studies, a good deal of small group work, and some fairly traditional whole group class sessions. Students will also be involved in the ongoing research and professional development activities of the faculty and doctoral students in mathematics education.

PROGRAM REQUIREMENTS: The following outline serves as a guide to the distribution of courses. Students are urged to maintain frequent contact with their advisers in order to construct a plan of study, select appropriate courses, and discuss changes that may be needed or desired. Please note that at least 15 of the 30 credits that comprise the full degree program must be school 15 (Graduate School of Education) courses taken at the 500 level or above.

Learning Strand (6 credits)

15:254:540 Understanding School-Aged Students' Mathematical Learning (3)

15:254:644 Mathematics Education Practicum (3)

Content Strand (6 credits)

15:254:550 Problem-Solving Processes in Mathematics (3)

15:254:551 Critical Thinking and Reasoning in Mathematics (3)

Teaching Methods Strand (6 credits)

15:254:541 Analysis of Mathematics Curricula I (3)*

15:254:548 Technology in Mathematics Teaching (3)

*A valid substitution is 05:300:443 Methods of Teaching Secondary Mathematics OR an approved equivalent methods course where a lesson plan must be submitted for evaluation.

Electives (12 credits)

Students are required to complete four electives. At least three of these electives must be completed in the Graduate School of Education (GSE) or be education-related courses in the mathematics department. (Note: to obtain the five school 15 [GSE] courses required for graduation, at least one course must be a school 15 course. The remainder can be undergraduate courses at the 300-level or higher). Students can take these electives in a wide variety of areas (such as science education, educational psychology, and special education), or in one of the many certificate and endorsement programs offered in the Graduate School of Education.

We recommend the following mathematics education courses:

05:300:341(G) High School Mathematics Content: Teaching and Assessment (3)

15:254:552 Foundations of Algebraic Reasoning (3)

15:254:553 Lesson Study on Reasoning in Mathematics Learning (3)

15:254:598 Topics in Mathematics Education: Seminar on Affect and Motivation (BA)

15:254:649 Topics in Mathematics Education: Seminar in Math Ideas (3)

26:300:533 Collaboration and Dynamic Mathematics in Middle and High School (3)

Programs in the Department of Learning and Teaching with No State Certification (GSE)

Ed.M. in Science Education

Ed.M. in Science Education

Coordinator: Robert Zisk (848-932-0721; robert.zisk@gse.rutgers.edu)

Please visit the website.

Program Description: The master's degree program in Science Education is designed for individuals who possess a baccalaureate degree from an accredited institution of higher education and who wish to pursue a master's degree in education.

The overall goal of the program is to help students identify and characterize their aims for the degree, as well as their future plans in using the knowledge and practices gained from the degree. The program will thus be individually crafted to suit each student's personal goals for the degree. We anticipate the following four overarching categories of goals:

1. To expand and deepen understanding of science knowledge and science learning;
2. To improve professional practice in formal or informal settings;
3. To develop knowledge of current research and theory related to science instruction in formal or informal settings through analysis and synthesis of seminal work in the field; and

4. To develop a plan for future learning and professional development.

This program does not include coursework leading to a New Jersey School personnel license.

Education Requirements:

Programs of study are individually constructed by the student and his or her adviser using the outline below:

I. Science Education (15 credits)

15:262:612 Inquiry and the Design of Learning Environments (3)
15:300:462 (G) Demonstration and Technology in Science Education (3)
15:256:591 Topics in Science Education (Learning in Informal Contexts) (3)
15:262:603 Design of Learning Environments (3)
15:295:518 Motivation in the Classroom (3)

Physical Science Area
15:256:551 Development of Ideas in Physical Science (3)
15:256:552 Teaching and Assessment in Physical Science (3)
15:256:555 Research Internship in Science Education (3)
15:256:557 Multiple Representations in Physical Science (3)
15:256:654 Science Education Practicum (3)

Biological Science Area
15:256:550 Biology and Society (3)
15:256:553 Teaching and Assessment in Life Science (3)
15:256:555 Research Internship in Science Education (3)
15:256:556 Understanding Evolution: A Classroom Perspective (3)
15:256:654 Science Education Practicum (3)

II. Cognitive and Instructional Psychology (6 credits)

15:295:502 Cognition and Memory (3)
15:295:510 Cooperative Learning: Theory, Research, and Practice (3)
15:295:550 Learning through Problem-Solving (3)
15:295:611 Memory Systems and Processes (3)
16:300:695 Topics in Educational Psychology: Seminar on Reasoning (3)

Graduate-Level Electives (9 credits)
Physical or life science or science education course selection must be approved by adviser.

TOTAL: 30 CREDITS

III. To provide evidence of the achievement of the goals the student and faculty jointly set for the degree the student will create a portfolio with the following components:

a. Section 1 is the introductory section that reiterates the goals of
the author in pursuing the degree.
b. Section 2 discusses how each course and other relevant experiences

(such as internships) have promoted the goal/s set, and what the author has learned and taken away from these experiences.
c. Section 3 provides relevant artifacts that demonstrate changes in knowledge, beliefs, and practice related to the set goals. These artifacts can come from coursework or other activities.
d. Section 4 describes a "future directions" plan that identifies areas for improvement, knowledge of professional development opportunities in the science education relevant to the set goals, and concrete steps that the author plans to take.

The portfolio should demonstrate deep knowledge of core topics (as related to the goals), and ability to synthesize and analyze research in science education.

Tentative schedule for completing portfolio requirements and suggestions for successful completion:

1. A draft of Section 1 should be completed by the end of the first semester, approved by the adviser, and then continuously revised as the student progresses through the program.
2. As the student progresses through the program she or he should keep a journal that addresses Sections 2 and 3 of the portfolio. The student should collect relevant artifacts and meet with the adviser at least once each semester to discuss artifacts and reflect on the connection of the courses work to the portfolio requirements.
3. When the student is completing the last semester in the program she or he needs to develop a professional development plan to address Section 4 of the portfolio and to schedule a meeting with the adviser for portfolio hearing and evaluation.

Portfolio creation is an ongoing iterative process in which both the student and the adviser are expected to take active roles. The portfolio sections will be stored electronically both on the hard drive of the students and the adviser. In addition, completed portfolios will be stored for a period of five years on the departmental server. The following rubrics should help students create and maintain the portfolio.

The following rubrics should help students create and maintain the portfolio:

Section of the portfolio	Emerging	Needs Improvement	Satisfactory
Section 1	The goals are generic.	The goals are defined and personalized but not justified.	The goals are clearly defined, personalized, and justified.
Section 2	The relationship between the courses and goals is not articulated.	Some courses are missing or the discussion of the relation between course and goals is incomplete.	All courses are discussed with respect to the goals and the evidence of attainment is provided.
Section 3	Insufficient artifacts are provided and there is a lack of connection to the goals.	Artifacts are provided but not explained or linked to the goals	Artifacts are provided, explained, and linked to the goals.
Section 4	The plan is vague.	The plan is in place but lacks clear justification.	The plan for improvement and growth is clearly articulated and well justified.

Master of Education (Ed.M.) Programs with State Certification (GSE)

MASTER OF EDUCATION (ED.M.) PROGRAMS WITH STATE CERTIFICATION

(**NOTE**: For those interested in master's degree programs leading to a teaching certification, please see the Postbaccalaureate Teacher Preparation Programs section.)

The Graduate School of Education offers many master's degree programs that also result in a recommendation to the state for a license as a school professional. Among those are programs that prepare school counselors, learning disabilities teacher consultants, school principals and supervisors, and reading specialists.

All of these programs, and their requirements, are described in this section of the catalog.

Programs in the Department of Educational Psychology with State Certification
Programs in the Department of Educational Theory, Policy, and Administration with State Certification
Programs in the Department of Learning and Teaching with State Certification

Programs in the Department of Educational Psychology with State Certification (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY WITH STATE CERTIFICATION

Ed.M. in School Counseling (Certification: School Counselor)

Ed.M. in School Counseling (Certification: School Counselor)

Program/Clinical Coordinator: Kathy Shoemaker (848-932-0820; email: kathy.shoemaker@gse.rutgers.edu)

Please visit the website.

Program Description: This 60-credit master's degree program prepares school counselors to perform school counseling services in grades preschool through 12.These tasks include services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social educational and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and their families. A focus on multicultural aspects of school counseling is integrated throughout the program.

The Ed.M. program in School Counseling meets all state requirements for the NJ School Counselor and Educational Services Certification and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Education Requirements:

Counseling (21 credits)

15:297:501 Introduction to Counseling and Interview Skills (3)

15:297:502 Introduction to School Counseling (3)

15:297:505 Group Counseling: Theory and Practice (3)

15:297:510 Career Counseling and Development (3)

15:297:514 School Mental Health Services for Children and Adolescents (3)

15:297:604 Professional Ethics (3)

15:297:613 Theories of Counseling (3)

Testing (6 credits)

15:291:511 Introduction to Assessment, Applied Statistics, and Research (3)

15:291:520 Program Evaluation: An Introduction to Methods and Practice (3)

Psychology (6 credits)

Select two courses from the following:

15:295:504 Lifespan Development (3)

or

15:295:512 Introduction to Child Psychology (3)

and

15:297:508 Family: Systems Development (required)

Sociological and Cultural Foundations (6 credits)

15:297:507 Multicultural Issues (3)

Statistics or Research (3 credits)

15:297:615 Research Methods in School Mental Health (3)

Community Agencies, Organizations, and Resources (3 credits)

15:297:512 Resources and Consultation in School Counseling (3)

Supervised Counseling Practicum (9 credits)

15:297:627 School-Based Practicum (3)

15:297:628 Internship: School Counseling (2 semesters) (3)

15:297:628 Internship: School Counseling (2 semesters) (3)

Electives (Select 3)

15:295:580 Psychology of Learning (3)

15:297:630 Special Topics in Counseling (3)

15:297:651 Supervision of School Counseling Services (3)

15:310:500 Curriculum and Instruction (3)

15:310:512 Race, Ethnicity, and Society (3)

15:310:540 Gender and Education (3)

15:310:569 Queer Issues in School (3)

HIB Training: All candidates for certification must complete pre-service training in the prevention of harassment, intimidation, and bullying (HIB).

Programs in the Department of Educational Psychology with State Certification (GSE)

Ed.M. in Special Education - Learning Disabilities Teacher - Consultant (LDT-C)

Ed.M. in Special Education - Learning Disabilities Teacher-Consultant (LDT-C)

Coordinator: Angela O'Donnell (848-932-0830; email: angela.odonnell@gse.rutgers.edu)

Please visit the website.

Program Description: This 36-credit program prepares teachers to serve as Learning Disabilities Teacher-Consultants (LDT-C) in the public school systems (K-12). The LDT-C works as an assessment specialist and a member of the Public Personnel Services team. Applicants are required to have a New Jersey standard instructional certificate and three years of full-time classroom teaching experience. The program includes instruction in the assessment of academic achievement of students referred for learning disabilities evaluation. Participants will also be prepared to interpret patterns found in testing, to devise informal measures to pinpoint cognitive difficulties and to design interventions to help students compensate for academic and behavioral deficiencies.

Education Requirements:

Special Education Core (18 credits)

Required Courses (15 credits)

15:293:522 Learning Disabilities (3)

15:293:525 Psychology of the Exceptional Child (3)

15:293:526 Identification and Assessment of Learning Disabilities (3)

15:293:527 Remediation of Learning Disabilities (3)

15:293:636 Practicum in Special Education (3)

Select one course from the following (3 credits)

15:293:521 Intellectual and Developmental Disabilities (3)

15:293:529 Instructional Decision Making in Special Education (3)

15:293:530 Instruction for Autism and Intellectual Disabilities (3)

15:293:610 New Jersey Special Education Law (3)

15:293:630 Current Topics in Special Education (3)

Educational Statistics, Measurement, and Evaluation Core (6 credits)

15:291:515 Psychometric Theory I (3)

15:291:531 Statistical Methods I (3)

Learning, Cognition, and Development (6 credits)

15:290:583 Biological Bases of Behavior (3)

15:295:580 Psychology of Learning (3)

Electives (6 credits outside of the special education program)

Programs in the Department of Educational Psychology with State Certification (GSE)

Ed.M. in Special Education - Teacher of Students with Disabilities (TOSD)

Ed.M. in Special Education - Teacher of Students with Disabilities (TOSD)

Coordinator: Angela O'Donnell (848-932-0830; email: angela.odonnell@gse.rutgers.edu)

Please visit the website.

Program Description: The master's degree program in special education provides advanced graduate preparation for general education teachers seeking Teacher of students with Disabilities licensure. **NJDOE requires a Standard Instructional Certificate or Certificate of Eligibility with Advanced Standing (CEAS) in a subject area other than English as a Second Language to issue a TOSD certification. Therefore this program is only avaible to applicants who hold an instructional certificate other than ESL.**

Coursework addresses the instructional needs of students with mild and moderate disabilities. The 36-credit program is composed of a special education core (21 credits); a learning, cognition, and development (LCD) requirement (3 credits); educational statistics, measurement, and evaluation courses (6 credits); and special education electives (6 credits).

The special education core develops competencies in the assessment and remediation of students with learning disabilities, collaborative teaching/consultation skills, and knowledge about New Jersey special education law.

Students **not** interested in pursuing a master's degree but interested in obtaining the Teaching students with Disabilities endorsement should apply for admission into the 21 credit non-degree program. A student working on the non-degree program who later decides o be in the master's degree program must seek admission to the degree program prior to completing 12 applicable credits.

Education Requirements:

1. Special Education Core (27 credits)

Required (21 credits)

05:300:480 Literacy for Students with Disabilities (3)

15:293:525 Psychology of the Exceptional Child (3) or 05:300:383 Introduction to Special Education (3)

15:299:516 Literacy Development in the Elementary and Middle School (3) or 05:300:495 Literacy Development in the Elementary and Middle School (3)

15:293:523 Inclusive Teaching in Education (3) or 05:300:481 Materials and Methods in Special Education (3)

15:293:522 Learning Disabilities (3)

15:293:533 Assessment and Measurement for Special Education (3)

15:293:534 Classroom Organization for Special Education (3)

Two courses selected from the following (6 credits)

15:293:509 Emotional and Behavioral Disorders (3)

15:293:521 Intellectual and Developmental Disabilities (3)

15:293:530 Instruction for Autism and Intellectual Disabilities (3)

15:293:610 New Jersey Special Education Law (3)

15:293:630 Current Topics in Special Education (3)

2. Educational Statistics, Measurement, and Evaluation Core (6 credits)

15:291:515 Psychometric Theory I (3)

15:291:531 Statistical Methods I (3)

3. Learning, Cognition, and Development Core (3 credits)

15:290:583 Biological Bases of Behavior (3)

15:295:580 Psychology of Learning (3)

Programs in the Department of Educational Psychology with State Certification (GSE)

Ed.M. in Special Education - Teacher of Students with Disabilities and GSE Gifted Education Certificate

Ed.M. in Special Education - Teacher of Students with Disabilities Certification and GSE Gifted Education Certificate

Coordinator: Judith Harrison (848-932-0822; email: judith.harrison@rutgers.edu)

Please visit the website.

Program Description: The master's degree program in special education and gifted education provides advanced graduate preparation for general education teachers seeking Teacher of Students with Disabilities licensure and the Rutgers Graduate Certificate in Gifted Education. This program prepares educators to meet the needs of exceptional students in educational settings.

NJDOE requires a standard Instructional Certificate or Certificate of Eligibility with Advanced Standing (CEAS) in a subject area other than English as a Second Language to issue a TOSD certification. Therefore this program is only available to applicants who hold an instructional certificate other than ESL.

Course work addresses the instructional needs of students with mild and moderate disabilities and the academic and affective needs of gifted learners. The 36-credit program is composed of a special education core (21 credits) and a gifted education core (15 credits).

The special education core develops competencies in the assessment and remediation of students with learning disabilities, collaborative teaching/consultation skills, and knowledge about New Jersey special education law.

The gifted education core develops competencies in the foundational knowledge and standards of the field, collaborative and responsive teaching, evidence-based instructional strategies, development of specialized curricula, and the design and improvement of programs and services for gifted learners.

Students **not** interested in pursuing a master's degree but interested in obtaining the Teaching Students with Disabilities endorsement should apply for admission into the 21-credit non-degree program. A students working on the non-degree program who later decides to be in the master's degree program must seek admission to the degree program prior to completing 12 applicable credits.

Education Requirements:

Special Education Core (21 credits)

05:300:480 Literacy for Students with Disabilities (3)

15:293:522 Learning Disabilities (3)

15:293:523 Inclusive Teaching in Education or 05:300:481 Materials and Methods in Special Education (3)

15:293:525 Psychology of the Exceptional Child or 05:300:383 Introduction to Special Education (3)

15:293:533 Assessment and Measurement for Special Education (3)

15:293:534 Classroom Organization for Inclusive and Special Classrooms (3)

15:299:516 or 05:300:495 Literacy Development in the Elementary and Middle School (3)

Gifted Education Core (15 credits)

15:294:531 The Gifted Child or 05:300:320 Introduction to Gifted Education (3)

15:294:532 The Social and Emotional Development of Gifted Children or 05:300:320 The Social and Emotional Needs of Gifted Learners (3)

15:294:533 Curriculum and Instruction for the Gifted (3)

15:294:534 Gifted Program Development (3)

15:294:542 The Twice-Exceptional (2E) Learner (3)

Programs in the Department of Educational Theory, Policy, and Administration with State Certification (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION WITH STATE CERTIFICATION

Ed.M. in Educational Administration and Supervision (Option A - Certification: Principal)

Ed.M. in Educational Administration and Supervision (Option A - Certification: Principal and Supervisor)

Coordinator: Gail Verona (848-932-0626; email: gail.verona@gse.rutgers.edu)

Please visit the website.

Program Description: At the master's degree level, typical programs are offered for aspiring school principals, supervisors, and leaders in higher education.

To obtain a master of education degree in administration and supervision within elementary or secondary education, students must choose one of the following options. Option A (39 credits) meets the requirements for New Jersey principal *and* supervisor certification. Option B (36 credits) prepares students for the principal certification only. Option C (30 credits) prepares students who are not interested in receiving such certification(s).

Please note that the Educational Leadership Program, Option A, does not accept credits earned at other universities.

Education Requirements:

Required Courses in Educational Administration (27 credits):

15:230:500 Foundations of Educational Administration and Supervision (3)

15:230:501 Leadership and Communication Skills Educational Supervision (3)

15:230:505 School-Community Relations: The Politics of Education (3)

15:230:507 Education Law (3) or 15:230:607 New Jersey Education Law (3)

15:230:514 Personnel Administration (3)

15:230:520 Public School Finance (3)

15:230:522 Decision Analysis I (3) or 15:230:615 Assessment/Data/Problem Solving (3)

15:230:530 Internship in Educational Administration I (3)

15:230:531 Internship in Educational Administration II (3)

Courses for Supervisor Certification (12 credits):

Required (6 credits):

15:230:521 Supervision of Instruction (3)

15:310:500 Curriculum and Instruction (3) or 15:250:504 Foundations of Curriculum (3)

Select two electives with advisement and/or approval of educational administration adviser (6 credits):

15:251:572 Curriculum Development in the Elementary School (3)

15:310:505 Curriculum Development in the Secondary School (3)

15:310:510 Curriculum of Middle and Junior High School (3)

Programs in the Department of Educational Theory, Policy, and Administration with State Certification (GSE)

Ed.M. in Educational Administration and Supervision (Option B - Certification: Principal)

Ed.M. in Educational Administration and Supervision (Option B - Certification: Principal)

Coordinator: Gail Verona (848-932-0626; email:gail.verona@gse.rutgers.edu)

Please visit the website.

Program Description: At the master's degree level, typical programs are offered for aspiring school principals, supervisors, and leaders in higher education.

To obtain a master of education degree in administration and supervision within elementary or secondary education, students must choose one of the following options. Option A (39 credits) meets the requirements for New Jersey principal and supervisor certification. Option B (36 credits) prepares students for the principal certification only. Option C (30 credits) prepares students who are not interested in receiving such certification(s).

Please note that the Educational Leadership Program, Option B, does not accept credits earned at other universities.

Education Requirements:

Required Courses in Educational Administration (30 credits)

15:230:500 Foundations of Educational Administration and Supervision (3)

15:230:501 Leadership and Communication Skills Educational Supervision (3)

15:230:505 School-Community Relations: The Politics of Education (3)

15:230:507 Education Law (3) or 15:230:607 New Jersey Education Law (3)

15:230:514 Personnel Administration (3)

15:230:520 Public School Finance (3)

15:230:521 Supervision of Instruction (3)

15:230:522 Decision Analysis I (3) or 15:230:615 Assessment/Data/Problem Solving (3)

15:230:530 Internship in Educational Administration I (3) (This course has a field experience component.)

15:230:531 Internship in Educational Administration II (3) (This course has a field experience component.)

Educational Administration Electives (6 credits)

15:310:512 Race, Ethnicity, and Inequality in Education (3)

15:310:540 Gender and Education (3)

15:310:542 Urban Education (3)

15:230:___ Educational Administration Elective (3)

15:230:___ Educational Administration Elective (3)

Programs in the Department of Learning and Teaching with State Certification (GSE)

PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING WITH STATE CERTIFICATION

Ed.M. Program for Reading Specialist with Supervision Certification

Ed.M. Program for Reading Specialist with Supervisor Certification

Coordinator: Lesley Morrow (848-932-0764; email: lesley.morrow@gse.rutgers.edu)

Please visit the website.

Program Description: This program is designed for individuals who wish to receive the Reading Specialist Certification along with a supervisor's certificate to work as a reading/literacy specialist, coach, basic skills teacher, or supervisor in public and private schools grades K through 12. In order to be eligible for the Graduate School of Education (GSE) to make recommendations to the New Jersey Department of Education for certification issuance, candidates must meet the following state requirements **within a year of completing the program**:

- Reading Specialist: must have a standard New Jersey instructional certification with **two years** of full-time experience as a classroom teacher.
- Supervisor: must have a standard New Jersey instructional or educational services certification with **three years** of full-time experience under that certification.

The program is designed to enable students to initiate new programs, evaluate curriculum, design assessment, engage other teachers in professional development, and be able to act as a leader in the school. These individuals will be able to plan programs for children of differing abilities and diverse cultural backgrounds. These students should also be able to foster a vision of literacy learning as an active social process in which students become engaged readers with strategies for independent reading and the motivation to read for pleasure and for information.

The program requires 33 credits of study. Students will develop a broad understanding of literacy issues by taking core courses on the development of literacy, the diagnosis and remediation of reading problems, curriculum development, and supervision of literacy programs. Students will also study theory and research in the field. Additional credits include courses dealing with strategies for literacy instruction, with administration and supervision, and with learning cognition and development.

Education Requirements:

Core Courses (12 credits)

15:299:561 Theoretical Foundations of Literacy, Research, Policy, and Practice (3)

15:299:564 Diagnosis and Correction of Reading Difficulties (3)

15:299:565 Clinical Practicum (Laboratory in Remedial Reading) (3)

15:299:566 Literacy Research and Supervision (3)

Literacy Methods (9 credits, select 3 courses from this list)

15:252:519 Teaching Writing for Children and Adolescents (3)

15:252:522 Multimodal and Digital Literacies (3)

15:252:525 Writing Project Workshop: Bringing Research and Theory into Practice (3)

15:252:526 Teaching Struggling Readers (3)

15:299:514 Literacy Development in the Early Years (3)

15:299:516 Literacy Development in the Elementary and Middle School (3)

15:299:518 Current Topics in Reading Education (3)

15:299:533 Coaching: Leadership, Supervision, and Professional Development in Literacy (3)

15:299:562 Reading and Writing Across Content Disciplines (3)

Materials for Children and Adolescents (3 credits, select one)

15:252:520 Adolescent Literature for Secondary Students (3)

15:299:509 Children's Literature in the Early Childhood and Elementary School Curriculum (3)

Study in Educational Theory, Policy, and Administration (6 credits)

15:230:521 Supervision of Instruction (3)

15:310:500 Curriculum and Instruction (3)

Study in Educational Psychology (3 credits, select one)

15:293:522 Learning Disabilities (3)

15:293:525 Psychology of the Exceptional Child (3)

Combined B.A./B.S./Ed.M. Five-Year Teacher Preparation Programs (GSE)

COMBINED B.A./B.S./ED.M. FIVE-YEAR TEACHER PREPARATION PROGRAMS

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

The Graduate School of Education (GSE) offers a five-year joint bachelor's degree/master's degree/initial teacher certification program. Rutgers undergraduates are admitted to the program at the end of their junior year. GSE teacher education curriculum provides for certification through five-year combined programs in the following areas: biological science (K-12), elementary education with subject matter specialization (K-8), elementary education with preschool through grade three (K-5/P-3), English (K-12), English as a Second Language (K-12), foreign languages (Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish), mathematics (K-12), physical science and physics (K-12), social studies (K-12), and special education (K-12).

GSE, in combination with Mason Gross School of the Arts, offers a five-year program in dance education (K-12).

GSE, in combination with the School of Environmental and Biological Sciences, offers two five-year programs in agricultural or biological science (K-12) and physical science (K-12).

All programs require that a student have an undergraduate major appropriate to the area of licensure, 60 credits in liberal arts, and satisfaction of the general education distribution. The requirements needed to satisfy the general education distribution can be found in the Office of Student and Academic Services, Room 110, Graduate School of Education (848-932-3232). Some programs may require a comprehensive examination, portfolio, and/or writing requirement for program completion.

Advising and planning information for all five-year teacher education programs can be found on Degree Navigator.

Combined B.A./B.S./Ed.M. Programs in the Department of Educational Psychology (GSE)

COMBINED B.A./B.S./ED.M. PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

Five-Year Program in Special Education and Elementary Education (Certifications: Teacher of Students with Disabilities [K-12] and [Teacher of Elementary Education [K-6])

Five-Year Program in Special Education and Elementary Education (Certifications: Teacher of Students with Disabilities [K-12] and Teacher of Elementary Education [K-6])

Coordinator: Dake Zhang (848-932-0821; email: dake.zhang@gse.rutgers.edu)

Please visit the website.

Program Description: The five-year teacher education program in special education and elementary education (K-6) leads to a bachelor's degree, a master's degree, and initial teacher certification. Rutgers undergraduates do preliminary coursework and field placements as assigned during the sophomore and junior years, are admitted to the program during the spring semester of the junior year, and enter the professional education sequence in the summer between junior and senior years. Students then qualify to have their bachelor's degree awarded by the undergraduate liberal arts college.

Students continue with the professional sequence the summer after graduation. They return in the fall to complete a student-teaching internship with related coursework and continue with full-time graduate study, including a field-based research project, in the spring. The Ed.M. degree is conferred upon the completion of all five-year program requirements.

After the master's degree is awarded, the GSE will make a recommendation to the New Jersey State Department of Education on behalf of the student to receive a CEAS as a teacher.

Education Requirements:

Pre-Admission Core Courses (9.5 credits)

05:300:200 Introduction to Education (3)

05:300:201 Introduction to Education Field-Based Lab - Clinical Experience (.5)

05:300:306 Introduction to Educational Psychology: Principles of Classroom Learning (3)

05:300:383 Introduction to Special Education (3)

Elementary/Middle School Education (37 credits)

05:300:304 Arts across the Curriculum (3)

05:300:480 Literacy for Students with Disabilities (3)

05:300:481 Materials and Methods in Special Education (3)

05:300:494 Literacy Development in the Early Years (3)

05:300:580 Inquiry-Based Teaching, Learning, and Assessment (3)

15:251:561 Teaching Mathematics in the Lower Elementary Grades (2)

15:251:562 Teaching Mathematics in the Upper Elementary Grades (2)

15:256:554 Science in the Elementary School: Learning and Assessment (3)

15:257:564 Teaching Social Studies in the Elementary School (3)

15:293:533 Assessment for Special Education (3)

15:293:509 Emotional and Behavioral Disorders (3)

15:293:522 Learning Disabilities (3)

15:293:530 Instruction for Autism and Intellectual Disabilities (3)

Common Professional Education Core (12 credits)

05:300:450 Urban Education I (1.5)

05:300:451 Urban Education II (1.5)

05:300:452 Teaching Emerging Bilinguals in the K-12 Classroom I (1.5)

05:300:453 Teaching Emerging Bilinguals in the K-12 Classroom II (1.5)

15:255:534 Classroom Organization for the Inclusive and Special Classroom (3)

Choose one from the following:

05:300:406 Community-Based Language Learning (3)

15:255:539 Communities, Schools, and Social Justice (3)

15:253:540 Teaching English Language Learners (3)

Clinical Experience (19.5 credits)

05:300:498 Clinical Experience Phase 1 (.5)

05:300:499 Clinical Practice Phase 2 (4)

15:255:535 Clinical Practice Phase 3 (9)

15:255:536 Clinical Practice Seminar (6)

Major Requirements

Almost any major offered by the Faculty of Arts and Sciences is acceptable for this program. A major in one of the subject areas taught in the middle school grades, however, will make the program requirements much easier to accomplish (English, mathematics, sciences, social studies). Please check with the program faculty about your choice of major as early as possible in your undergraduate career.

Combined B.A./B.S./Ed.M. Five-Year Teacher Preparation Programs in the Department of Educational Theory, Policy, and Administration (GSE)

COMBINED B.A./B.S./ED.M. PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

Five-Year Program in Social Studies Education (Certification: Teacher of Social Studies [K-12])

Five-Year Program in Social Studies Education (Certification: Teacher of Social Studies [K-12])

Coordinator:

Benjamin Justice (848-932-0679; email: ben.justice@gse.rutgers.edu)

Please visit the website.

Program Description: The five-year teacher education program in social studies education (K-12) leads to a bachelor's degree, a master's degree, and initial teacher certification. Rutgers undergraduates do preliminary coursework and field placements as assigned during the sophomore and junior years, are admitted to the program during the spring semester of the junior year, and enter the professional education sequence in the summer between junior and senior years. Students then qualify to have their bachelor's degree awarded by the undergraduate liberal arts college.

Students continue with the professional sequence the summer after graduation. They return in the fall to complete a student-teaching internship with related coursework and continue with full-time graduate study, including a field-based research project, in the spring. The Ed.M. degree is conferred upon the completion of all five-year program requirements.

After the master's degree is awarded, the GSE will make a recommendation to the New Jersey State Department of Education on behalf of the student to receive a CEAS as a teacher.

Education Requirements:

Pre-Admission Core Courses (6.5 credits)

05:300:200 Introduction to Education (3)

05:300:201 Introduction to Education Field-Based Lab - Clinical Experience (.5)

05:300:306 Introduction to Educational Psychology: Principles of Classroom Learning (3)

Social Studies Education (15 credits)

05:300:472 Materials, Methods, and Assessment in Social Studies (3)

15:257:560 Introduction to Social Studies Education (3)

15:257:561 Analysis of Social Studies Curricula (3)

15:257:562 Workshop in Social Studies Education (3)

Graduate-level elective in social studies education (3)

Common Professional Education Core (15 credits)

05:300:450 Urban Education I (1.5)

05:300:451 Urban Education II (1.5)

05:300:452 Teaching Emerging Bilinguals in the K-12 Classroom I (1.5)

05:300:453 Teaching Emerging Bilinguals in the K-12 Classroom II (1.5)

15:255:534 Classroom Organization for the Inclusive and Special Classroom (3)

15:293:523 Inclusive Teaching in Education (3)

Choose one from the following:

15:255:539 Communities, Schools, and Social Justice (3)

15:253:540 Teaching English Language Learners (3)

05:300:406 Community-Based Language Learning (3)

Clinical Experience (19.5 credits)

05:300:498 Clinical Experience Phase 1 (.5)

05:300:499 Clinical Practice Phase 2 (4)

15:255:535 Clinical Practice Phase 3 (9)

15:255:536 Clinical Practice Seminar (6)

Major and Social Studies Distribution

Every candidate for certification in social studies education must complete a full major in one of the following: history, political science, economics, sociology, geography, anthropology, American studies, or area/gender/ethnic studies such as Africana studies, women's studies, Latino and Caribbean studies, etc. Students must include in their studies at least 30 credits of coursework in the five core content areas: American history/New Jersey history, world history, civics/government, economics, and geography; students must complete at least 15 credits in history, and at least one course in each of American history/New Jersey history, world history, civics/government, and geography. (Courses in the major may be used to fulfill these social studies distribution requirements. Courses can be used to fulfill both the 15-credit history requirement and the core content area distribution requirement.) Although it is not required, we strongly encourage all students to take an introductory-level economics course as well.

Combined B.A./B.S./Ed.M. Programs in the Department of Learning and Teaching (GSE)

PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

Five-Year Program in Dance Education (Certification: Teacher of Dance [K-12])

Five-Year Program in Early Childhood and Elementary Education (Certifications: Preschool-Grade 3 [P-3] and Teacher of Elementary Education [K-6])

Five-Year Program in Elementary Education with Subject Matter Specialization (Certifications: Teacher of Elementary Education [K-6] and Teacher of Elementary Education with Subject Matter Specialization [5-8] in English/Language Arts, Mathematics, Science, or Social Studies)

Five-Year Program in English as a Second Language Education (ESL) (Certification: Teacher of English as a Second Language, ESL [K-12])

Five-Year Program in English Education (Certification: Teacher of English [K-12])

Five-Year Program in Foreign Language Education (Certification: Teacher of World Languages [K-12])

Five-Year Program in English as a Second Language Education (ESL) and Foreign Language Education (Certifications: Teacher of World Languages and Teacher of English as a Second Language [K-12])

Five-Year Program in Mathematics Education (Certification: Teacher of Mathematics [K-12])

Five-Year Program in Science Education (Certification: Teacher of Biological Science [K-12])

Five-Year Program in Science Education (Certification: Teacher of Physical Science and/or Physics Education [K-12])

Five-Year Program in School of Environmental and Biological Sciences/GSE Five-Year Ed.M. (Certification Program in Agricultural Science Education [K-12])

Five-Year Program in Elementary Education [K-6] with English as a Second Language [ESL] (Certification: Bilingual / Bicultural Certification)

Postbaccalaureate Teacher Preparation Programs (Ed.M.) (GSE)

POSTBACCALAUREATE TEACHER PREPARATION PROGRAMS (ED.M.)

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

Postbaccalaureate Programs in the Department of Educational Theory, Policy, and Administration (GSE)

POSTBACCALAUREATE PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

Ed.M. in Social Studies Education (Certification: Teacher of Social Studies [K-12])

Postbaccalaureate Programs in the Department of Learning and Teaching (GSE)

POSTBACCALAUREATE PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING

NOTE: New Teacher Education programs are currently under development. These new programs will be in effect for applicants to the Summer/Fall 2025 cohorts. Please refer to the GSE website for the most up to date information on these programs.

School of Environmental and Biological Sciences/GSE Ed.M. in Agricultural Science Education

Ed.M. in Dance Education (Certification: Teacher of Dance)

Ed.M. in Elementary Education (Certification: Teacher of Elementary Education [K-6])

Ed.M. in English Education (Certification: Teacher of English)

Ed.M. in Language Education (Certification: Teacher of English as a Second Language [ESL])

Ed.M. in Language Education (Certification: Teacher of World Languages)

Ed.M in Language Education and English as a Second Language [ESL] Education and Foreign Language Education [K-12])

Ed.M. in Mathematics Education (Certification: Teacher of Mathematics)

Ed.M. in Science Education (Certification: Teacher of Biological Science)

Ed.M in Science Education (Certification: Teacher of Physical Science and/or Physics)

Undergraduate Minor: Education as a Social Science (GSE)

UNDERGRADUATE MINOR: EDUCATION AS A SOCIAL SCIENCE

The education as a social science minor is designed for students interested in investigating learning and teaching in a broad range of human contexts. This minor takes a multidisciplinary approach to the study of educative practices and is premised on several key assumptions:

- Learning and teaching are fundamental human and cultural processes.
- Education is intimately bound up with social, cultural, economic, and political systems.
- Reflection and inquiry are powerful tools for exploring teaching and learning in all human contexts.

Through a minor in education, students will examine each of these assumptions by investigating educative practices in and outside of formal settings. There are many ways in which a student can complete the minor.

1. *Educational Policy and Social Justice.* This concentration will permit students to focus on issues related to the history of American education, race and American schools, and queer issues in schools.
2. *Creativity and Play.* This concentration will permit students to focus on creativity and imagination in professional settings, the arts and the young child, and the role of play in education.
3. *Global Education.* This concentration will provide students with grounding in the areas of global education, issues of migration and education, and comparative education across countries.
4. *Exceptional Learners.* This concentration provides students with knowledge of both gifted education and education for students with learning disabilities.
5. *Digital Learning.* This concentration will permit students to learn about education and computers, digital games and learning, other topics related to learning in digital learning environments.
6. *Community Studies and Civic Engagement.* This concentration is for students interested in educational leadership in informal learning settings, such as museums and community organizations.
7. *General Studies.* This concentration will allow students to take a menu of courses in education tailored to one's own interests; this concentration is also appropriate for students in the five-year urban teacher education program.

Additional track options will be offered forthcoming. See the GSE website and Degree Navigator for more information.

Nondegree State Certification Programs (GSE)

NONDEGREE STATE CERTIFICATION PROGRAMS

Nondegree State Certification Programs in the Department of Educational Psychology

Nondegree State Certification Programs in the Department of Educational Theory, Policy, and Administration

Nondegree Programs in the Department of Learning and Teaching

Nondegree State Certification Programs in the Department of Educational Psychology (GSE)

NONDEGREE PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Endorsement Program in Early Childhood Education [P-3] (Certification: Teacher of Preschool through Grade 3)

Endorsement Program in Learning Disabilities Teacher-Consultant (Certification: Learning Disabilities Teacher-Consultant Educational Services [K-12])

Endorsement Program in Special Education (Certification: Teacher of Students with Disabilities)

Nondegree State Certification Programs in the Department of Educational Theory, Policy, and Administration (GSE)

NONDEGREE STATE CERTIFICATION PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION

Endorsement Program for Principal (Certification: New Jersey Principal)

Endorsement Program in Supervision (Certification: Supervisor)

Endorsement Program for School Administrator (Certification: New Jersey School Administrator)

Endorsement Program for Teacher Leadership (Certification: Teacher Leadership)

Nondegree State Certification Programs in the Department of Learning and Teaching (GSE)

NONDEGREE STATE CERTIFICATION PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING

Endorsement Program in Bilingual/Bicultural Education (Certification: Teacher of Bilingual/Bicultural Education [K-12])

Endorsement Program in English as a Second Language (Certification: Teacher of English as a Second Language [K-12])

Endorsement Program in English as a Second Language [ESL] and Bilingual/Bicultural Education

Endorsement Program in Reading Specialist Education (Certification: Reading Specialist)

Nondegree Skill Development Programs (GSE)

NONDEGREE SKILL DEVELOPMENT PROGRAMS

Nondegree Skill Development Programs in the Department of Educational Psychology
Nondegree Skill Development Programs in the Department of Learning and Teaching
Nondegree Skill Development Programs in Higher Education

Nondegree Skill Development Programs in the Department of Educational Psychology (GSE)

PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Athletic Coaching in Education

Gifted Education

Maker Education

Nondegree Skill Development Programs in the Department of Learning and Teaching (GSE)

NONDEGREE SKILL DEVELOPMENT PROGRAMS IN THE DEPARTMENT OF LEARNING AND TEACHING

Adult ESL and Literacy Education

Educational Technology

Educational Technology for Adult Learners

Higher Education Teaching

Human Resources Development

Teacher Leadership

Nondegree Skill Development Programs in Higher Education (GSE)

PROGRAMS IN HIGHER EDUCATION

Community College Leadership Graduate Certificate

Ph.D. in Education Courses (16:300) (GSE)

PH.D. IN EDUCATION COURSES (16:300)

For the most recent, and often more detailed, course descriptions from most recent course offerings, please go to the syllabi site.

16:300:501 ***Proseminar in Educational Theories and Practice (3)***
Examines fundamental issues in education through the reading of major theoretical texts. Explores how those issues inform current research.

16:300:503 ***Proseminar in Educational Research (3)***
Explores selected contemporary educational issues through reading research conducted from a variety of methodological perspectives. Explores assumptions through commentaries on the conduct of educational research.

16:300:509 ***Qualitative Research Methods in Education I: Introduction (3)***
Introduction to qualitative research techniques, examining their potential and limitations for investigating educational questions and issues. Topics include interviews, field notes, and observations.

16:300:511 ***Quantitative Research Methods in Education I: Introduction (3)***
Introduction to quantitative research techniques, examining their potential and limitations for investigating educational questions and issues. Topics include one- and two-sample tests of hypotheses, analysis of variance, multiple comparison procedures, regression, and effect size.

16:300:513 ***Qualitative Research Methods in Education II: Design and Analysis (3)***
Critical examination of the philosophy and techniques of qualitative methods; design of studies and analysis of qualitative data.

16:300:515 ***Quantitative Research Methods in Education: ANOVA (3)***
Critical examination of sampling distributions, analysis of variance models, planned and post-hoc comparisons, trend analysis, randomized block designs, within-subject designs, and higher-order factorials.

16:300:516 ***Developing a Theory of Language and Literacy Education (3)***
Development of theoretical perspectives on learning and teaching of the English language arts through critical examination of the works of language and literacy theorists and their personal experiences as learners. Both breadth and depth of exploration are provided through interactions and contributions of several faculty members' and students' own investigations into the work of a particular theorist.

16:300:517 ***Qualitative Research Methods in Education III: Educational Ethnography (3)***
Intensive survey and application of methods and strategies in ethnography available to educational researchers; emphasis on fieldwork employing ethnographic data-gathering techniques that involve participant observation and interview.

16:300:518 ***Quantitative Educational Research Designs (3)***
This course is designed to introduce several categories of the most commonly used quantitative research designs in educational fields. Students will be exposed to educational research that uses these research methods and will learn the fundamental knowledge and skills necessary to design a research study in their field of interest.

16:300:519 ***Quantitative Research Methods in Education: Regression (3)***
Techniques for analyzing data gathered in nonexperimental studies, including matrix algebra, multiple regression, partial and semipartial correlations, variance partitioning, dummy and effect coding, and analysis of covariance.

16:300:520 ***Discourse Analysis in Educational Settings (3)***
Provides an in-depth exploration of the use of discourse analysis in education research for doctoral students. Students will learn about key approaches to discourse analysis in educational research, become familiar with leading empirical research in this area, and will try out discourse analytic tools in their own educational research.

16:300:532 ***Language in Education: Sociocultural Theory (3)***
Significant theory and research concerning the role of language in thinking and social life; variation in language use across social groups and situations; and the relationship between language and other aspects of human activity.
Prerequisite: Permission of instructor.

16:300:533 ***Topics in Language and Literacy Education (3)***
Focuses on a particular dimension of theory and research in language and literacy education. Explores the full range of disciplinary approaches to study issues and problems related to a specific area of focus.

16:300:536 ***Foundations of Language II (3)***
Continuation of a two-course sequence. Contrastive survey of formal and functional grammatical theories relevant to education. History of English, language change, comparative and historical linguistics, language, and dialect.
Prerequisite: Permission of instructor.

16:300:541 ***Introduction to Economics and Education (3)***
Economic concepts and their application to education; topics include demand for and supply of education, measuring return on educational investment, productivity and efficiency in the educational sector, and the relationship between human capital and economic growth.

16:300:545 ***Educational Planning and Policy Development (3)***
Problem-solving and decision-making models, including studies of values, goal establishment, performance objectives, measurement and assessment techniques, policy development and executive leadership, and information systems; the multicultural nature of society; and the identification of people with special learning needs.

16:300:551 ***Evaluation of Educational and Social Programs (3)***
Evaluation of educational and social institutions, programs, and policies, including the social context of evaluation and the political aspects of conducting educational evaluations. Compares and contrasts evaluation and research. Hands-on data analysis and interpretation using a social policy data set.
Prerequisite: Permission of instructor.

16:300:563 ***Video Data Methodology (3)***
Focuses on critical examination of studies that have used video data, design of new research that will use video data, and methodological techniques for analyzing video data.

16:300:581 ***Educational Psychology I: Theories of Development (3)***
Examination of classical and contemporary theories of human development. Themes considered include the relations between evolution and development, nature-nurture, individual-society, and biology-culture in development. Focus on change and the processes through which change occurs over the course of the human life span.

16:300:582 ***Educational Psychology II: Theories of Cognition and Instruction (3)***
Emphasizes major theories of human learning, cognition, and instruction. Topics include knowledge representation, learning and instructional strategies, domains of application, and research methods used to study these topics.

16:300:591 ***Cognitive Development (3)***
Theory and research in children's intellectual development from birth through adolescence. Neo-Piagetian, information processing, and sociocultural approaches to cognition explored. Current research, including children's memory development, social cognition, language, problem-solving, spatial thinking, and theory of mind. Implications for schooling considered.

16:300:595 ***The Psychology of Sex Differences (3)***
Current psychological theories of sex role development; evidence for and against sex differences throughout the life span; intellectual abilities, achievement, motivation, and behavior; dependence and aggression.

16:300:597 ***Language Acquisition (3)***
Theories of language acquisition and the functions of language for the child; topics include prelinguistic behavior, the nature of one-word utterances, the acquisition and development of early syntax and semantics, the relation of thought to language, and the development of communication and conversation skills.

16:300:600,601 ***Prethesis Research (BA,BA)***
Students engage in educational research under the supervision of faculty mentors.

16:300:621 ***Seminar in Literacy Education Research (3)***
Current research in literacy education and related areas of literacy; critical evaluation of published reports; development of mature ideas for writing a proposal, conducting research, and completing a thesis in these areas.
Prerequisite: Permission of instructor.

16:300:641 ***Productivity and Efficiency in Education (3)***
Examines how and where the education dollar is spent, as well as how it is raised. Definitions and measures of efficiency and productivity in primary, secondary, and postsecondary education; productivity trends in education, efficient allocation of school resources, school size and productivity, and efficiency implications of school financing methods.

16:300:643 ***Educational Change: Theory and Practice (3)***
Examination of the philosophies underlying recent educational reforms; exploration of implementation and management processes to increase the likelihood of successful outcomes.

16:300:645 ***Educational Policy and Policymaking: The Federal and State Levels (3)***
Examines the development, implementation, and effects of federal and state education policies; examples of key policy issues as cases for the exploration of political, policy design, and implementation issues.

16:300:647 ***Historical Research in Educational Policy (3)***
Introduces historical inquiry in education. Students explore U.S. historiography and the influence social science has had on historical research in general and on education in particular. Students gain experience in framing historical questions (or problems) of their choosing and develop responses.

16:300:650 ***Evaluating Teaching (3)***
Evaluating teaching quality is a cornerstone of current educational reform efforts. There are multiple motivations for improved evaluation practices, ranging from professional development to making decisions about employment and compensation. Over the last two decades, new models of evaluation have been introduced that include value-added modeling based on student test scores, classroom observations, student perception surveys, teacher portfolios, classroom assignments, instructional logs, and new measures of teacher knowledge. This course explores the policy context, methods, and research around the evaluation of teaching quality and studies the assumptions, values, promises, and challenges of using different methods to make inferences about the quality of teaching and the effectiveness of particular teachers. Also examines current policy initiatives (e.g., Race to the Top) and implementations at state and district levels that are designed to improve teacher evaluation systems. The course provides direct experience with a number of evaluation tools in order to better understand the nature of these tools, the insights they can provide about teaching, and the challenges to using them effectively.

16:300:651 ***Validity and Assessment (3)***
Assessment in education is ubiquitous and is increasingly consequential for decisions about students, teachers, administrators, and schools--including higher education. Researchers frequently use assessments to obtain measures relevant to their particular studies. Validity provides a conceptual framework for how to consider the quality of inferences drawn from assessments. Users of assessments can get overwhelmed with all of the technical processes and information associated with tests, but these technical aspects are only tools that help address these fundamental questions of validity. This course explores validity at a conceptual level and does not require strong quantitative skills. It explores evolving conceptions of validity and focuses on aspects of validity including fairness, test design and development, reliability, scoring and interpretation, and consequences of testing. Also examines applications of validity to current assessment initiatives in the educational landscape.

16:300:661 ***Seminar in Mathematics Education Research (3)***
Students engage in a research project that involves formulation of one or more research question(s); discussion and analysis of their theoretical perspective; collection of data. Applicable as a research course.
Prerequisite: Practicum or permission of instructor.

16:300:665 ***Topics in Mathematics Education (3)***
Selected topics in the learning and teaching of mathematics. Presupposes strong knowledge of content domain.
Prerequisite: Permission of instructor.

16:300:681 ***Qualitative Analysis and Ranking Techniques (3)***
Systematic study of chi-square techniques for analyzing educational data. Distribution-free rank tests for independent and dependent samples, confidence intervals, and measures of association.
Prerequisite: 16:300:511 or 16:960:532 or 15:291:532.

16:300:683 ***Applied Multivariate Analysis (3)***
Survey of multivariate statistical procedures commonly encountered in educational research. Matrix algebra, multivariate analysis of variance, discriminant analysis, exploratory factor analysis, canonical correlations, and log-linear models.
Prerequisite: Permission of instructor.

16:300:684 ***Advanced Psychometric Theory II (3)***
In-depth analysis of classical measurement theory, including variance decomposition into true and error components; development of the Spearman-Brown formula and Cronbach's alpha; reliability and generalizability theory; test design and equating; and comparison of multiple-choice items and performance assessments. May include basic derivations for factor analysis and item response theory.
Prerequisite: Permission of instructor.

16:300:685 ***Causal Modeling (3)***
Introduction to structural equation modeling, including latent variables; confirmatory factor analysis; diagnosing model fit and testing alternative models; and multisample designs. Multilevel (or hierarchical) linear models as related to multisample designs (such as identifying hierarchical structures, random compared with fixed effects); variance components; and designs with repeated measurements.
Prerequisite: Permission of instructor.

16:300:687 ***Item Response Theory (3)***
Introduction to item response theory (IRT), which encompasses a group of probabilistic measurement models widely used in standardized testing programs. Foundations and assumptions underlying IRT, comparison of various IRT models, application of IRT to practical testing situations, and implementation of IRT using the BILOG computer program.
Prerequisites: 16:300:511 or 16:960:532 or 15:291:532, and permission of instructor.

16:300:691 ***Cognitive and Motivational Learning Strategies (3)***
Overview of theory and research related to cognitive and motivational learning strategies. Includes the theoretical basis for learning and motivational strategies, assessment of strategies, problems related to learning from different sources of information, and individual differences in strategy use.

16:300:695 ***Topics in Educational Psychology (3)***
Provides advanced doctoral students an opportunity for advanced study of a topic of personal interest within selected areas of psychology or educational statistics and measurement.
Prerequisite: Permission of instructor.

16:300:696 ***Topics in Educational Psychology (3)***
Provides advanced doctoral students an opportunity for advanced study of a topic of personal interest within selected areas of psychology or educational statistics and measurement.
Prerequisite: Permission of instructor.

16:300:699 ***Independent Study in Education (3)***

16:300:701,702 ***Research in Education (BA,BA)***

16:300:800 ***Matriculation Continued (0)***

16:300:811 ***Graduate Fellowship (0)***

16:300:866 ***Graduate Assistantship (BA)***

16:300:867 ***Part-time Graduate Assistantship (3)***

16:300:877 ***Teaching Assistantship (BA)***

16:300:878 ***Part-time Teaching Assistantship (3)***

Ph.D. in Higher Education Courses (16:507) (GSE)

PH.D. IN HIGHER EDUCATION COURSES (16:507)

For the most recent, and often more detailed, course descriptions from most recent course offerings, please see here.

16:507:500 ***The Study and Practice of Higher Education (3)***
Overview of higher education as a field of study and a profession.

16:507:510 ***Higher Education Structures and Governance (3)***
Reviews the roles of individuals, constituencies, and organizations in governing public and private colleges and universities. Analyzes roles of faculty, students, staff, administrators, governing boards, and governmental entities.

16:507:515 ***Diversity and Multiculturalism in Higher Education (3)***
Examination of theoretical and empirical literature on race, class, and gender in higher education structures, policies, and practices. Issues include admissions, affirmative action policies, sexual harassment, higher education access, financial aid, and minority-serving college and universities.

16:507:520 ***Higher Education Law (3)***
A survey of significant laws, court opinions, and regulations affecting public and private colleges and universities. Includes student and faculty contract and constitutional rights, federal regulations of research, federal student aid, and intellectual property.

16:507:521 ***Academic Personnel and the Law (3)***
Focuses on legal issues related to the employment of faculty and staff. Addresses the search and hiring process, mentoring and evaluation, promotion and tenure decision-making, post-tenure review, and dismissal for cause. Also addresses academic freedom, research misconduct, and professional ethics.

16:507:525 ***Economics and Finance of Higher Education (3)***
Economic and financial concepts, models of higher education. Analysis of structure and development, public and private sectors. Relation to access and accessibility. Disruptive technological change is a focus.

16:507:530 ***Higher Education Leadership (3)***
An introduction to leadership theory, research, and practices in higher education settings with an emphasis on the distinctive organizational characteristics of colleges and universities.

16:507:535 ***History of Higher Education in the United States (3)***
This course examines competing historical explanations for the rise and evolution of higher learning in the United States, from colonial times to present with particular attention to social class, religion, gender, and race.

16:507:550 ***Field Experience in Higher Education (1-3)***
A guided, project-oriented practicum experience supervised by a faculty member and the site supervisor plus a seminar class focused on experiential learning with research practice or research policy focuses.
Prerequisite: Permission of major adviser.

16:507:611,612,613,614 ***Special Topics in Higher Education (BA,BA,BA,BA)***
Focused study of selected issues, trends, or policies pertinent to higher education. Topics and instructors will vary from one academic semester to another.

16:507:630 ***The Research University in the United States (3)***
Examines many of the most important issues and opportunities facing research universities in the United States today. Topics include the universities' origins, purposes, and distinguishing characteristics; systems of governance and finance; and undergraduate, graduate, and professional education.

16:507:635 ***International and Comparative Higher Education (3)***
Models, purposes, and contexts of higher education in non-U.S countries and regions. Inter-institutional partnerships and transnational collaborations; international scholars and students.

16:507:640 ***Postsecondary Learning and Teaching (3)***
Pedagogical models, adult learning theories, and assessment of student learning. Students will compare and critique relevant paradigms and models and explore implications of contemporary research and trends for colleges and universities.

16:507:645 ***The Community College Sector (3)***
American community colleges' origins and evolution; models of governance; multiple institutional missions and stakeholders; and diverse student goals and needs. Contemporary challenges and opportunities.

16:507:695 ***Research and Dissertation Seminar (3)***
Preparation of dissertation proposal and structured exploration of funding sources for dissertation study and subsequent research. Students must have completed the majority of all coursework and, at a minimum, be in the process of qualifying for candidacy.
Prerequisites: Instructor approval and permission of major adviser required.

16:507:701,702 ***Research in Higher Education (BA,BA)***
Dissertation study.

16:507:811 ***Graduate Fellowship (0)***

Graduate GSE Courses (15) (GSE)

GRADUATE GSE COURSES (15)

Educational Administration and Supervision (230)

Adult and Continuing Education (233)

College Student Affairs (245)

Learning and Teaching-General Electives (250)

Early Childhood/Elementary Education (251)

English Literacy/Language Arts (252)

Language Education (253)

Mathematics Education (254)

Nondepartmental Graduate Courses in Education (255)

Science Education (256)

Social Studies Education (257)

Teacher Leadership (267)

Educational Psychology (290)

Educational Statistics, Measurement, and Evaluation (291)

Special Education (293)

Gifted Education (294)

Learning, Cognition, and Development (295)

Counseling Psychology and School Counseling (297)

Reading (299)

Social and Philosophical Foundations of Education (310)

Undergraduate GSE Courses (05) (GSE)

UNDERGRADUATE GSE COURSES (300)

For most recent, and often more detailed, course descriptions from most recent course offerings, please go to the syllabi site.

05:300:200 ***Introduction to Education (3)***
This course focuses on critical issues in U.S. education and aims to inspire students to enter into the teaching profession with the goal of promoting social justice, human dignity and global awareness. The course introduces students to issues in educational equity and explores the ways in which globalization, race, ethnicity, immigration status, disability, religious identity, and gender and sexuality impact school settings. Students will become familiar with important concepts and approaches that will start them on their journey of acquiring the many skills and attitudes that an excellent teacher possesses.
Prerequisite for admission to the five-year teacher education program. Corequisite: 05:300:201.

05:300:201 ***Introduction to Education Field-Based Lab - Clinical Experience (.5)***
This clinical course is designed around analysis of video material from actual classroom teaching or facilitated experiences in urban schools so that students can systematically and carefully begin to understand the unique challenges and opportunities of schools and communities.
Corequisite: 05:300:200.

05:300:202 ***Introduction to How People Learn (3)***
Education occurs not just in schools but in nearly every setting where people live and work--workplaces, organizations, communities, families, museums, and so on. Nearly all professions involve educating others. This course helps students learn to be effective educators in out-of-school contexts. It examines processes of effective learning and motivation in a variety of learning settings, such as learning through games, learning in after-school programs, and learning through cultural apprenticeships. It also examines connections of learning with issues of equity, diversity, and culture within and across these settings.

05:300:303 ***Why we Play: Play in Children, Adults, and Animals (3)***
Play is a part of life among all social animals as well as among humans. Play begins in childhood, but transforms and has critical import for later life. Students will learn about how play has been considered from ancient times to the present and be able to interpret play in their own lives and lives of those around them. Activities include observation of children playing, playing yourself, and written assignments. This course offers the opportunity for students to determine their personal perspective on the question of play.

05:300:304 ***Arts Across the Curriculum (3)***
Focuses on drama, movement, visual art, music, and creative writing, individually and together, as well as imagination and creativity. Students in this course will experience the processes of these arts themselves and create products/presentations using various forms. They will learn how to stimulate arts processes and lead arts activities with young children, how to talk about these activities with children, and how to evaluate and assess these activities.

05:300:305 ***Creativity and Imagination in Professional Settings (3)***
Students will become acquainted with the fields of creativity and mental imagery through online and live lectures, readings, and leading and/or participating in a variety of activities designed to stimulate personal creativity. Students will respond to almost weekly probes and submit journal entries stimulated by those probes. Students will develop two different presentations that demonstrate their personal take on creativity. Students will work in groups to create two concluding pieces (a creativity box and an original text segment) that utilize the creative and imaginative skills and abilities of all participants in that group.

05:300:306 ***Educational Psychology: Principles of Classroom Learning (3)***
Surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; and principles of measurement.
Prerequisite for admission to the teacher education program.

05:300:307 ***Human Development: Birth through the Transition to Adulthood (3)***
Introductory course in human development providing an overview of learning and developmental processes from birth through the transition to adulthood. Development during infancy, early childhood, middle childhood, adolescence, and early adulthood is considered. Changes in physical, neurological, social, cognitive, and emotional functioning during these periods are examined through the lenses of sociocultural, developmental, and learning sciences.

05:300:308 ***Introduction to Motivation (3)***
This course provides an overview of motivation in formal and informal educational settings from a psychological perspective. Most theories and research on motivation are framed around two major components of one's motivation: Can I do this task? Why do I want to do this task? We will address these questions through the theoretical lenses of major theories of motivation including expectancy value theory, attribution theory, achievement goal theory, self-determination theory, theories of personal and situational interest, and engagement. We will examine how and why one's responses to these questions shape their engagement and learning.

05:300:313 ***Tutoring: Theory and Practice (3)***
Tutoring occurs not just in schools, but also in a variety of out-of-school contexts--standardized test preparation, museum exhibits, and so on. Tutors are typically more experienced peers, teachers, or anyone with expertise in a particular subject matter. The most effective tutors not only have expertise in their subject area, but also have a thorough understanding of the strategies needed to monitor and produce meaningful learning in both one-on-one and group settings. In this course students learn to be effective tutors in K-12 settings, both inside and outside of the classroom. It also examines connections of learning and tutoring with issues of equity, diversity, and culture within and across these settings. Students in this course will engage in frequent role-playing activities to apply what they learn about effective tutoring.

05:300:314 ***Presentation of Self in Professional Settings (3)***
Focuses on the theoretical foundations and the practical development of each student's personal presentation. Covers both theory and practice so that, by the end of the course, each student will be ready for graduate school, to be interviewed for a job, to interact with others in a new work situation, or to speak in front of a group.

05:300:315 ***Interactive Training for Workplace and Community Settings (3)***
Focuses on how to use adult learning theory and interactive face-to-face and web-based strategies to design and implement training in a variety of settings including workplaces, community-based organizations, and schools.

05:300:317 ***The Teacher in Film: Analyzing What Hollywood Has Been Telling Us about Teaching (3)***
Focuses on films in which a teacher is the central character. Students will study these films as a cinematic art form, as positive inspirational role models for students considering a teaching career, and as unrealistic examples that shape the public's view concerning teaching.

05:300:318 ***The Teacher (and Other Professionals) as Performer: The Presentation of Self (3)***
Focuses on the techniques and skills used in the theater by actors, directors, dancers, playwrights, and designers, all modified and transformed by each student to create a personal approach for dealing with various educational interactive settings. The course is broken into three segments. The first is primarily a skill-based segment during which the student participates in technical and improvisational work. The second section focuses on lecture and discussion of key theoretical ideas. The third focuses on each student's personal presentation of self within an educational setting.

05:300:319 ***Community-Based Learning in Urban Environments (3)***
This course is designed to assist students in learning from local urban community centers, as well as from the families and individuals who use these services, about how multiple organizations serve an educative function. Through readings and practical hands-on, community-based experiences, students will come to understand both the broad educative needs as well as the enormous resources that exist within the communities and families of urban and other diverse settings. At the same time, students will gain practical skills for working with and learning from families and individuals in community-based settings.

05:300:320 ***Introduction to Gifted Education (3)***
This introductory course in gifted education focuses on the cognitive and psychosocial development of gifted individuals over a lifetime. Emphasis will be placed on exploring the characteristics of giftedness and the influences that support or hinder the development of potential talent. The relationship between creativity, intelligence, and giftedness will be explored, along with implications for educational settings. The course carries 15 field hours as a practicum assignment.

05:300:322 ***The Social and Emotional Needs of Gifted Learners (3)***
This course is designed to provide a strong background for students related to working with gifted children to promote positive affective development. It will feature core affective characteristics and needs, and demonstrate the connections to students' cognitive make-up. Emphasis will be on affective approaches to use in the classroom as well as more formalized programs and services in guidance and counseling deemed essential for their talent development. Course readings, discussions, and assignments focus on special issues and concerns for addressing the social and emotional needs of this population of learners including asynchronous development, perfectionism, risk avoidance, fear of failure, and over-excitabilities. Special emphasis will be placed on special populations of gifted learners--twice exceptional learners, students from poverty and minority groups, and underachievers.
Prerequisite: 05:300:320.

05:300:324 ***Community-Based Learning: Theory and Practice (3)***
Children and teens learn a great deal from community-based programs that take place outside of school. These programs contribute to the development of the whole child and are an important part of a healthy, balanced life. This course helps students learn about development from early childhood through adolescence in order to understand how to meet the needs of youth in out-of-school learning environments. It examines ways to develop youth's potential by developing positive relationships with youngsters within community-based programs. Students will better understand issues of equity, diversity, and culture as they pertain to community-based learning.

05:300:325 ***Games and Education: Game-Based Learning (3)***
Everyone plays games. They are pervasive in our society. Whether a teenage boy playing PUBG or an adult woman playing Scrabble on her phone at midnight, over 164 million adults and children play video games in the United States. Games are everywhere but are still somewhat misunderstood. For instance, a gamer is more likely to be a woman over 30 than a boy under 17. Also, despite some of the ways that video games are portrayed in the media, almost three quarters of parents believe that video games can be used for education. Can we really learn by using video games? In this course we explore the world of games, including video games, as it relates to education. Can games be used for educational purposes? What is hype and what is the reality? Are modern video games too violent to be used as teaching tools? What are some of the ideas and theory that underlie why games work and why they may not? This course will provide the student with an overview and history of the nexus of gaming and education, dig into some of the psychological and learning science ideas related to these endeavors and then, using what they have learned, students will design and create a game of their own.

05:300:326 ***Introduction to Teaching with Digital Tools (3)***
This online course available to all graduate students at GSE was developed based on the philosophy that knowledge is socially constructed and that students and teachers learn best when learning by doing. Students will have various opportunities to engage in both individual and collaborative, project-based activities that emphasize learning through inquiry. They will explore theories of learning and how they inform the effective uses of technology in K-12 environments. Additionally, students will investigate what the latest research has to say about the integration of technology in K-12 classrooms, with emphasis being placed on the types of 21st-century skills that are required to be successful in today's digital age society. By engaging students in a variety of project-based activities throughout the semester, this course will introduce them to the various ways that new technologies are challenging traditional ways of communicating and learning. Students will be introduced to various online communication and collaboration tools while exploring how these new technologies are changing the teaching landscape. The course will also introduce students to the potential challenges and benefits that arise from these changes.

05:300:327 ***Web-Based Multimedia Design (3)***
Introduces individuals to various online, multimedia tools while exploring how new technologies are changing the educational landscape. The course informs individuals on how to use design principles to analyze, design, develop, implement, and evaluate multimedia projects. Additionally, it introduces ways to integrate current and developing web-based technologies into various educational environments.

05:300:328 ***Developing the Digital eLearning Environment (3)***
Provides an in-depth overview of both theory and practice related to online distance education. The principles identified and the issues studied in the course are applicable across a variety of settings, including but not limited to: K-12 classrooms, universities, community colleges, business/industry, and health care. Also examines the theoretical framework, historical development, pedagogical issues, and practical applications of both online and hybrid eLearning education.
Prerequisite: 05:300:326 or by instructor approval

05:300:335 ***Informal Science Education (3)***
This course focuses on the teaching and learning of science in out-of-school contexts. These contexts are widely referred to as "informal learning" contexts and include: zoos, aquariums, science centers, natural history museums, docent-led walks/tours, after-school programs, and eco-enviro tours. As part of this course, we will read and discuss

literature on informal science education (ISE). Learning theory in this area draws heavily from sociocultural perspectives on knowing and learning, and we will discuss its influence, along with cognitive and educational psychology, on the teaching and learning of science in out-of-school contexts.

05:300:336 ***Climate Change: Course for Educators (3)***
Explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations, and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level, and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic, and environmental consequences of climate change. It is intended for educators and those who are interested in learning and teaching in this area.

05:300:337 ***Space, Time, and Motion: Course for Educators (3)***
Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton, and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. It is intended for educators and those who are interested in learning and teaching in this area.
Prerequisite: Students should have taken an introductory physics course.

05:300:338 ***The Solar System: Course for Educators (3)***
This course provides an overview of what we know about the solar system: how it began and evolved, its components and their properties, and how these elements interact as a system. However, much of our knowledge remains incomplete, and so unanswered questions and mysteries figure prominently in the story. This course addresses our scientific understanding of the solar system, how we know what we know, and many hotly debated questions at the cutting-edge of scientific research. It is intended for educators and those who are interested in learning and teaching in this area.

05:300:339 ***Earth Systems: Course for Educators (3)***
Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the 19th century. Since then, research in fields such as plate tectonics and climate change, and exploration of the deep sea floor and the inner Earth have vastly increased our understanding of geological processes. This course delves into the five questions listed below in order to understand how our dynamic planet evolved and what processes continue to shape it. In the process, learners will get to know the Museum of Natural History's Hall of Planet Earth, explore geologic time, and gain an understanding of how scientists study vast Earth systems. It is intended for educators and those who are interested in learning and teaching in this area. 1. How do geologists "read" the rocks? 2. How has the Earth evolved? 3. What causes climate and climate change? 4. Why are there ocean basins, mountains, and continents? 5. Why is the Earth habitable?

05:300:341 ***High School Mathematics Content: Teaching and Assessment (3)***
In-depth study and concentration of some key ideas in the high school mathematics curriculum. Viewing of mathematics in terms of the ideas built up in the minds of students.
Prerequisites: 01:198:111 or equivalent; 01:640:250,251.

05:300:342 ***Supervised Undergraduate Tutoring in Mathematics (3)***
Develops teaching strategies, an interactive style, and an approach to high school mathematics content in a one-on-one tutorial or small group setting. Students work with other undergraduates in lower-level, E-credit mathematics courses.
Prerequisites: 01:640:250,251.

05:300:350 ***Education and Computers (3)***
Establishes a foundation for using the computer and technology in a variety of educational settings across all subject areas. The course is hands-on in nature, with focus on current trends. Additionally, learners can expect to discuss theory, practice, and social/philosophical issues related to the use of computers in education. Some familiarity with computers is recommended; no prior computer skills are required.

05:300:361 ***Science: Knowledge and Literacy (3)***
Examines the emerging role of science education in society. Special attention given to the influence of professional societies. Places current trends in science education in a historical perspective that reflects the development of science in the United States.
Prerequisite: Science course at the 200 level or above.

05:300:363 ***Public School Policy and Reform (3)***
This course is designed as an elective for upper-level undergraduate students interested in understanding policy and reform efforts related to elementary and secondary education in the United States. The course is built around readings of very recent books on education policy topics. These topics range from racial residential segregation and the government policies that codified and reinforced that segregation, to modern education policies that further exacerbate racial inequality, the financing and economics of elementary and secondary education, issues with the measurement of the quality of our education systems, and the politics of teaching and the teacher workforce over time.

05:300:364 ***History of American Education (3)***
A historical survey of American education from the colonial period to the present. Topics considered will include the following: 1) colonial American education; 2) the origins of common schools; 3) the development of a public school system; and 4) 20th- and 21st-century educational reform.
Note: This course is cross-listed with the School of Arts and Sciences Department of History under 01:512:311.

05:300:365 ***Contemporary Issues in Education (3)***
A critical examination of contemporary issues in educational theory, policy, and practice.

05:300:367 ***Introduction to Hip Hop Education (3)***
This course draws on readings in Hip Hop studies and critical educational studies to explore the role of Hip Hop music, culture, and community in the lives of youth and in the development of critical, culturally sustaining approaches to teaching and youth development in K-12 classrooms and in outside of school settings. In the class we investigate the history and evolution of Hip Hop as it pertains to youth popular culture, community-building, and critical approaches to teaching and learning for social justice in schools. This is a seminar course designed to engage students in classroom dialogue and critical thinking about the present and future of young people's experiences in schools, communities, and popular culture.

05:300:369 ***Civic Education for a Diverse Democracy (3)***
In this course, we will use research, theory, and experiential activities to explore young peoples¿ experiences of citizenship; the historical and contemporary goals of civic education; the promise, conflicts and challenges of education for democratic citizenship; and the role of the social studies in these concerns. We will learn about different approaches to education for active civic learning and engagement, becoming familiar and experimenting with a variety of exciting pedagogical practices, including discussion, inquiry and civic action research.

05:300:371 ***Foundations of the Resident Assistant Experience I (1.5)***
This course has been designed to assist in the development of a more comprehensive understanding of the theoretical and practical knowledge needed for the Resident Assistant (RA) position at Rutgers University. The learning experience will provide an understanding of student and community development, leadership, communication, and diversity theories. Through exposure to theories, experiential learning situations, and the use of critical thinking and reflective analysis, participants will develop the background and knowledge that will allow them to conceptually understand their new leadership role.

05:300:372 ***Foundations of the Resident Assistant Experience II (1.5)***
This course has been designed to assist in the development of a more comprehensive understanding of the theoretical and practical knowledge needed for the Resident Assistant (RA) position at Rutgers University. The learning experience will provide an understanding of the theories and their practical implementation processes for peer counseling/advising; behavioral and mental health issues; conflict mediation; ethical and moral development; and group development. Through exposure to theories, experiential learning situations, and the use of critical thinking and using their current experiences in the RA position, participants will develop the knowledge to create a richer, more comprehensive experience in the RA position and subsequently enhancing the experience for the RA's students.

05:300:383 ***Introduction to Special Education (3)***
Overview of the diverse physical, psychological, and social disabilities of special education children.

05:300:385 ***Teaching English Language Learners (3)***
This introductory course provides preservice teachers and current practitioners with an understanding of how to teach English language learners or emerging bilinguals. Undergraduate students will be provided with the foundations of teaching English language learners and will be guided in constructing successful knowledge, skills, and dispositions for teaching students who are learning English.

05:300:386 ***Language Learning and Community Engagement in Argentina (3)***
The main goal of this course is to provide students with an understanding of modern Argentinian culture and society in all its complexity; from national heritage to contemporary social problems, and the role language and education play in this society. The course entails service-learning, and as such students will participate in teaching activities in La Paz elementary and/or secondary school as scheduled in the syllabus. Students will also acquire and improve Spanish linguistic and communicative skills through experiential learning opportunities in the Rosario community. Students will be immersed in Spanish-speaking contexts through a combination of community engagement and coursework. Family stays are also a vital component, providing students with a personal perspective and knowledge of Spanish, Rosario family lifestyles, and Argentine culture.

05:300:401 ***Individual and Cultural Diversity in the Classroom (3)***
Focuses on the range of student diversity in contemporary classrooms, including cultural, linguistic, and academic differences. Emphasizes strategies to enhance academic success, promote interaction, and facilitate the inclusion of diverse students in the regular school setting.
Prerequisite: 05:300:200.

05:300:402 ***Special Topics in Education (BA)***
Seminar on selected topics of current interest. Topics differ each semester. Consult instructor for description of topic under study.

05:300:403 ***Independent Study in Education (BA)***
Independent project in education to be carried out in consultation with appropriate faculty. Arrangements for a project supervisor must be made prior to registering for this course.

05:300:406 ***Community-Based Language Learning (3)***
The Community-Based English Language Learning course is required for students who are new participants in the Conversation Tree: Community-Based Language Partnerships (formerly the SALSA Program). The course provides a curriculum-based service-learning experience built upon a community-identified need for English language instruction and aligns with the university's mission of contributing to the cultural and social well-being of the community. Topics include demographic trends in the United States and New Jersey; an introduction to second-language learning theory and practice; and the meanings of civic engagement, community, and citizenship in a multicultural society. The course provides opportunities to work with adult English language learners at a community center and to discuss these experiences, connecting practice to scholarly research.
Students must be admitted via an application process.

05:300:407 ***Community-Based Language Learning Leadership (1-3)***
The Community-Based English Language Learning Leadership course is required for returning Conversation Tree students who desire to take on a leadership role in the Conversation Café. The course provides a curriculum-based service-learning experience built upon a community-identified need for English language instruction and aligns with the university's mission of contributing to the cultural and social well-being of the community. Topics focus on facilitation, session planning, leadership, communication, and troubleshooting for the Conversation Cafés. The course provides opportunities to act in a leadership capacity with adult English language learners at a community center hosting a Conversation Café and to discuss these experiences, connecting practice to scholarly research.
Prerequisites: For returning Conversation Tree students only; students must have taken CBLL (05:300:406) as a prerequisite.

05:300:408 ***Community-Based Language Learning Internship (1-3)***
The Community-Based Language Learning Internship is for language education students or students returning to the Conversation Tree: Community-Based Language Partnerships (formerly the SALSA program). The course provides a curriculum-based service-learning experience built upon a community-identified need for English language instruction and aligns with the university's mission of contributing to the cultural and social well-being of the community. In this internship, students continue to serve as an English conversation facilitator or team leader at community partner sites alongside students enrolled in the Community-Based Language Learning (CBLL) and CBLL leadership courses. Students will continue to develop knowledge and skills to foster the language development of adult English language learners, as well as skills related to working together as a team (collaboration,

communication, flexibility, etc.).
Prerequisite: Students must have taken CBLL (05:300:406) or Principles of Second and Foreign Language Acquisition (05:300:430 or 15:253:520:80).

05:300:409 ***Children's Literature in the Early Childhood and Elementary School (3)***
Children's literature is studied based on genre and includes author and illustrator studies. Literature is connected to content area teaching and extended literary experiences to enhance literacy development.

05:300:410 ***Learning and Development in a Social Context: Preschool and Primary Years (3)***
Advanced course in child development for prospective teachers with a focus on learning and development during the preschool, kindergarten, and primary years. Children's social and emotional development, as well as emerging skills in language, representation, and problem solving, is examined from a cognitive developmental-ecological framework. Students will integrate theory and research with observations of children in classroom and community contexts.

05:300:412 ***Learning and Teaching in the Early Childhood Classroom (3)***
Addresses teaching strategies and curricula appropriate for the young child aged 3 to 8. Emphasizes the role of play in learning and development and instructional strategies to foster cognitive, social, and emotional development. Curriculum planning around integrated, thematically related experiences explored.
Prerequisite: Admission to the teacher education program.

05:300:413 ***Practicum in Early Childhood/Elementary Education I (1.5)***
Fieldwork in a local elementary school to observe and participate as a teaching assistant; one full day per week for nine weeks in a prekindergarten, kindergarten, or first- through third-grade classroom.
Prerequisite: Admission to the teacher education program. Can be taken before or after 05:300:414. Coordinated with 05:300:412 and 494.

05:300:414 ***Practicum in Early Childhood/Elementary Education II (1.5)***
Fieldwork in a local elementary school to observe and participate as a teaching assistant; one full day per week for nine weeks in a fourth- through eighth-grade classroom.
Prerequisite: Admission to the teacher education program. Can be taken before or after 05:300:413. Coordinated with 05:300:441, 461, 471, and 495.

05:300:420 ***Inquiry-Based Teaching, Learning, and Assessment (3)***
Students learn how teachers use students' experiences, interests, and ways of learning to plan responsive curricula. Through structured experiences, students learn that an inquiry approach to teaching and learning can teach specific content while helping children to learn how to learn in more formal contexts. Students learn how to integrate subject matter in a student-centered environment and practice methods of inquiry and sources of knowledge that can be used with elementary and middle school students.
Prerequisite: Admission to special education and elementary education initial teacher licensure programs.

05:300:421 ***Language and Linguistics: Exploring Language, Culture, and Power (3)***
Examines sociocultural theories of language and considers the critique they offer of traditional school grammar. Explores the educational and political implications of teaching traditional school grammar in light of these critiques.

05:300:422 ***Teaching Literacy: Readers, Texts, and Assessments (3)***
Examines a variety of theories about what literary reading is and why it should be taught. Develop strategies for introducing, sequencing, and discussing literary texts, as well as for integrating the study of literature into the other language arts. Field experience required.

05:300:423 ***Teaching Writing: Social and Cognitive Dimensions (3)***
Examines a variety of perspectives on the nature of the writing process. Considers research and theory on how teachers should teach and respond to writing. Field experience required.***Prerequisite: 05:300:421.***

05:300:424 ***Adolescent Literature (3)***
Designed to allow teacher candidates the opportunity to engage with a range of adolescent and young adult literature for middle and high school students. The course structure allows for a view of adolescents as multiliterate beings with rich and diverse cultural worlds and identities, and an exploration of how literature can be used to engage adolescents in meaningful learning. The course is intended to provide a space for students to think and talk about how their own personal connections with literature texts inform their evolving personal theory of and professional approach to literacy instruction.

05:300:430 ***Principles of Language Learning: Second and World Language Acquisition (3)***
Introductory course that examines the research and theory on first and second language acquisition related to children, teens, and adults in the United States and abroad.
Prerequisites: 05:300:200, admission to the teacher education program.

05:300:431 ***Introduction to World Language/Elementary Methods (3)***
Provides an introduction to the field of world language teaching and its methodology.
Prerequisite: Admission to language education programs.

05:300:432 ***World Language Secondary School Methods (3)***
Prepares world language teachers with pedagogical methods and techniques for secondary school language instruction.
Prerequisite: Admission to language education programs.

05:300:433 ***Language and Culture (3)***
Relationship of linguistic, cognitive, attitudinal, and behavioral patterns within each culture and how they affect cross-cultural communication and language education.
Prerequisites: 05:300:200, admission to the teacher education program.

05:300:434 ***Foundations of Language (3)***
Nature of language relevant to teachers involved with other languages and cultures. Topics include functional motivation of linguistic structure, linguistic sign, phonetics, phonemic and morphemic analysis, word semantics, and correctness.
Prerequisites: 05:300:200, admission to the teacher education program.

05:300:438 ***Methods for Teaching and Assessing World Language Learners (3)***
Provides an introduction to methods of teaching and assessing world language learners. Through course readings, seminar discussions, clinical experiences, and in-class presentations, students will develop expertise in two main areas: 1) methods for teaching students of world languages; and 2) research-based best practices and policies for

working in a variety of programs. The class includes a clinical experience that includes observations in a school in New Jersey.
Prerequisite: Admission to language education programs.

05:300:439 ***Methods for Teaching and Assessing English Language Learners (3)***
Provides an introduction to methods of teaching and assessing English language learners. Through course readings, seminar discussions, clinical experiences, and in-class presentations, students will develop expertise in two main areas: 1) methods for teaching emergent bilinguals; and 2) research-based best practices and policies for working in a variety of programs. The class includes a clinical experience that includes observations in a school in New Jersey.
Prerequisite: Admission to language education initial licensure program.

05:300:441 ***Teaching Mathematics in the Elementary School (3)***
Concrete, manipulative approach to teaching mathematics concepts. Psychology of learning mathematics; the elementary curriculum; effective teaching techniques.
Prerequisite: 05:300:200. Open only to students who have been formally admitted to a teacher education program.

05:300:442 ***Mathematical Practices: Doing and Teaching Mathematics (3)***
Focuses on understanding one's own mathematical problem-solving processes and how such processes develop in mathematics learners of all ages.
Prerequisite: Admission to the teacher education program.

05:300:443 ***Methods of Teaching and Assessing Secondary Mathematics (3)***
Reviews the status of secondary mathematics teaching in the United States, the reform movement of the 1990s, and current thinking about issues of concern to practicing teachers. Encourages development of personal style and approach to teaching high school mathematics. Topics include instructional planning, assessment, individual differences, cultural and gender differences, and teaching styles.
Prerequisite: Admission to the teacher education program.

05:300:444 ***Practicum in Teaching Secondary School Mathematics (3)***
Gives prospective secondary mathematics teachers an opportunity to observe experienced teachers, serve as an aide, work with individuals and small groups, and teach several class sessions in a high school setting.
Prerequisite: Admission to the teacher education program. Corequisite: 05:300:443. Students spend two complete mornings in the school each week.

05:300:450 ***Urban Education I (1.5)***
Deepens students' understandings of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills, and dispositions essential to socially just teaching in urban and diverse settings. Through school- and community-based inquiry and critical reading students will become more knowledgeable about the contexts of students and the issues facing urban schools and communities.
Prerequisite: Admission to the teacher education program.

05:300:451 ***Urban Education II (1.5)***
Deepens students' understandings of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills, and dispositions essential to socially just teaching in urban and diverse settings. Students will use their clinical placements to practice and reflect on the skills, knowledge, and dispositions that are necessary for successful teaching for social justice in urban settings.
Prerequisite: Admission to the teacher education program.

05:300:452 ***Teaching Emerging Bilinguals in PK-12 Classrooms I (1.5)***
In this first module, our objective is to foster a set of dispositions toward emerging bilinguals, language, and power, and the social-political context of learning English in U.S. public schools. The goal is to introduce students to key terms and best practices that will be followed up on in content-specific settings in module II. By learning about emerging bilinguals, their experiences, and communities, students will consider their own positioning within and responsibility to language learners in their school communities.
Prerequisite: Admission to the teacher education program.

05:300:453 ***Teaching Emerging Bilinguals in PK-12 Classrooms II (1.5)***
In this second module, our objective is to continue to sensitize students to the linguistic and cognitive demands of academic English within their disciplines. By learning about emerging bilinguals, their experiences, and communities, students will be able to take a critical stance towards the discourse within their disciplines regarding stereotypes, the achievement gap, and language deficits. They will continue to develop a funds-of-knowledge tool kit to disrupt mainstream views of emerging bilinguals. Students will learn instructional strategies for affording emerging bilinguals equitable access to the teaching and learning interactions and the unique social life of the classrooms they are working within.
Prerequisite: Admission to the teacher education program.

05:300:461 ***Science in PK and Elementary School: Learning and Assessment (3)***
Presents science as an integrated body of knowledge using investigative and inquiry techniques. Thematic or problem-based approach to science teaching.
Prerequisites: Admission to the teacher education program and completion of student's liberal arts college science requirement.

05:300:462 ***Demonstrations and Technology in Science Teaching (3)***
Creating science teaching support materials using resources available over the internet. For use in creating laboratory, demonstration, and related activities that would complement classroom practice. Involvement in the broad internet community of interest in science and science teaching.
Prerequisite: Admission to the teacher education program.

05:300:463 ***Comparative Education (3)***
This course will investigate a wide variety of social, cultural, economic, and political issues in schooling in an international context. Included will be a study of implications of education for pressing contemporary social issues in Africa, western and eastern Europe, Oceania, the Americas, and the Near and Far East. The goal will be to develop a critical understanding of the impact of globalization on education, as well as an understanding of the dominant and alternative paradigms of education and development, and how these translate into educational policy and practice in communities, schools, and classrooms across the globe.

05:300:464 ***Race and Education (3)***
This course explores relationships between race, education, and inequality, and examines these intersections with a global lens. We begin with a historical exploration of colonialism in the social construction of racial difference and racial hierarchies. We study how the institution of school was integral in the expansion of empire and nation building. The course examines schooling as a site entrenched in larger webs of racial stratification in efforts to understand the (re)production and contestation of inequalities. Finally, we study how education (more broadly defined) has been drawn upon towards racial justice and reimagining societies.

05:300:465 ***Sexuality, Gender, and the Politics of U.S. Public Schooling (3)***
As Americans became increasingly aware of differing sexualities and multiple genders, the public school site has become a venue for great battles over which understandings will be transmitted--and which will not. From early concerns over public schools creating "sissified boys" to the contemporary debates over sexuality education, teen pregnancy, and gay-straight alliances, the public school site has been an arena of much public concern and anxiety around issues of sexuality and gender.

05:300:466 ***Urban Schools: Policy and Practice (3)***
This is an introduction to urban education. The course is designed to deepen your understanding of the complexity and challenge of providing quality education in urban schools. It also aims to inspire you with examples of innovative and successful education programs in urban settings. We will examine urban education from a variety of disciplines and perspectives. You will conduct research of urban communities and schools. The class is centered around the following key questions: How do urban contexts shape urban schools? What is the role of schooling both in producing and reducing economic inequality? How do youth develop as learners in urban settings? What practices push this development in a positive direction?

05:300:467 ***Global Education: 21st-Century Trends and Issues (3)***
Introduces students to critical global themes and issues shaping the design, delivery, and impact of educational policies and practices in the United States, as well as internationally. Students will analyze how rapidly evolving networks of global communication, patterns of world migration, trade and environmental change, efforts to manage regional and global conflicts, and movements to expand social justice and realize guarantees of human rights are changing both the content and processes used in diverse educational settings, including schools, workplaces, and other institutions. Competing (and often conflicting) conceptions of global citizenship will also be examined, along with their implications for what it means to be an educated person during the 21st century.

05:300:468 ***Migration, Globalization, and U.S. Education (3)***
Globalization and mass migration are reconfiguring the modern world and reshaping the contours of nation-states. This course focuses on the experiences of the youngest members of these global migration patterns--children and youth--and asks: What do these global flows mean for educating young people to be members of the multiple communities to which they belong? What is globalization and why is it leading to new patterns of migration? How do children and youth experience ruptures and continuities across contexts of migration? How do language policies affect young people's capacity to be educated in a new land? What does it mean to forge a sense of belonging and citizenship in a "glocalized" world, and how does this challenge our models of national citizenship? How are the processes by which young people are incorporated into their new country entwined with structures of race, class, and gender? Drawing on fiction, autobiography, and anthropological and sociological research this class will explore these questions from a variety of disciplinary perspectives.

05:300:469 ***Queer Issues in School (3)***
Introduces students to queer issues as they arise in and around U.S. public schools. Draws on multiple disciplines (e.g. history, sociology, law) to examine the intersections of queer issues and queer theory, the experiences of queer students and queer educators historically and at the present, educational laws and policies, curricula and pedagogies, intersectionality and queer diversities, and queer activism. Using course readings, class discussions and activities, and written reflections, students will learn to apply queer theory to begin uncovering queer erasure, homophobia, and heterosexism in schooling contexts. In addition, students will collaborate toward designing more socially just formations of U.S. public schooling vis-a-vis queer issues.

05:300:470 ***Human Rights and Education (3)***
Explores critical relationships between education in the United States and the core concepts, policies, and practices of international rights. Course topics include: the historic development of international human rights law and policies, the rights of children, historic and contemporary conflicts in the USA dealing with the right to public education, and the theory and practices related to building a human rights culture in school settings. Course readings, activities, and assessments are designed for application to any school setting and are not focused on a single subject field or certification program. Online conferences with experts in the field of human rights education will be implemented during the semester for course participants.
Prerequisite: Acceptance into Graduate School of Education graduate program.

05:300:471 ***Teaching Social Studies in Elementary School (3)***
Examines strategies and materials for teaching social studies in the elementary school. Focuses on a cluster of teaching models to engage children in the active pursuit of knowledge, skills, and values.
Prerequisite: Admission to the teacher education program.

05:300:472 ***Materials, Methods, and Assessment for Secondary Social Studies (3)***
Study of instructional practices, curricular trends, and teaching materials used in social studies.
Prerequisites: 05:300:200. Admission to the social studies teacher education program.

05:300:474 ***Integrated Curriculum with Young Children (3)***
Over the course of the semester, students will learn how early childhood teachers use children's experiences, interests, and ways of learning (e.g., play) to plan responsive curricula that also teaches specific content and helps children to learn how to learn in more formal contexts. To understand how teachers of young children integrate subject matter in a student-centered environment, this class will focus on methods of inquiry and sources of knowledge that can be used with young children.

05:300:480 ***Literacy for Students with Disabilities (3)***
Focuses on instructional practices in special education. Explores special education approaches to teaching literacy to students with disabilities and/or at-risk learners. Procedures covered are applicable to inclusive, as well as more restrictive settings, and address the needs of students from a broad array of cultural, linguistic, and economic backgrounds. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.
Prerequisite: Admission to the special education teacher education program.

05:300:481 ***Materials and Methods in Special Education (3)***
This course focuses on instructional practices in special education. Students will learn to plan instruction for students with disabilities. They will learn a variety of research-based instructional strategies for diverse learners. Students will learn to develop lesson plans for a variety of instructional settings and in collaboration with other professionals. Research-based practices will be used to plan instruction, implement instruction, and evaluate instructional effectiveness. This course is taken in conjunction with a field placement, where students apply specific procedures and strategies from class.
Prerequisites: 05:300:200 and 383.

05:300:488 ***Dance Clinical Practice Phase 2a (2)***
This Clinical Practice requires a minimum of 181 hours of classroom practice (two full days per week) in an assigned GSE clinical partnership school under the supervision of a fully credentialed cooperating teacher in the candidate's area of anticipated licensure.
Prerequisites: Admission to the teacher education program and successful completion of Clinical Experience Phase 1.

05:300:489 ***Dance Clinical Practice Phase 2b (2)***
This Clinical Practice requires a minimum of 181 hours of classroom practice (two full days per week) in an assigned GSE clinical partnership school under the supervision of a fully credentialed cooperating teacher in the candidate's area of anticipated licensure.
Prerequisites: Admission to the teacher education program and successful completion of Dance Clinical Experience Phase 2a.

05:300:494 ***Literacy Development in the Early Years (3)***
Focus on literacy skills for children from birth through third grade. Emphasis on emergent literacy strategies, language and vocabulary development, word study, comprehension, writing, and parent involvement. Children's literature is explored.
Prerequisites: 05:300:200, admission to the teacher education program.

05:300:495 ***Literacy Development in the Elementary and Middle School (3)***
Focus on literacy skills for grades 3-8. Emphasis on higher order comprehension skills, vocabulary development, content area reading, writing, and struggling readers. Upper elementary and adolescent literature is explored.
Prerequisites: 05:300:200, admission to the teacher education program.

05:300:498 ***Clinical Experience Phase 1 (.5)***
This clinical internship requires 50-60 hours of structured observation and guided participation in a GSE partnership school. Activities include: working with individual and small groups of students; participating in school and community activities geared toward youth development; analyzing and understanding the context of urban schools; observing and analyzing the experiences of students in urban schools including emerging bilinguals and students with special needs.
Prerequisite: Admission into initial licensure program.

05:300:499 ***Clinical Practice Phase 2 (4)***
This Clinical Practice requires a minimum of 181 hours of classroom practice (two full days per week) in an assigned GSE clinical partnership school under the supervision of a fully credentialed cooperating teacher in the candidate's area of anticipated licensure.
Prerequisites: Admission to the teacher education program and successful completion of Clinical Experience Phase 1.

Faculty, Administration, and Centers (GSE)

FACULTY, ADMINISTRATION, AND CENTERS

Key to Abbreviations

Educational Psychology Faculty

Educational Theory, Policy, and Administration Faculty

Learning and Teaching Faculty

Graduate Faculty

Higher Education Faculty

Administration

Selected Centers and Partnerships

Key to Abbreviations (GSE)

KEY TO ABBREVIATIONS

The following abbreviations are used in several of the faculty listings:

CTAAR Center for Teaching Advancement and Assessment Research

CESP Center for Effective School Practices

CMSI Center for Minority Serving Institutions

DIMACS Center for Discrete Mathematics and Theoretical Computer Science

EJBSPPP Edward J. Bloustein School of Planning and Public Policy

GSE Graduate School of Education

NIEER National Institute for Early Education Research

OIRAP Office of Institutional Research and Academic Planning

RWJMS Robert Wood Johnson Medical School

SAS School of Arts and Sciences

SAS-N School of Arts and Sciences-Newark

SC&I School of Communication and Information

SEBS School of Environmental and Biological Sciences

SGS School of Graduate Studies

SMLR School of Management and Labor Relations

Educational Psychology Faculty (GSE)

EDUCATIONAL PSYCHOLOGY FACULTY

Chair: Clark Chinn (732-932-7496; email: clark.chinn@gse.rutgers.edu)

Distinguished Professors

Clark A. Chinn, Ph.D., Illinois (Urbana-Champaign)

Marybeth Gasman, Ph.D., Indiana

Professors

Janice Gobert, Ph.D., Toronto

Lorraine D. McCune, Ed.D., Rutgers

Ann O'Connell, Ed.D., Columbia (Teachers College)

Angela M. O'Donnell, Ph.D., Texas Christian

Saundra M. Tomlinson-Clarke, Ph.D., Florida State

Associate Professors

Nichole M. Garcia, Ph.D., California (Los Angeles)

Judith R. Harrison, Ph.D., Texas A&M

Ebelia Hernandez, Ph.D., Indiana (Bloomington)

Matthew J. Mayer, Ph.D., Maryland (College Park)

Dake Zhang, Ph.D., Purdue

Assistant Professor

Ian Levy, Ed.D., Columbia (Teachers College)

Emily Weiss, Ph.D., University of Pennsylvania

Assistant Professor of Professional Practice

Stephanie Brescia, Ph.D., Rutgers

Kathy Shoemaker, Ph.D., Montclair State

Instructor of Professional Practice

Leslie Calabrese, M.A., New Jersey City

Educational Theory, Policy, and Administration Faculty (GSE)

EDUCATIONAL THEORY, POLICY, AND ADMINISTRATION FACULTY

Chair: Melinda Mangin (848-932-0679; email: ben.justice@gse.rutgers.edu)

Distinguished Professors

W. Steven Barnett, Ph.D., Michigan (Ann Arbor)

Benjamin Justice, Ph.D., Stanford

Professors

Melinda Mangin, Ph.D., Rutgers

Associate Professors

Tanja Carmel Sargent, Ph.D., Pennsylvania

Assistant Professor

Kevin Clay, Ph.D., Rutgers

Karishma Desai, Ed.D., Columbia (Teachers College)

Krystal Strong, Ph.D., Rutgers

Assistant Professor of Professional Practice

Gail Verona, Ed.D., Rutgers

Learning and Teaching Faculty (GSE)

LEARNING AND TEACHING FACULTY

Chair: Carrie Lobman (848-932-0809; carrie.lobman@gse.rutgers.edu)

Distinguished Professors

Gerald A. Goldin, Ph.D., Princeton

Carolyn A. Maher, Ed.D., Rutgers

Lesley M. Morrow, Ph.D., Fordham

Sharon Ryan, Ed.D., Columbia (Teachers College)

Keith H. Weber, Ph.D., Carnegie Mellon

Professors

Daniel Battey, Ph.D., California (Los Angeles)

Alisa Belzer, Ph.D., Pennsylvania

Ravit Duncan, Ph.D., Northwestern

Mary Elizabeth Curran, Ph.D., Wisconsin (Madison)

Drew Gitomer, Ph.D., Pittsburgh

Juan Pablo Mejia-Ramos, Ph.D., Warwick (UK)

Associate Professors

Sarah Gallo, Ph.D., University of Pennsylvania

Nora Hyland, Ph.D., Illinois (Urbana-Champaign)

Lauren Kelly, Ph.D., Columbia (Teachers College)

Amy Lewis, Ed.D., Rutgers

Carrie Lobman, Ed.D., Columbia (Teachers College)

Cheryl A. McLean, Ph.D., Georgia

Nicole Mirra, Ph.D., California (Los Angeles)

Esther Ohito, Ed.D., Columbia (Teachers College)

Christelle Palpacuer-Lee, Ed.D., Rutgers

Helane Rosenberg, Ph.D., Florida State

Assistant Professor

Shanique J. Lee, Ph.D., North Carolina (Charlotte)

Robert Zisk, Ph.D., Rutgers

Assistant Professors of Practice

Tasha Austin, Ed.M., Rutgers

Michelle Macchia, Ed.D., Rutgers

Maqueda Randall-Weeks, Ed.D., Harvard

Graduate Faculty (GSE)

GRADUATE FACULTY

Directors of Graduate Program:
Ebelia Hernández (848-932-0818; email: ebelia.hernandez@gse.rutgers.edu);
Tanja Sargent (848-932-0732; email: tanja.sargent@gse.rutgers.edu);
Juan Pablo Mejia Ramos (848-932-0806, email: pablo.mejia@gse.rutgers.edu)

Members of the Graduate Faculty

W. Steven Barnett, Board of Governors Professor of Educational Theory, Policy, and Administration, GSE; Ph.D., Michigan (Ann Arbor)
Economics of education; educational policy; evaluation

Dan Battey, Professor of Learning and Teaching, GSE; Ph.D., California (Los Angeles)
Professional development; elementary mathematics; equity; racialization

Alisa A. Belzer, Professor of Learning and Teaching, GSE; Ph.D., Pennsylvania
Adult literacy education; professional development; policy

Wanda J. Blanchett, Dean and Distinguished Professor, GSE; Ph.D., Pennsylvania State
Race and equity in education; special education; teacher education

Clark A. Chinn, Professor of Educational Psychology, GSE; Ph.D., Illinois (Urbana-Champaign)
Learning through inquiry; epistemic practices and epistemic cognition; argumentation and reasoning; collaborative learning; conceptual change

Mary E. Curran, Associate Dean for Local-Global Partnerships, Professor of Learning and Teaching, GSE; Ph.D., Wisconsin (Madison)
Language teacher education; community-engaged learning; global education

Karishma Desai, Assistant Professor of Educational Theory, Policy, and Administration, GSE; Ed.D., Teachers College, Columbia
Gender; anthropology of education; feminist theory; critical development studies; childhood and youth

Ravit Golan Duncan, Associate Professor of Learning and Teaching, GSE; Ph.D., Northwestern
Learning; curriculum design; teacher preparation in science education

Sarah Gallo, Associate Professor of Learning and Teaching, GSE; Ph.D., Pennsylvania
Anthropologist of education of bilingual and immigrant education

Nichole Garcia, Assistant Professor of Educational Psychology, GSE; Ph.D., California (Los Angeles)
Higher education; women of color; feminisms; critical race theory; Latinx communities

Marybeth Gasman, Samuel DeWitt Proctor Endowed Chair in Education and Distinguished Professor of Educational Psychology, GSE; Ph.D., Indiana (Bloomington)
History; Black colleges; philanthropy; leadership; race and equity

Drew Gitomer, Rose and Nicholas DeMarzo Chair in Education and Professor of Learning and Teaching, GSE; Ph.D., Pittsburgh
Measurement of teaching quality; teacher knowledge; educational policy; instructional artifacts; classroom artifacts

Martin Gliserman, Associate Professor of English, SAS; Ph.D., Indiana (Bloomington)
Psychoanalysis/literature (narrative); cognitive science; technology-based learning; intelligent tutoring systems for science; skill acquisition; performance assessment via log files; educational data mining

Gerald A. Goldin, Distinguished Professor of Learning and Teaching, GSE; Ph.D., Princeton
Mathematics education; theoretical physics

Judith R. Harrison, Assistant Professor of Educational Psychology, GSE; Ph.D., Texas A&M
Special education; services for youth with emotional and behavioral disorders

Ebelia Hernández, Associate Professor of Educational Psychology, GSE; Ph.D., Indiana (Bloomington)
Latinx college student experience; student development; critical methodologies

Nora E. Hyland, Associate Dean and Faculty Director of Teacher Education, GSE; Ph.D., Illinois (Urbana-Champaign)
Race, class, gender, and sexuality within the sociocultural context of schools; urban/social justice teacher education

Lee Jussim, Distinguished Professor of Psychology, SAS; Ph.D., Michigan (Ann Arbor)
Social perception; interpersonal expectations; stereotypes

Benjamin Justice, Professor of Educational Theory, Policy, and Administration, GSE; Ph.D., Stanford
Religion and public education; social and civic education; education in nation building

Lauren Leigh Kelly, Assistant Professor of Learning and Teaching, GSE; Ph.D., Teachers College, Columbia
Hip-hop literacies; critical consciousness; culturally responsive pedagogy

Barbara A. Lee, Distinguished Professor of Human Resource Management, SMLR; Ph.D., Ohio State
Employment discrimination; higher education law

Michael L. Lewis, University Distinguished Professor, GSAPP; Ph.D., Pennsylvania
Developmental psychology

Carrie Lobman, Associate Professor of Learning and Teaching, GSE; Ed.D., Teachers College, Columbia
Teacher education; performatory approaches to learning and teaching; early childhood education

Barbara R. Louis, Associate Professor of Pediatrics, RWJMS; Ph.D., Rutgers
Nature of intelligence; giftedness

Carolyn A. Maher, Distinguished Professor of Learning and Teaching, GSE; Ed.D., Rutgers
Mathematics education

Melinda Mangin, Associate Professor of Educational Theory, Policy, and Administration, GSE; Ph.D., Rutgers

Teacher leadership, instructional leadership, professional learning, LGBTQ-inclusive practices, and trans studies in education.

Matthew J. Mayer, Associate Professor of Educational Psychology, GSE; Ph.D., Maryland (College Park)
School violence prevention; taking a transdisciplinary approach; developmental psychology

Cheryl A. McLean, Associate Professor of Learning and Teaching, GSE; Ph.D., Georgia
Adolescent literacy; narrative inquiry; teacher education

Juan Pablo Mejía Ramos, Associate Professor of Learning and Teaching, GSE; Ph.D., Warwick (UK)
Mathematical reasoning; argumentation; proof

Naftaly H. Minsky, Professor of Computer Science, SAS; Ph.D., Hebrew University of Jerusalem (Israel)
Computer science

Nicole Mirra, Assistant Professor of Learning and Teaching, GSE; Ph.D., California (Los Angeles)
Adolescent critical and digital literacies; youth civic engagement; teacher education

Lesley M. Morrow, Distinguished Professor of Learning and Teaching, GSE; Ph.D., Fordham
Literacy development

Joseph I. Naus, Professor of Statistics, SAS; Ph.D., Harvard
Statistics and probability

Geraldine Oades-Sese, Associate Professor of Pediatrics, RWJMS; Ph.D., Fordham

Angela M. O'Donnell, Professor of Educational Psychology, GSE; Ph.D., Texas Christian
Educational psychology; collaborative and cooperative learning

Arthur B. Powell, Professor of Urban Education, SAS-N; Ph.D., Rutgers
Communication; technology; mathematics learning and teaching; ethnomathematics; rational numbers

Fred S. Roberts, Distinguished Professor of Mathematics, SAS/DIMACS; Ph.D., Stanford
Discrete mathematical models; graph theory; decision-making; measurement theory

Mark G. Robson, Board of Governors Distinguished Service Professor of Plant Biology, SEBS; Ph.D., Rutgers
Horticulture; public health

Joseph Rosenstein, Distinguished Emeritus Professor of Mathematics, SAS; Ph.D., Cornell
Mathematics education

Sharon K. Ryan, Professor of Learning and Teaching, GSE; Ed.D., Columbia
Early childhood education

Michael E. Saks, Distinguished Professor of Mathematics, SAS/DIMACS; Ph.D., Massachusetts Institute of Technology
Theory of computation; external set theory; partially ordered sets; graph theory

Tanja C. Sargent, Associate Professor of Educational Theory, Policy, and Administration, GSE; Ph.D., Pennsylvania
Sociology of education; comparative and international education; China

Lawrence Scanlon, Associate Professor of English, SAS; Ph.D., Johns Hopkins
Medieval studies theory; pedagogy; humanities computing

Saundra M. Tomlinson-Clarke, Professor of Educational Psychology, GSE; Ph.D., Florida State
Multicultural, psychosocial development

Carl E. Van Horn, Distinguished Professor of Public Policy, EJBSPPP; Ph.D., Ohio State
Employment policy and public policy

Robert Wilson, Professor of Mathematics, SAS; Ph.D., Yale
Mathematics

Nancy Wolff, Professor of Urban Studies and Community Health, EJBSPPP; Ph.D., Iowa
Methodology; costing methods; program evaluation

Dake Zhang, Associate Professor of Educational Psychology, GSE; Ph.D., Purdue
Special education

Associate Members of the Graduate Faculty

Carrie Ferraro, Associate Director of Marine and Coastal Sciences, SEBS; Ph.D., Rutgers
Data literacy; STEM education; workforce development

Amy D. Lewis, Assistant Professor of Learning and Teaching, GSE; Ed.D., Rutgers
Examining teacher preparation program structures; curriculum; instruction

Michelle Macchia, Assistant Professor of Professional Practice/Partnerships, GSE; Ed.D., Rutgers
Social justice; teacher-led collaborative inquiry; early literacy; inequity

Christelle Palpacuer-Lee, Assistant Professor of Learning and Teaching, GSE; Ed.D., Rutgers
Teacher development; global education; discourse analysis; arts-based research

Maqueda Randall-Weeks, Assistant Professor of Learning and Teaching, GSE; Ed.D., Harvard
Strategic educator engagement in policy and instructional practice reforms

Julia Sass Rubin, Associate Professor, EJBSPPP; Ph.D., Harvard
Parental education policy activism and impact of charter schools on host communities

David Shernoff, Associate Professor of School Psychology, GSAPP; Ph.D., Chicago
Influences on student engagement to learn, such as professional development

Michelle Van Noy, Assistant Research Professor, SMLR; Ph.D., Columbia
Education and work; community colleges; career decisions; credentials

Higher Education Faculty (GSE)

HIGHER EDUCATION FACULTY

Degree Programs Offered: Doctor of Philosophy

Director of Graduate Program: Ebelia Hernandez (848-932-0844; email: ebelia.hernandez@gse.rutgers.edu)

Higher Education Program Faculty

Ebelia Hernández, Associate Professor of Educational Psychology and Graduate Program Director, Ph.D. in Higher Education, GSE. Ph.D., Indiana

Clark A. Chinn, Professor of Educational Psychology, GSE. Ph.D., Illinois (Urbana-Champaign)

Cara Cuite, Graduate Faculty, Nutritional Sciences, SEBS. Ph.D., Rutgers

Adrienne E. Eaton, Professor of Labor Studies and Employment Relations, SMLR. Ph.D., Wisconsin

Nichole M. Garcia, Assistant Professor of Educational Psychology, GSE. Ph.D., California (Los Angeles)

Marybeth Gasman, Distinguished Professor and Samuel DeWitt Proctor Endowed Chair in Education, GSE. Ph.D., Indiana

Gary A. Gigliotti, Professor of Economics, SAS; Associate Vice President of Academic Affairs, Teaching and Research. Ph.D., Columbia

Benjamin Justice, Professor of Educational Theory, Policy, and Administration, GSE. Ph.D., Stanford

Susan E. Lawrence, Associate Professor of Political Science, SAS; Associate Dean, Office of Undergraduate Education. Ph.D., Johns Hopkins

Barbara A. Lee, Distinguished Professor of Human Resource Management, SMLR. Ph.D., Ohio State

Beth L. Leech, Professor of Political Science, SAS. Ph.D., Texas A&M

Catherine A. Lugg, Professor Emeritus of Educational Theory, Policy, and Administration, GSE. Ph.D., Pennsylvania State

Melinda Mangin, Professor and Chair, Department of Educational Theory, Policy, and Administration

Angela M. O'Donnell, Professor of Educational Psychology, GSE. Ph.D., Texas Christian

Brent D. Ruben, Distinguished Professor of Communication, SC&I; Executive Director of the Center for Organizational Development and Leadership; Ph.D., Iowa

Sharon Ryan, Distinguished Professor of Learning and Teaching, GSE. Ed.D., Columbia

Jorge Reina Schement, Distinguished Professor of Communication Policy, American Studies, and Latino-Caribbean Studies, SC&I. Ph.D., Stanford

Tobias Schulze-Cleven, Associate Professor of Labor Studies and Employment Relations, SMLR. Ph.D., California (Berkeley)

Susan J. Schurman, Distinguished Professor of Labor Studies and Employment Relations, SMLR. Ph.D., Michigan

Hana R. Shepherd, Assistant Professor of Sociology, SAS. Ph.D., Princeton

Saundra M. Tomlinson-Clarke, Professor of Educational Psychology, GSE. Ph.D., Florida State

Carl Edward Van Horn, Distinguished Professor of Public Policy, Bloustein School of Planning and Public Policy; Director of the John J. Heldrich Center for Workforce Development; Ph.D., Ohio State

Associate Members of the Program Faculty

Stephanie A. Brescia, Assistant Professor of Practice of Educational Psychology, GSE PhD., Rutgers

Andrea Conklin Bueschel, Senior Vice President for Administration and Chief of Staff to the President. Ph.D., Stanford

Joan Collier, Associate Director for Assessment and Research in Residence Life. Ph.D., Georgia

Ralph A. Gigliotti, Director of Leadership Development and Research, Rutgers Center for Organizational Leadership. Ph.D., Rutgers

Michael Klein, Rockefeller Institute Fellow. Ph.D., New York

Lawrence Nespoli, President (retired), New Jersey Council of County Colleges. D.Ed., Pennsylvania State

Michelle Van Noy, Education and Employment Research Center, SMLR. Ph.D., Columbia

Dayna Weintraub, Director of Research and Assessment, Ph.D., California (Los Angeles)

Administration (GSE)

ADMINISTRATION

Christopher Span, Dean

Amy Wollock, Senior Assistant Dean of Enrollment Management and Academic Affairs

John Anciano, Senior Director for Finance and Administration

Mary Curran, Associate Dean for Local-Global Partnerships

Matthew Winkler, Assistant Dean for Advisement

Darren Clarke, Senior Director of Strategic Alliances and Online Programs

Clark A. Chinn, Chair, Department of Educational Psychology

Melinda Mangin, Chair, Department of Educational Theory, Policy, and Administration

Carrie Lobman, Chair, Department of Learning and Teaching

Professors Emeriti

Harold W. Beder

James Bliss

Sarane Boocock

Kenneth Carlson

Warren D. Crown

Gordon Darkenwald

Richard DeLisi

Charles Drawbaugh

Janet Emig

Earl V. Farrow

William A. Firestone

Nydia Flores

William C. Garner

John J. Geyer

James Giarelli

William Gillooly

Rodney Hartnett

Ronald T. Hyman

Martin Kling

Mary Malone

Jack L. Nelson

Douglas Penfield

Wallis Reid

Carl Schaefer

Milton Schwebel

Adam Scrupski

Nobuo Shimahara

Annell L. Simcoe

Jeffrey K. Smith

Dorothy Strickland

Daniel Tanner

Stanley J. Vitello

Duncan E. Walton

Carol Weinstein

Selected Centers and Partnerships (GSE)

SELECTED CENTERS AND PARTNERSHIPS

Selected Centers and Partnerships (GSE)

Center for Effective School Practices

Center for Effective School Practices

Executive Director: Cynthia Blitz, Ph.D.

Website: Here

The Center for Effective School Practices (CESP) is an equity-focused unit of the Graduate School of Education dedicated to excellence and integrity in applied research and evaluation.

CESP regularly partners with educational institutions and funding agencies to provide technical assistance, conduct high-impact mixed-methods research, mitigate systemic inequities across disciplines, and improve educational outcomes for all learners.

Funded by the National Science Foundation, National Institutes of Health, and state and federal Departments of Education, CESP develops and executes innovative and impactful projects on educational initiatives in addition to serving as internal and external evaluators on large-scale research projects.

For more information, please contact Vivian Allen, Center for Effective School Practices, 80 Cottontail Lane, Suite 210, Somerset, NJ 08873, by phone: 732-564-9100, ext. 16, or email: vivian.allen@gse.rutgers.edu

Selected Centers and Partnerships (GSE)

Center for Mathematics, Science, and Computer Education

Center for Mathematics, Science, and Computer Education

Director: David J. Shernoff

Associate Director: Edward Cohen

Senior Program Administrator: Brielle Kociolek

Senior Program Coordinator: Meeta Desai

Website: Here

The Center for Mathematics, Science, and Computer Education (CMSCE) brings together the expertise of individuals from many disciplines, within and outside the Graduate School of Education, to contribute to the achievement of educational excellence. It fosters collaborations among educators, researchers, and business leaders to enhance the learning and teaching of mathematics, technology, engineering, and science (STEM). The center offers in-district embedded professional development, mentoring, coaching, and curriculum development, as well as workshops at the CMSCE. The center has particular expertise and experience in high-quality, ongoing teacher education and training mathematics. We are on the forefront of training and implementation of integrative STEM and STEAM education, the Next Generation Science Standards, maker education, climate change education, engagement and motivation, project-based learning, and 21st-century skills and technologies. With the support of federal and state grants, we have formed partnerships with school districts throughout New Jersey.

For more information, contact Center for Mathematics, Science, and Computer Education, 3 Rutgers Plaza, New Brunswick, NJ 08901 (phone: 848-932-4915) or (email: cmsce@docs.rutgers.edu).

Selected Centers and Partnerships (GSE)

Rutgers Center for Minority Serving Institutions

Rutgers Center for Minority Serving Institutions

Executive Director: Marybeth Gasman, Ph.D., Samuel DeWitt Proctor Endowed Chair in Education, Distinguished Professor, and the Executive Director of the Rutgers Center for Minority Serving Institutions

Website: Here

Located at the Rutgers Graduate School of Education and housed within the Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice, the Rutgers Center for Minority Serving Institutions' (CMSI) mission is to: elevate the educational contributions of Minority Serving Institutions (MSIs), ensuring their participation in national conversations; increase rigorous scholarship on MSIs; connect MSI academic and administrative leadership to leading reform initiatives in the United States; inform administrative, instructional, and philanthropic practices at MSIs; advance effective policies that have a positive impact on strengthening MSIs, the development and support of their students and faculty, and the quality of the elementary and secondary schools within their communities; bring together MSIs around their common interests, strengths, and challenges to increase efficiency and optimize resources; and enhance the efforts of MSIs to close educational achievement gaps and assessment performance of disadvantaged communities.

CMSI serves as a repository for research, data, best practices, emerging innovations, and ideas on and within MSIs. With support from our sponsors, CMSI supports MSIs, researchers, policy makers, funders, and practitioners to promote the strengths and address challenges facing these institutions, and scholars to promote the strengths and address challenges facing these institutions.

For more information, please contact Marybeth Gasman, Ph.D., Samuel DeWitt Proctor Endowed Chair in Education, Distinguished Professor, and the Executive Director of the Rutgers Center for Minority Serving Institutions, Rutgers, The State University of New Jersey, Graduate School of Education, 10 Seminary Lane, Suite 110, New Brunswick, NJ 08901, 848-932-0774 or email marybeth.gasman@gse.rutgers.edu.

Selected Centers and Partnerships (GSE)

National Institute for Early Education Research

National Institute for Early Education Research

Director: W. Steven Barnett, Ph.D.

Website: Here

The National Institute for Early Education Research (NIEER) is dedicated to improving early childhood education and care for all children through research to inform policy and practice. The institute has a strong multidisciplinary research faculty representing education, psychology, child development, policy, and economics. NIEER offers independent research-based analysis, technical assistance, and professional development to policymakers throughout New Jersey, across the nation, and internationally. NIEER's studies have been published in top scientific journals, as well as in nonacademic formats designed to meet the needs of policymakers and practitioners for timely, accurate, and succinct reports focused on issues of current concern. NIEER provides technical assistance to elected and appointed officials, their staff, and program administrators. Advancing transparency and accountability in public policy related to early childhood education is a particular focus of the institute.

For additional information, contact Ashlee Davison, NIEER, 536 George Street, New Brunswick, NJ 08901 (email: adavison@nieer.org).

Selected Centers and Partnerships (GSE)

Robert B. Davis Institute for Learning

Robert B. Davis Institute for Learning

Director: Carolyn A. Maher, Rutgers University-New Brunswick

Associate Director: Arthur B. Powell, Rutgers University-Newark

Website: Here

Scholarly work at the Robert B. Davis Institute for Learning (RBDIL) focuses on the nexus of research and educational practice, particularly issues of learning and teaching in the content area of mathematics. Its mission is threefold: (1) to conduct detailed studies over time and across a variety of educational settings to identify how individual learners and groups of learners construct mathematical and forms of reasoning; (2) to understand how technology shapes and is shaped by learners mathematical activity; and (3) to use findings and products of research in teacher education to informing the design of learning environments and promoting instructional practices through which students develop critical thinking and reasoning abilities grounded in their understanding

of mathematics. A particular strength of the Davis Institute is fostering innovative and academically robust collaborations that bridge boundaries of departments, campuses, institutions, and nations. Intellectual leadership emanates from Rutgers University-New Brunswick and Rutgers University-Newark, and faculty from diverse departments--computer science, digital library systems, educational psychology, learning and teaching, mathematics, statistics, and urban education--are among the Davis Institute's research scientists. Its collaborative partners include faculty researchers at universities in the United States and internationally, as well as school personnel who participate in research and professional learning opportunities.

Graduate students at Rutgers pursuing an Ed.M., an Ed.D., or a Ph.D. degree are active partners in research and teacher development initiatives through working with faculty affiliated with the RBDIL Institute. They are introduced to research through innovative, technology-rich courses taught by our faculty, initially designed for study contexts and subsequently institutionalized. Projects include: multiple longitudinal studies on the development of mathematical ideas and ways of reasoning; teacher learning about student reasoning from videos; eMath studies of collaborative problem solving in online environments and with tools of dynamic mathematics; cyber-enabled design research using videos on children's learning in pre-service and in-service teacher education; and cyber-learning studies on the construction of multimedia artifacts, such as creating video narratives, that utilize a major video collection from more than a quarter century of research at the RBDIL.

For additional information, contact Carolyn Maher, Robert B. Davis Institute for Learning, Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ 08901-1183 (phone: 848-932-0802, or email: carolyn.maher@gse.rutgers.edu).

Selected Centers and Partnerships (GSE)

Samual DeWitt Proctor Institue for Leadership, Equity, and Justice

Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice

Executive Director: Marybeth Gasman, Ph.D., Samuel DeWitt Proctor Endowed Chair in Education, Distinguished Professor, and the Executive Director of Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice

Website: Here

The Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice (Proctor Institute) is a national center that focuses on issues of leadership, equity, and justice within the context of higher education. It brings together researchers, practitioners, and community members to work toward the common goals of diversifying leadership, enhancing equity, and fostering justice for all.

The Proctor Institute is named in honor of the late Samuel DeWitt Proctor, the first African American faculty member at the Graduate School of Education and the first to have an endowed professorship named after him. Proctor served as a Rutgers faculty member for 15 years and made significant contributions to advancing equitable practices in education, all while being committed to teaching, scholarship, mentoring, and service. Prior to Rutgers, Proctor was president of two historically Black colleges and universities (HBCUs)--North Carolina A&T University and Virginia Union University--associate director for the Peace Corps, a Civil Rights activist alongside Rev. Dr. Martin Luther King Jr., and a nationally renowned pastor.

The Proctor Institute is located at Rutgers University-New Brunswick, in the Graduate School of Education, and houses the Rutgers Center for Minority Serving Institutions (CMSI). The Rutgers Center for Minority Serving Institutions (CMSI) brings together researchers and practitioners from HBCUs, Tribal Colleges and Universities, Hispanic Serving Institutions, and Asian American, Native American, and Pacific Islander Serving Institutions.

For more information, please contact Marybeth Gasman, Ph.D., Samuel DeWitt Proctor Endowed Chair in Education, Distinguished Professor, and the Executive Director of Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice, Rutgers, The State University of New Jersey, Graduate School of Education, 10 Seminary Lane, Suite 110, New Brunswick, NJ 08901, 848-932-0774 or email marybeth.gasman@gse.rutgers.edu.

About The Dean (SC&I-G)

ABOUT THE DEAN

Dafna Lemish became the interim dean of the School of Communication and Information in 2022.

Dean Lemish is a media researcher in the fields of children, youth, and leisure culture. An International Communication Association fellow, she is the founding editor of the Journal of Children and Media. Her research interests include children and media, gender representations and identity construction, qualitative methodologies, and feminist theory. She has published numerous books, refereed journal articles, and book chapters. She is currently engaged in various research projects, including on the role of mobile media in parent-child interaction; grandparents mediating their grandchildren's media use; and media and identity in the lives of migrant-academics.

About The School of Communication and Information (SC&I-G)

ABOUT THE SCHOOL OF COMMUNICATION AND INFORMATION

The School of Communication and Information (SC&I) is a dynamic center of learning at the heart of the Rutgers University-New Brunswick College Avenue campus. Founded in 1982 with the merger of the Graduate School of Library and Information Studies, the School of Communication Studies, and the Department of Urban Journalism, SC&I research and teaching focuses on organizational communication, social and new media, library and information science, journalism and media studies, information technology, and health communication and information. The school's competitive and renowned programs prepare students for top careers in today's digital environment.

The school leads the university in the study of communication, information, and media processes, organizations, and technologies as they shape and define individuals, societies, and the relationships among them. Rapidly expanding communication and information technologies are drawing these distinct but allied fields closer together while, at the same time, extending beyond them and exerting a major influence on our society and its economic and cultural

endeavors. As a community of scholars and teachers SC&I is committed to educating individuals who will make lasting contributions to the interdisciplinary study and professional practice of communication, journalism and media, library and information science, and to society at large.

Fast Facts

- Close to 75 full-time faculty members in three departments: Communication, Journalism and Media Studies, Library and Information Science
- About 160 part-time faculty members, most of whom are highly accomplished communication, information, and media professionals working in the metropolitan area
- Over 2,300 undergraduate students pursuing one of three undergraduate majors: communication, information technology and informatics, journalism and media studies
- Over 600 students in two undergraduate minors: digital communication, information, and media; and gender and media
- Over 650 students--both on campus and online--in three master's programs: communication and media, health communication and information, and information
- Over 90 doctoral students
- On-site and online continuing education classes available
- Over 27,000 alumni
- Tuition is competitive with the top 10 national programs in these disciplines
- Located less than 40 miles from New York City and 60 miles from Philadelphia
- Faculty and students win national and international awards every year from scholarly and professional associations

The most up-to-date information about the School of Communication and Information may be found on the school's website.

Academic and Research Units (SC&I-G)

ACADEMIC AND RESEARCH UNITS

Academic and Research Units (SC&I-G)

Department of Communication

DEPARTMENT OF COMMUNICATION

The Department of Communication is dedicated to advancing knowledge about communication and its practice in society. The department examines how meaning is created and negotiated in human interaction to address the personal, professional, and public communication challenges and opportunities posed by 21st-century life. Students become leaders in private, public, and civil sectors by developing a deep and practical appreciation of how communication shapes the world in which we live. Research from the department's faculty experts examines the complexity of communication processes related to five focal areas: communication and technology, health communication, interpersonal communication, language and social interaction, and organizational communication.

Students may also acquire knowledge and skills allowing them to pursue careers related to strategic communication and public relations, leadership, health and wellness, relational and family communication, and a range of other options.

The department is linked to the following programs:

- Communication Major (leading to a bachelor's degree)
- Master of Communication and Media (M.C.M.)
- Master of Health Communication and Information (M.H.C.I.)
- B.A./M.C.M. Dual-Degree Program
- Communication area of the school's Ph.D. program

The following are foci of our faculty scholarship:

- Communication and Technology
- Health Communication
- Interpersonal Communication
- Language and Social Interaction
- Organizational Communication

The department also supports the Center for Communication and Health Issues, the Center for Organizational Leadership, the NetSCI Lab, the Laboratory for the Study of Applied Language Technology and Society (SALTS), and the Rutgers University Conversation Analysis Lab.

The Department of Communication faculty is comprised of experts in a variety of fields. The faculty include multiple national and international award winners, dissertation award winners, NCA and ICA division chairs, keynote presenters at national and international conferences, journal/book/encyclopedia editors and editorial board members for leading academic journals, authors of scholarly books, and those who have secured millions of dollars in grant funding. The adjunct faculty include recognized experts and professionals in fields related to the coursework.

Academic and Research Units (SC&I-G)

Department of Journalism and Media Studies

Department of Journalism and Media Studies

The Department of Journalism and Media Studies is concerned with both the practice of journalism and mass media and the impact of media and new technology on society; public policy and understanding; and the planning and development of public information systems. The full-time faculty combine both practical and research experience in journalism and media studies. In addition, the department draws upon a number of media practitioners as part-time faculty.

The department offers an undergraduate major leading to the bachelor of arts degree and a specialization within the master of communication and media program in digital media, and it participates in the school's doctoral program with a specialization in media studies.

Faculty research examines a broad range of questions and problems in journalism, media, and society and draws upon a breadth of research traditions and approaches. Topics of study include the role of increasingly global media in democracy, the intersection of popular culture and the media, the impact of new and emerging technologies on media and society, historical perspectives on media, and ethical and professional issues framing and affecting journalism, media, and society.

Academic and Research Units (SC&I-G)

Department of Library and Information Science

Department of Library and Information Science

The focus of the Department of Library and Information Science is on how people and organizations find and use information. Our research interests range from knowledge management to children's literature, digital libraries, the organizational impact of new technology, interfaces and economics of information, and the design and evaluation of information services. The department offers an undergraduate information technology and informatics major leading to the bachelor of arts degree, a master of information degree, and participates in the school's doctoral program with multiple specializations.

Our master's program ranks sixth in the nation according to *U.S. News & World Report*, drawing students to both its New Jersey-based campus and to its online learning option. Our undergraduates and Ph.D. students win awards from student and scholarly associations. The graduates from all of our programs find employment as scholars, in traditional professional roles in libraries and information agencies, and in many high-tech industries and organizations.

The department's research program spans library and information science from youth services to information retrieval and from policy to school media. The faculty are widely published and heavily cited in these and other areas, supporting the high status of the master of information (M.I.) program in national rankings, informing the undergraduate program, and contributing to the education of Ph.D. students. The faculty design and study new information technologies and new uses for information and media. Research addresses the organization and dissemination of information; the design, management, and evaluation of information services and systems; and diverse topics in professional education for library and information science. There are many opportunities for students at every level to become involved in faculty research projects, gaining valuable hands-on understanding of the interplay between new research and the cumulative achievements of the field. Faculty in the Department of Library and Information Science have interactions across the university with other faculty members from departments as varied as cognitive science, computer science, business, and education.

Members of the library and information science faculty serve as editors of internationally recognized journals in their fields of interest, and their research is supported by organizations such as the National Science Foundation, the Council on Library and Information Resources, the Defense Advanced Research Projects Agency, the U.S. Department of Education, and the Special Libraries Association, as well as individual libraries.

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

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

Academic and Research Units (SC&I-G)

Centers, Labs, and Clusters

Centers, Labs, and Clusters

Center for Communication and Health Issues

The Center for Communication and Health Issues (CHI) is a consortium of educators, counselors, and students with a mission to conduct research on communication and health issues affecting college students and to design, implement, and evaluate campus and community-based education, intervention, and prevention programs.

Center for International Scholarship in School Libraries

The Center for International Scholarship in School Libraries (CISSL) is dedicated to research, scholarship, education, and consultancy for school library professionals. It focuses on how learning in an information-age school is enabled and demonstrated by school library programs, and how inquiry-based learning and teaching processes can contribute to educational success and workplace readiness for learners. CISSL's Director is Professor Carol Kuhlthau and Professor Ross Todd is the Director of Research.

Health and Wellness Cluster

The Health and Wellness Cluster brings together faculty across the school whose research, teaching, and service focus centrally on closing disparities and improving health and wellness outcomes for individuals, groups, and communities in the United States and globally. Our work examines the evolving role that communication, information, and media play in facilitating personal and public health via a range of processes and mechanisms--health education and health literacy, risk communication, persuasion and social influence, social support, capacity-building, and informatics--and across a wide range of health challenges, including drug and alcohol addiction, cancer, HIV/AIDS, obesity, Alzheimer's disease, mental health, and wellness more generally. We work closely and

collaboratively with colleagues and practitioners across disciplines and professional practices to produce effective and sustainable solutions to these and other challenges, and we are equally committed to the education of our students and to the betterment of our communities.

HCI Lab for Health and Sustainability

HCI Lab for Health and Sustainability is an interdisciplinary research lab that studies human behaviors, creates new computing technologies, and evaluates the use of new systems in real-world settings to improve the quality of everyday life.

Media, Inequality, and Change Center (MIC)

The Media, Inequality, and Change Center (MIC) is a collaboration between Rutgers University's School of Communication and Information and the University of Pennsylvania's Annenberg School. The center explores the intersections between media, democracy, technology, policy, and social justice. MIC produces engaged research and analysis while collaborating with community leaders to help support activist initiatives and policy interventions. The center's objective is to develop a local-to-national strategy that focuses on communication issues important to local communities and social movements in the region, while also addressing how these local issues intersect with national and international policy challenges.

NetSCI Lab

The NetSCI Lab is dedicated to producing cutting edge network research, advancing theories of social networks, methods for network analysis, and the practical application of network research.

Rutgers Center for Organizational Leadership (OL)

The Rutgers Center for Organizational Leadership (OL) is a universitywide center at Rutgers University that provides programs and consultation in the areas of organizational advancement and academic and administrative leadership development. OL offers a wide array of programs and services to help administrators, faculty, staff, and graduate and medical students enhance their leadership and organizational knowledge and competencies. Formed in 1993, OL serves as a national leader in the areas of organizational quality and self-assessment, leadership development, and communication improvement in higher education.

Rutgers University Conversation Analysis Lab (RUCAL)

The Rutgers University Conversation Analysis Lab (RUCAL) brings together scholars with an interest in understanding the workings of social interaction across a wide variety of social settings and contexts. RUCAL faculty and students examine everyday communicative activities as they are captured in field recordings of naturally occurring interactions and study talk-in-interaction in both social and institutional settings.

SC&I Youth Cluster

SC&I Youth Cluster is a community of scholars from the School of Communication and Information at Rutgers University who explore the role of communication, media, information, and technology in the lives of young people and the people and institutions that surround them. Our mission is two-fold: 1) to provide opportunities within the school for support, synergy, and collaboration; 2) to advance knowledge within the field by identifying cutting-edge issues, and bringing to bear our collective skills to address these issues.

Social Media and Society Cluster

The Social Media and Society Cluster is a transdisciplinary unit within Rutgers School of Communication and Information that supports research extending across the boundaries of the i-School, communication, and media studies programs within the school.

Facilities (SC&I-G)

FACILITIES

The School of Communication and Information (SC&I) has offices, classrooms, and laboratories on the College Avenue campus of Rutgers University-New Brunswick in eight locations:

- The main SC&I building is at 4 Huntington Street, on the corner with College Avenue. It houses classrooms, computer and multimedia labs, administrative and faculty offices, research areas including a communication/interaction lab, conference rooms, and student study space.
- DeWitt House at 185 College Avenue houses faculty and research offices.
- SC&I Annex A at 192 College Avenue houses faculty and staff offices and a podcasting/multimedia lab.
- SC&I Annex B/Friedrich House, behind Annex A, houses faculty and doctoral student offices and a conference room.
- Huntington House at 184 College Avenue houses faculty offices, a conference room, and lounge space for doctoral students.
- Richardson House at 1 Richardson Street houses faculty and doctoral student offices.
- SC&I has a suite of rooms in Alexander Library, on the fourth floor in the Scholarly Communication Center, that houses faculty and doctoral student offices.
- The school's newest facility is at 191 College Avenue, housing faculty and doctoral student offices and a conference room.

Technology Infrastructure

Technology Infrastructure

The School of Communication and Information (SC&I) has a fiber infrastructure and gigabit switched Ethernet environment, and a fully virtualized environment that supports both Windows and Linux servers. In addition, SC&I has multiple research sandbox servers and storage arrays. These systems provide space and application services for the research and curricular needs of the SC&I community. The school is a founding partner in collaboration with the Rutgers Office of Information Technology and School of Arts and Sciences in an 80-node high performance-computing cluster. The school also contracts with cloud vendors including Amazon AWS, Microsoft Azure, and Box for required services. System maintenance, compliance with university privacy, and security policies are handled by the SC&I IT staff.

Technology facilities include multi-use classrooms and laboratories. Each of the 14 classrooms, conference rooms, and laboratory facilities is equipped with technology and display devices to enable presentations, small group collaboration, and participatory learning and research. All facilities are equipped with either Microsoft- or Apple-based systems. There are a total of 108 systems to provide for classroom/laboratory use and general computing needs. There are also 60 mobile devices including tablets and cell phones available for application development and testing.

SC&I provides a suite of industry standard software for web development, multimedia creation, presentations and programming, and development. All software is available on the systems used by the faculty, staff, and students in-house and many are available via remote access for online and on-campus students. All servers and systems implement security groups and limited permissions. Individuals who create and store data control who views that data and how it can be manipulated. The IT staff monitor and recommend information protection strategies to all users. Data can be shared via FTP or NFS encrypted and protected network folders in cloud-based services.

The IT staff have expertise in system administration, web and application design and development, research and instructional support, and new technology development. Faculty, staff, or students with technology needs can contact the IT Helpdesk at help@comminfo.rutgers.edu or 848-932-5555 for assistance.

Facilities (SC&I-G)

Libraries

Libraries

Rutgers University Libraries includes libraries at Rutgers University-New Brunswick, Rutgers University-Newark, and Rutgers University-Camden, which operate as a unified library system with coordinated public services, technical services, and collection development programs, including digital initiatives and a pioneering institutional repository. The libraries are committed to developing innovations in access services, information literacy, and digital initiatives. With over four million volumes and access to a world of electronic resources through membership in consortia such as the Association of Research Libraries, OCLC, and the Committee on Institutional Cooperation (the nation's premier higher education consortium of top-tier research institutions), the libraries are well able to serve the faculty, students, and staff of Rutgers University.

The Archibald Stevens Alexander Library, located on the College Avenue campus directly adjacent to the School of Communication and Information (SC&I), has extensive holdings in the research and curricular areas relevant to SC&I. For more information about the libraries, visit Rutgers University Libraries.

Academic Policies and Procedures (SC&I-G)

ACADEMIC POLICIES AND PROCEDURES

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

Registration and Course Information

Grades and Records

Cancellation of Classes

Absence Due to Religious Observance

Scholastic Standing

Graduation

Registration and Course Information (SC&I-G)

Registration and Course Information

Registration in credit-bearing courses requires formal admission to a degree or nondegree program, and payment of all charges to the university cashier are prerequisites to registration. Registration is a prerequisite to class attendance. All students who complete registration on time receive registration information by email for the following semester, and those who take part in registration receive term bills for the following semester. All students, regardless of method of payment, must make contact with the cashier each semester or their registration is canceled. Students who do not receive registration information by March 15 for the fall semester and by October 15 for the spring semester should contact the appropriate departmental office.

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

Summer Session registration must be accomplished in accordance with instructions from the Summer Session office.

Change of Courses

Change of Courses

Drop/add periods and the refunds associated with drop/add periods are posted for each semester by the registrar. During drop/add periods, students may drop a class without any notation appearing on the transcript; later in the semester a dropped class will result in a W on the transcript. There are published deadlines each semester for the last day to drop a course. A student who stops attending a course and fails to give notice to the registrar will receive a failing grade in that course. The date on which the registrar receives notice from the student governs the academic and financial consequences of the withdrawal.

Withdrawal

Withdrawal

Undergraduate students who wish to withdraw from a semester should contact their adviser for their four-year school.

A graduate student who wishes to withdraw from the semester does so by following the University Withdrawal Process found here. The appropriate School of Communication and Information program director also should be consulted. A student who leaves the university without officially withdrawing in this manner will receive a failing grade in each course. The date on which the registrar receives the written notice governs the academic and financial consequences of withdrawal. The last day for semester withdrawal is posted on the University Registrar's Registration Calendar each semester.

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

Registration and Course Information (SC&I-G)

Full- and Part-Time Students

Full- and Part-Time Students

For statistical, billing, and veteran certification purposes, a full-time undergraduate student is defined as one who is taking, during the fall and spring semesters, 12 or more credits. Half-time is defined as 6 to 11.99 credits, and fewer than 6 credits is defined as less than half time. In summer, a credit load of 6 or more credits is considered full time.

For statistical, billing, and veteran certification purposes, a full-time graduate student is defined as one who is taking 9 or more credits. Those taking less than 9 credits are part-time students. All courses, including those taken not-for-credit, are counted in computing the credits taken, except for VA certification. In Summer Session, a credit load of 4.5 or more credits is considered full time.

Registration and Course Information (SC&I-G)

Transfer of Credit

Transfer of Credit

Each School of Communication and Information program has unique policies about transferring credits. See each program listing for details.

Registration and Course Information (SC&I-G)

Interdepartmental Registration

Interdepartmental Registration

Undergraduates may register for courses across the university as permitted by each academic unit. However, students should review their plans with an adviser to assure they are meeting the requirements to graduate.

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

Registration and Course Information (SC&I-G)

Multiple School Registration

Multiple School Registration

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

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

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

Registration and Course Information (SC&I-G)

Undergraduate Enrollment in Master's Courses

Undergraduate Enrollment in Master's Courses

The School of Communication and Information has two dual-degree program s that that allow admitted upper-level undergraduate majors to apply to a master's program and begin taking coursework while still completing the undergraduate degree. The programs enable the students to complete a bachelor's degree within four years and a master's degree in a fifth year; or students may choose to enroll part time and complete the graduate degree over a longer period.

One pathway enables communication and journalism and media studies majors to apply to the master of communication and media (M.C.M.) program. One pathway enables information technology and informatics majors to apply to the master of information (M.I.) program. One pathway enables all communication, information technology and informatics, and journalism and media studies majors to apply to the Master of Health Communication and Information. Details about admission requirements and program options appear in the M.C.M., M.H.C.I., and M.I. sections of this catalog, and on the school's website. Upper-level Rutgers undergraduate students who are not seeking a complete graduate degree may apply to the director of the relevant master's program for permission to register for selected M.C.M., M.H.C.I., or M.I. courses. Permission is based on the student's academic record and professional and academic goals. Undergraduates may request to transfer the

graduate credits toward the master's degree if they are subsequently admitted to either program, provided such credits were not used for their undergraduate degree. Students wishing to make such transfers must register for E credits while in the undergraduate unit.

Registration and Course Information (SC&I-G)

Graduate Enrollment in Undergraduate Courses

Graduate Enrollment in Undergraduate Courses

Any course numbered 500 or above is designed for graduate students and normally carries credit toward one of the advanced degrees. Certain advanced undergraduate courses numbered in the 300s and 400s may be approved for a given graduate student, either as a regular part of his or her graduate program or as a means of remedying a deficiency in preparation. When a matriculated graduate student is permitted or requested to enroll in a course numbered below 500, explicit approval by the master's program director is required and the credit prefix G, N, or E appears on the transcript. See Grades and Records later in this chapter for rules related to credit prefixes. Students registering in undergraduate courses are subject to the policies of the undergraduate program offering the course.

Registration and Course Information (SC&I-G)

Courses Taken Not-for-Credit

Courses Taken Not-for-Credit

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

Grades and Records (SC&I-G)

Grades and Records

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

A	Outstanding.
B+	
B	Good.
C+	
C	Satisfactory. Only a limited number of courses with a grade of C are accepted for graduate credit; see Scholastic Standing.
F	Failing.
S/U	Satisfactory or unsatisfactory. Used for courses with the credit prefix N.
PA/ NC	Pass or no credit. Assigned upon completion of the work for specific courses.
W	Withdrawn without evaluation. Used when a student officially drops a course or withdraws during the first eight weeks of a semester.
IN	Incomplete. When a portion of coursework is incomplete and the instructor is unable to judge a student's course performance, the instructor may elect to assign a grade of IN. An incomplete remains on a student's record until course requirements are completed and the instructor assigns an appropriate letter grade. When a grade of IN is assigned, coursework must be completed within one year if the incomplete is to be converted to a grade. If unconverted, an incomplete becomes part of a student's permanent record.
T	Temporary. An instructor may assign a T followed by a grade when a portion of coursework is incomplete and the instructor is able to make a tentative judgment of a student's course performance on the basis of the portion completed. The grade assigned in conjunction with the T grade becomes the final grade, unless a better grade is reported as a result of the completion of coursework within the time allowed by the instructor. That time cannot extend beyond May 1 for fall and winter grades or December 1 for spring and summer grades. The symbol T has no meaning except when preceding a regular grade. The TZ grade is assigned only when a student is unable to finish his or her work or the instructor cannot submit a grade due to a verifiable emergency situation. The student and faculty member are urged to reach an agreement as soon as possible as to how the course should be completed. The TZ will have no immediate effect on a student's GPA; however, if the situation is not resolved within the following semester, the TZ will convert to an F, and the GPA will be recalculated accordingly.

Grades and Records (SC&I-G)

Provisional Grades

Provisional Grades

A provisional grade is either an incomplete (IN) or temporary (T) grade. Master's students whose records bear two or more provisional grades in credit-bearing courses are not permitted to register for subsequent semesters. See the section on Scholastic Standing for further details.

Grades and Records (SC&I-G)

Credit Prefixes

Credit Prefixes

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

E	Course excluded from credit toward a degree. The student must complete all coursework, including the final exam.
G	A 300- or 400-series undergraduate course for which credit toward the graduate degree sought has been approved (not applicable for nonmatriculated students).
N	Course taken not-for-credit; examination not required; final grade of S (satisfactory) or U (unsatisfactory) assigned.
P	Course taken on pass/no credit basis; only permitted by student's school and school offering course.

Registration instructions issued each semester by the registrar will inform students of how to accomplish registration with a credit prefix. Credit prefixes are only required under the above conditions.

Grades and Records (SC&I-G)

Warning Notices

Warning Notices

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

Grades and Records (SC&I-G)

Student Complaints about Grades

Student Complaints about Grades

Students wishing to file a complaint about a course grade or a grade received for a particular piece of work in a course should first attempt to resolve the matter through discussion with the instructor. If the issue cannot be satisfactorily resolved between student and instructor, the student may specify in writing the basis for the complaint and request a review by the departmental chair or program director. A written complaint about a grade for work completed while the course is in progress must be submitted to the chair or program director no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade to the departmental chair or program director no later than four weeks after the posted date of the official notification of grades. A student who wishes to appeal the decision of the departmental chair or program director shall appeal

in writing to the office of the dean of the faculty offering the course. Written notification of the action taken by the chair, the program director, or the dean will be sent to the student within four weeks of the filing of the appeal, excluding those weeks in which classes are not in regular session.

Grades and Records (SC&I-G)

Transcripts

Transcripts

Official Transcripts, Verifications, and Term Grade Reports

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. To request any of these, please use the Transcript Request Application.

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 Session), all courses taken while enrolled as a graduate student (matriculating, nonmatriculating, and Summer Session), or all courses taken while enrolled in all schools.

Current Students: View Term Grades, Transcripts, and Class Schedules

Currently enrolled students can view their schedule of classes with meeting days, times, and locations, as well as their semester grades and full transcripts and/or transfer course credits. Transcript information is updated nightly. Transcripts are not available on Fridays from 6:00 PM to 8:00 PM.

View term grades, transcripts, and class schedules here.

NOTE: If you do not have a social security number, Rutgers Id or RUTGERS BIOMEDICAL AND HEALTH SCIENCES (formerly UMDNJ) ID, or you are not willing to supply it, you will not be able to request a transcript through this system.

To request a RBHS transcript, please download this form, and mail it to the Registrar's office.

To request a Rutgers transcript, please download this form, and mail it to the Registrar's office.

Grades and Records (SC&I-G)

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 (SC&I-G)

Student Identification Cards

Student Identification Cards

University Public Safety has implemented several state-of-the-art security technologies under the Identity and Access Management unit (IAM) to further enhance safety at Rutgers. IAM provides business service solutions for the entire Rutgers community ranging from ID card services to security systems.

RU ID information, locations, hours of operation, and contact information can be found at Institutional Planning and Operations.

Students must have an active role and be registered in official University schools and degree programs to be eligible to receive an RU ID. Additionally, you must have activated your NetID and uploaded your photo online. Those with multiple roles will receive an RU ID that indicates their primary relationship with the University based on the following hierarchy (employees, students, and guests).

There is no fee for your first RU ID. All replacement RU IDs are subject to a $20.00 replacement card fee per University Policy 30.1.10.

Cancellation of Classes (SC&I-G)

Cancellation of Classes

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

If weather conditions make it necessary to cancel classes, a message will be available on the operating status page available at Operating Status; from the Rutgers Information and Referral Center, 732-445-info; by dialing "0" from campus locations; and RU-tv's Rutgers Information Channel, Channel 3. Announcements will also be made over the following radio stations: WRNJ (1510 AM), WCTC (1450 AM)/WMGQ (98.3 FM), WCBS (880 AM), WINS (1010 AM), WKXW (101.5 FM)/WBUD (1260 AM), WRSU (88.7 FM), and NEWS12 (cable).

Absence Due to Religious Observance (SC&I-G)

Absence Due to Religious Observance

It is the policy of the university to excuse without penalty students who are absent because of religious observances and to allow the makeup of work missed because of such absence. Examinations and special required out-of-class activities ordinarily will not be scheduled on those days when such students refrain from participating in secular

activities. Absences for reasons of religious obligation will not be counted for purposes of reporting. A student absent from an examination because of required religious observance will be given an opportunity to make up the examination without penalty.

Scholastic Standing (SC&I-G)

Scholastic Standing

Undergraduate Programs

Students in undergraduate programs at the School of Communication and Information (SC&I) are admitted to the university through a four-year school at Rutgers and maintain their affiliation with that school throughout their matriculation. The scholastic standing policies of those schools apply to each student's scholastic standing with the university. Details of each school's policies may be found in the Rutgers University-New Brunswick Undergraduate Catalog.

A grade-point average (GPA) of 2.0 in the major is required for graduation from all SC&I majors. Only courses with grades of C or better will count toward any SC&I major or minor.

Any student who fails a core course requirement within the major or minor, or the premajor 100-level course, more than once will be required to obtain the school's approval prior to registering for the course for a third time.

Master's Programs

Candidates for SC&I's master's degree programs are expected to earn grades of B or better in their coursework and maintain a 3.0 GPA.

Within each program, no more than 6 credits bearing a grade of C or C+ may be used in meeting requirements for the master's degree.

A total of no more than 45 credits may be taken to meet degree requirements for the master's degrees in the school, including credits bearing the grade of IN or W. All grades will count in the cumulative GPA for a student, including repeated classes. Throughout a student's matriculation in the master's program, he or she may repeat only one failed course one time.

Poor Academic Performance

Each academic program has a Scholastic Standing Committee that includes the program director and at least one other faculty members, and the assistant dean for student services as an ex-officio member. This committee will review cases of students who have received grades below a B, which are defined as the following grades: C, C+, F, IN, TC, TC+, TF.

Warning. A student is warned in writing when he or she has received one grade below a B in any class, or at any time the Scholastic Standing Committee feel that the student's academic performance is such that he or she may be in difficulty unless the work improves. A student may also receive a warning if he or she has not made sufficient progress in the program due to an excess of course or semester withdrawals.

Probation. The Scholastic Standing Committee will review for probation any student who has received two grades below a B. Students who earn two grades of F qualify for academic suspension or dismissal (see below). A student receives written notification of being placed on probation if the committee determines that probation is appropriate. When placing a student on probation, the Scholastic Standing Committee may impose conditions on the student in order to continue in the program, such as limiting the number of credits to be attempted in the following semester or requiring completion of previous incompletes before additional credits may be attempted. Being on probation means that the student is continuing in the program with the understanding that he or she must improve the level of work and meet the conditions of probation set by the Scholastic Standing Committee. A student who is within two semesters of the time limit for the master of information (M.I.) degree who, based on outstanding credits, has no possibility of completing the degree on time should consider themselves in academic jeopardy and must make an appointment with the program director in order to register for the penultimate semester, regardless of whether that student is notified in writing about their academic jeopardy.

Dismissal. The Scholastic Standing Committee will review for dismissal any student who has received three or more grades below a B or two or more grades of F in any one semester or throughout their academic program. A student receives written notification of academic dismissal if the committee determines that dismissal is appropriate. Students who are dismissed from the program will not be permitted to take courses for credit unless they formally are readmitted to SC&I. The minimum dismissal time before readmission is one full semester, not including the summer.

Suspension. The Scholastic Standing Committee will review for academic suspension any student who has met conditions for dismissal as a result of receiving unsatisfactory temporary grades (TC, TF, TZ, IN, etc.). Students placed on academic suspension are not eligible to continue with courses until the outstanding course work or requirements are completed and the unsatisfactory grade is officially changed to a satisfactory grade within the university system. The suspended student will then be appropriately reinstated into the next eligible academic semester.
If the incomplete or temporary grades are not resolved by the next semester or any future semester, the academic suspension adjusts to academic dismissal and the student is no longer eligible to continue in the program.

Scholastic Standing Committees will notify students of their academic standing status (i.e., warning, probation, suspension, or dismissal) in the weeks following a fall, spring, and summer semester before the following semester begins. Due to the scheduling of Winter Session, grades from that semester maybe considered with spring grades.

Appeal. Students who wish to appeal a decision of probation or dismissal by the Scholastic Standing Committee should follow the appeal procedure carefully.

1. Applicants must appeal in writing to the program director within 30 days of the decision date. The appeal request should explain why the student believes the original decision should be overturned, including any additional information the student believes was not considered by the Scholastic Standing Committee when they made their original decision.
2. The program director will acknowledge receipt of the appeal request within five work days.
3. Upon receipt of the written appeal, the program director will review the student's file to ensure that the scholastic standing review was handled according to established policies and procedures. After this procedural review, the file will be returned to the members of the Scholastic Standing Committee that made the original decision, with the request that the decision be reconsidered.
4. The Scholastic Standing Committee will reconsider the case using any additional information submitted in the

appeal. The committee may either render a new decision or confirm the original decision. The student will be notified in writing within 30 days of the submission of the appeal.
5. Should the student be dissatisfied with the disposition of the first appeal, a subsequent appeal may be made in writing directly to the dean of the school within 30 days of the receipt of the Scholastic Standing Committee's decision. The dean will review the file and consult as necessary with the Scholastic Standing Committee. The dean's decision is made in writing to the student, with copies of the decision to the Scholastic Standing Committee and to the Office of Student Services. The dean's decision is final.

Readmission. Students who have been dismissed for academic reasons cannot be considered for readmission until they can provide evidence that they can successfully complete the program. Such students must reapply to the program. The faculty may stipulate one or more of the following:

1. A minimum period of time following the dismissal (at least one semester not including Summer Session) before an application for readmission will be considered. If reapplication will be within one year of the dismissal, the student need not provide new transcripts or recommendation letters as part of that process.
2. Any other evidence (e.g., medical report) or requirement that might be deemed appropriate for a particular student.

Students usually are not readmitted after a second dismissal action.

Ph.D. Program

Policies governing the scholastic standing of students in Ph.D. programs may be found on the policy webpage of the School of Graduate Studies.

Graduation (SC&I-G)

Graduation

Degrees are conferred by the university upon recommendation of the faculty. Degrees are conferred and diplomas issued after each graduation date through the year, in August, October, January, and May; it generally takes about two months after the graduation date for the diploma to be received. Students who require proof of completion of degree requirements prior to the issuance of the diploma may request a certificate of completion. Such a request is made to the registrar and will only be honored if the student has completed a diploma application and that application has been approved by the school.

Diploma Application

Diploma Application

In order to be considered for candidacy, a student must complete a Diploma Application online at the New Brunswick registrar's website. The forms must be submitted as follows:

For diploma dated	Submit form by
October	October 1
January	January 4
May or June	March 15
August	August 15

Unless the form is submitted at the appropriate time by the candidate, the degree is not conferred and graduation consideration is deferred in some cases by as much as a year until the next degree date for which the candidate files a timely application.

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

Undergraduate Programs (SC&I-G)

UNDERGRADUATE PROGRAMS

The School of Communication and Information (SC&I) offers undergraduate courses open to students across the university in all majors that are of general interest and may fulfill requirements of the Core Curriculum, such as Public Speaking; Intercultural Communication; Gender and Technology; Gender, Race, and Class in the Media; Health Message and Campaign Design.

The school offers the following majors and minors that may be taken as part of a bachelor's program:

- Communication major
- Information Technology and Informatics major
- Journalism and Media Studies major
- Digital Communication, Information, and Media minor
- Gender and Media minor

In addition, the school participates in the New Brunswick Data Science program which offers both a major and minor.

Each of the SC&I programs has specializations that are outlined in the section Undergraduate Programs of Study.

The school does not admit first-year or transfer students directly to the university. Students enter through a Rutgers school such as the School of Arts and Sciences, the School of Environmental and Biological Sciences, or the Mason Gross School of the Arts, and may choose a major or second major or minor in a SC&I program. All students must conform to the requirements and policies of their four-year school as well as the policies of SC&I for their major and/or minor.

Because the curricula of the school reflect the very dynamic disciplines and professional fields in the areas of communication, information technology, journalism, and media, new programs and new specializations within those programs are regularly developed and offered. Check the school's website for the most up-to-date information about programs offered.

Pursuing a Double Major within SC&I

Current and incoming undergraduate majors in communication, information technology and informatics, and journalism and media studies can apply to pursue a second major within the School of Communication and Information. Interested students must be in good academic standing, must already be enrolled in a SC&I undergraduate major, and must be able to fulfill the requirements of the second major without extending their time to graduation. Students successfully admitted to two majors within SC&I will be responsible for completing the academic requirements associated with both majors.

Students who double major earn a single bachelor's degree, with both majors noted on the student's official transcript. Students should be aware of all requirements of their Rutgers four-year school, including the need for general education courses (e.g. SAS Core courses) and requirements related to majors and minors. If a student does not complete each academic major in full, they will not be certified for degree completion.

Students apply to a SC&I major using the SC&I undergraduate application for admission. Acceptance to one major does not guarantee acceptance to a second one, as each program holds an independent acceptance process. Students should carefully consider the implications of double majoring in their time-to-degree before applying.

Students considering a SC&I double major should consult an undergraduate academic advisor within the School of Communication and Information and an academic advisor within their four-year college.

Student Life (SC&I-G)

Student Life

Students of the School of Communication and Information (SC&I) have the opportunity to participate in residence life, dormitories, or nearby off-campus housing in New Brunswick. See the Residence Life website for further information.

Rutgers University-New Brunswick offers undergraduate students almost unlimited possibilities for co- and extracurricular activities. There are over 400 student organizations on campus, and their student leaders participate in advisement, organizational development programs, and support services. These groups range from academic to social action organizations and include the student government of the university, Rutgers University Student Assembly (R.U.S.A.). There are over 80 fraternities and sororities that offer opportunities for friendship, academic support, and housing. Rutgers has a wide range of intercollegiate and intramural athletics and is home to the Scarlet Knights

Within SC&I there are over a dozen student organizations that offer social, educational, service, and career development events. Most events are publicized and open to all students. Leadership opportunities are plentiful, and student leaders receive ongoing support and administrative assistance through the SC&I Office of Student Services.

The SC&I Leadership Council is an advisory group consisting of the presidents and vice presidents of each of the undergraduate and graduate student organizations recognized and supported by the school. The Leadership Council serves as a vehicle for collaborative opportunities and initiatives including: providing a voice for the student experience; promoting interactions and collaborations among student organizations; providing perspective and direct feedback to the school's administration; and developing models for leadership for all students.

Undergraduate Financial Aid (SC&I-G)

Undergraduate Financial Aid

The School of Communication and Information (SC&I) does not admit undergraduate students directly to Rutgers. Students enter through one of the four-year undergraduate schools of the university and are eligible for all financial aid from the university and their four-year school. Rutgers University-New Brunswick financial aid information may be found here.

Federal work-study employment may be offered as a self-help portion of a financial aid award. Application for this program is made by filing the Free Application for Federal Student Aid (FAFSA) available here. On-campus jobs are available in many areas. Selection for a particular job is based on skills, job availability, university needs, and student preference. The assigned employment opportunity is based on an expectation that the student will work between five and 15 hours weekly throughout the fall and spring academic semesters; in the case of summer assignments, the expectation is that the student will work between 20 and 35 hours per week. Off-campus employment, including paid community service positions and reading tutorial jobs in elementary schools, also are available. No job assignments are made until all paperwork required to accept the aid is complete.

SC&I offers a limited number of scholarships and a few prizes to high-achieving Rutgers undergraduates who are declared majors in the school or graduate students enrolled in degree programs. Continuing students are notified early in the spring semester of what scholarships will be available in the coming year, and have an opportunity to apply for them. Graduate students applying to SC&I can indicate their financial needs on their application forms. Doctoral students are considered for teaching assistantships, graduate assistantships, or fellowships, which provide a salary or stipend as well as tuition and fee remission.

Detailed information about what scholarships and prizes were available in the most recent academic year can be found on the school's website.

Advising and Career Services (SC&I-G)

Advising and Career Services

The School of Communication and Information (SC&I) Office of Student Services provides academic assistance, student support and referral, career guidance and support, and student life engagement opportunities to students in all SC&I academic programs.

Current and prospective students are encouraged to seek out advising throughout their academic careers. SC&I Student Services staff can provide basic information about academic programs, admissions, degree requirements, and career planning. Students can also speak with Student Services staff when they need support dealing with nonacademic circumstances that affect their academics. Faculty in each degree program can also offer advising on matching course selection with intellectual interests and career goals.

Basic academic program information is provided on the school's website. Students are encouraged to schedule appointments with the student services advisors, the director for their major, or other department faculty. All courses are not offered every semester, and students are strongly encouraged to check course prerequisites carefully and formulate a plan of study that will enable them to develop a coherent area of concentration in the major that meets their career goals while taking into account course availability. Students must also seek advising through their four-year school regarding appropriate minors, double majors, and school requirements in concert with a SC&I major.

Career Services

The Office of Student Services provides targeted career support for students in all SC&I academic programs through career training workshops, job and internship fairs, and individual and group career counseling. SC&I students are also encouraged to seek additional career guidance and support through the Career Exploration and Success office.

SC&I cultivates relationships with employers and alumni to provide students with employment opportunities and information. In addition, each of our degree programs has an active internship program and most students do choose to participate.

Contact information

The Office of Student Services is in Room 214 of the main School of Communication and Information building. Prospective and current students with inquiries or wishing to schedule an appointment can contact advising staff via phone or email.

Phone: 848-932-7550

Undergraduate Programs - undergrad@comminfo.rutgers.edu

Master of Communication and Media - mcm@comminfo.rutgers.edu

Master of Health Communication and Information - mhci@comminfo.rutgers.edu

Master of Information - mi@comminfo.rutgers.edu

Ph.D. - sciphd@comminfo.rutgers.edu

Undergraduate Programs of Study (SC&I-U)

UNDERGRADUATE PROGRAMS OF STUDY

Communication

Information Technology and Informatics

Journalism and Media Studies

Digital Communication, Information, and Media

Gender and Media

Other Programs of Study and Opportunities

Communication (SC&I-G)

Communication

The Department of Communication emphasizes the study of the nature, diversity, and impact of communications on the evolution of individuals, groups, and institutions within society. The undergraduate major in communication provides a broad, theory-based education and allows for concentration in a specific area, such as strategic communication and public relations, health and wellness communication, relationship and family communication, and leadership in organizations and communities. Courses in communication cover ideas and applications in preparation for communication careers in business, education, or government, for the pursuit of graduate degrees in communication and other social science fields, or as a supplement for students whose primary interests are in other areas such as political science, computer science, business, human resources, health care, and more.

Graduates from the undergraduate communication program are expected to achieve these learning goals:

- Understanding of fundamental communication perspectives, theories, and concepts.
- Ability to use communication theories and concepts to analyze human behavior (including interpersonal, family, group, health, organizational, and technological settings).
- Proficiency in gathering and using evidence to study and understand communication processes and consequences (including asking questions and systematically attempting to answer them, as well as understanding the value and limitations of research processes and conclusions).
- Competency in written and oral communication in varied settings (including interpersonal, family, group, health, organizational, or technological).
- Ability to apply communication theories and concepts to social, professional, and civic life (including issues of diversity, ethics, and civic engagement).

Career Opportunities
Communication graduates find opportunities in a wide variety of careers in business, education, government, and the nonprofit sectors. Skills in oral and written communication are some of the most sought-after characteristics all employers look for when hiring. Radio and TV, advertising and public relations, publishing, sales, and financial services are but a few of the many areas in which these graduates find employment. Any work that involves communicating as its focal point is a potential career field. The communications industry is a competitive one, however, and experience gives everyone an extra advantage. The communication program offers internship opportunities for credit. In addition, an advanced degree can offer an edge, and the school offers a five-year bachelor's/master's program; for more information, see below.

Admission to the Major

The Department of Communication seeks a highly motivated and diverse student body. Admission to the communication major is competitive; meeting the minimum requirements does not guarantee acceptance. Minimum requirements for admission include

- completion of at least 15 credits at Rutgers, or 15 transfer credits, with a grade-point average of 2.0 or better;
- a grade of C or better in the required prerequisite course 04:189:101 Introduction to Communication and Information Processes (or an equivalent transfer course);
- a grade of C or better in 01:355:101 College Writing or an equivalent course or placement; and
- completion of the application including a well-written personal statement.

The admissions committee considers the following criteria when reviewing student essays: (a) evidence of your interest in the major; (b) your future plans and their relationship to the major; (c) your strength as a writer; and (d) any other qualities that make you a strong candidate for admission to the communication major. Applications are available on the school's website: here. Students may be admitted for the fall, spring, and summer semesters; check the website for application deadlines each semester. Students are strongly encouraged to consult the school's website for up-to-date information regarding admissions procedures.

Major Requirements

Pre-Major Requirement

04:189:101 Introduction to Communication and Information Processes (3)
This course is required before a student can apply to the major.

SC&I Interdisciplinary Requirement (3 credits):

Either
04:189:102 Introduction to Media Systems and Processes (3) or

04:189:103 Information Technology and Informatics (3)

Core Requirements (15 credits):

04:192:200 Communication Theory (3)
04:192:201 Communication in Relationships (3)
04:192:300 Communication Research (3)

04:192:380 Public Speaking (3)

At least one of
04:192:354 Communication and Technology (3) or
04:192:355 Interpersonal Communication (3) or

04:192:357 Organizational Communication (3) or
04:192:359 Persuasive Communication (3)

Core Requirements effective for students admitted to the major after September 2017

Upper-Level Courses (15 credits):

Upper-level elective courses may include all 300- and 400-level courses and must include at least two 400-level courses except those completed as part of the core requirements. Courses 04:192:491,492 Independent Study in Communication and 04:192:495 Applied Study in Communication may not be used to fulfill this or the total credit requirement in the major. Students should check the communication website or undergraduate handbook to determine prerequisites for 300- and 400-level courses, and should speak with an adviser for help in planning coursework for the major

Specializations:

Four specializations are offered:

- Health and wellness communication
- Leadership in organizations and community
- Relationship and family communication
- Strategic public communication and public relations

The specializations are designed to provide essential knowledge of communication methods and techniques and help students build the necessary skills to start a career. The specializations require the same credits as the communication major in general, but are focused on one of the areas above. Specializations can be combined with additional coursework to better create a narrative around a student's skills and knowledge. Combining specializations can expand career opportunities further. See the webpage for the most current information and additional details: here.

Students must earn a grade of C or better in all 04:192 courses in order for those courses to count toward the major.

Internships and Other Educational Opportunities
The department encourages students to pursue internship experiences that complement their studies and potential career choices. Students must be accepted into the communication major in order to enroll in the internship. Students may apply up to 3 internship course credits toward their upper-division course electives in the major. Additional internship credits may be earned but do not apply to the communication major. Note that each four-year school in the university sets its own limits regarding the number of experiential credits a student may apply toward graduation.

Further information about the internship and about other educational opportunities such as specializations in the major is available on the communication program website.

Course Transfers
Courses that students have taken at other New Jersey colleges, which are articulated through the NJ Transfer system and recorded on a student's transcript with a communication course number, will be counted toward the major.
Students who wish to have a course they have taken elsewhere at Rutgers or externally at another university considered as one of their required or elective courses in the communication major must submit a request for transfer equivalency in writing to the SC&I Office of Student Services. To submit such a request, the letter of petition must include a copy of the full syllabus of the course, a copy of the student's transcript showing the grade achieved, noting which communication course it is requested to replace, and the reasons for consideration. The

courses are evaluated in terms of their very close match of content and skills to the communication course, the level of the course, and the grade achieved, which should typically be a C or better. Students will be notified in writing of the outcome of the petition.

Dual-Bachelor's/Master's Degree Program for Communication Majors
Communication majors in their junior or senior year may apply to the master's program in Communication and Media (M.C.M.) for a dual-B.A./M.C.M. program or the master's program in Health Communication and Information (MHCI) for a dual-B.A./M.H.C.I. program. Each dual-degree program allows completion of both degrees in as few as five years. If accepted, certain communication courses taken in the senior year will count toward both the undergraduate degree and the masters. Once the bachelor's degree is completed, students will be in the master's program and complete the requirements.

Admission requirements are the same as for all M.C.M. and M.H.C.I. applicants. Details about the application process and degree requirements are on the school's website.

Information Technology and Informatics (SC&I-G)

Information Technology and Informatics

The Information Technology and Informatics (ITI) major is a 39-credit program offered by the Department of Library and Information Science. This major emphasizes the evaluation, implementation, use, and management of information technologies for a wide range of organizations and corporations, as well as the social and organizational aspects of information and communication technologies. The major unites theories drawn from the humanities and social sciences with practical computer-based competencies. This combination prepares students to work in a diverse and highly competitive marketplace that demands individuals who understand the social, economic, and organizational impacts of technology locally and globally. The course of study combines rigorous thinking, problem solving, and technology skills in a program that is based on sound research and current technology applications.

Upon successful completion of the major, students will be able to demonstrate these learning goals of the ITI program:

- *[CREATE]* Develop new technological solutions to real-world problems through innovative, collaborative, and computation approaches.
- *[COMMUNICATE]* Communicate to professional stakeholders utilizing evolving technological platforms.
- *[CRITICAL THINKING]* Analyze the ever-changing interactions of people and technology, regarding pertinent social, cultural, philosophical, ethical, legal, and economic issues.
- [COORDINATE] Evaluate, implement, use, and manage information technologies for a wide range of organizations and corporations.

Career Opportunities

New Jersey's growth industries--technology, pharmaceuticals, logistics, and finance--are driven by innovative applications of information technology. Graduates of the major in information technology and informatics seek positions in sectors such as government, health care, education, consulting, and finance where technical skills and an understanding of organizational and social informatics make them valuable employees. Examples of where ITI graduates have launched their careers include:

- Information technology analysis
- IT consulting and project management
- Technology policy analysis
- User experience analysis and design
- Web design and development
- Information assurance and cybersecurity
- Networking and systems administration and support

Admission to the Major

The Department of Library and Information Science seeks a highly motivated and diverse student body. Admission to the information technology and informatics major is competitive, meeting the minimum requirements does not guarantee acceptance. Minimum requirements for admission include

- completion of at least 15 credits at Rutgers, or 15 transfer credits, with a grade-point average of 2.0 or better;
- a grade of C or better in the required prerequisite course 04:189:103 Information Technology and Informatics (or an equivalent transfer course);
- a grade of C or better in 01:355:101 College Writing or an equivalent course or placement; and
- completion of the application including a well-written personal statement.

The admissions committee considers the following criteria when reviewing student essays: (a) evidence of your interest in the major; (b) your future plans and their relationship to the major; (c) your strength as a writer; and (d) any other qualities that make you a strong candidate for admission to the ITI major. Applications are available on the school's website: here. Students may be admitted for the fall, spring, and summer semesters; check the website for the application deadlines each semester. Students are strongly encouraged to consult the school's website for up-to-date information regarding admissions procedures.

Major Requirements

After completing 04:189:103 and being admitted to the major, ITI students must complete three sets of requirements:

School of Communication and Information (SC&I) Interdisciplinary Requirement (3 credits)

Either
04:189:101 Introduction to Communication and Information Processes (3) or
04:189:102 Introduction to Media (3)

Core Courses (12 credits)

ITI students must complete four required courses in the major:

1. 04:547:200 Social Informatics (3)
2. 04:547:201 Introduction to Computer Concepts (3)
3. 04:547:202 Object-Oriented Programming (3)
4. 04:547:210 Management of Technological Organizations (3)

Elective Courses (21 credits)

ITI students must select seven elective courses from the course listing for the ITI major.

Multiple areas of focus are available within the program. Please check the website for current offerings and course options.

Students must earn a grade of C or better in 04:547 courses in order for those courses to count toward the major.

Internships and Other Educational Opportunities

The ITI program encourages students to complete a 3-credit internship, which includes both work experience and an academic component. The program offers an independent study option to students who want to investigate a particular topic more fully under the supervision of a faculty member. High-achieving students who qualify may apply to participate in a senior thesis. Students interested in the senior thesis must first take Application Research for Information Technology (04:547:300) and then conduct a research project, taking the Senior Thesis Course (04:547:465).

Course Transfers

A maximum of 6 transfer credits may be counted toward the information technology and informatics major. Only courses with a grade of C or better will be accepted for transfer.

Courses that students have taken at other New Jersey colleges, which are articulated through the NJ Transfer system and recorded on a student's transcript with an ITI course number, will be counted toward the major. However, such courses do count as transfer courses to the major and therefore a maximum of 6 credits may be applied to the major.

Students who wish to have a course they have taken elsewhere at Rutgers or externally at another university considered as one of their required or elective courses in the ITI major must submit a request for transfer equivalency in writing to the SC&I Office of Student Services. To submit such a request, the letter of petition must include a copy of the full syllabus of the course, a copy of the student's transcript showing the grade achieved, note which ITI course it is requested to replace, and the reasons for consideration. The courses are evaluated in terms of their very close match of content and skills to the ITI course, the level of the course, and the grade achieved, which should typically be a B or better. Students will be notified in writing of the outcome of the petition.

Dual-Bachelor's/Master's Degree Program for ITI Majors

These degree pathways allow students to earn a bachelor's degree with an ITI major and a master of information (M.I.) degree or master's of health communication and information (M.H.C.I.) degree in five years of continuous, full-time study, or longer if completed part-time. Students who have completed at least 90 credits in their undergraduate program can be considered for admission into the dual-degree pathway to the M.I. or M.H.C.I. degree.

ITI majors who are admitted into either of the dual-degree pathways take two graduate courses in each of the fall and spring semesters of their senior year. Those courses are selected based on student goals and M.I. and M.H.C.I. program requirements. These four courses (12 credits) count both as undergraduate (ITI electives) and fulfill graduate (M.I. or M.H.C.I.) requirements as long as the student earns a grade of B or better. Upon successful completion of coursework in the senior year, dual-degree students will graduate from the undergraduate program and transition into the graduate program as an M.I. or M.H.C.I. student.

Details about the application process and degree requirements are on the school's website.

Journalism and Media Studies (SC&I-G)

Journalism and Media Studies

The journalism and media studies (JMS) major provides an opportunity to study print, broadcast, electronic journalism, and digital media, including law and ethics as well as media theory, with an emphasis on how the media affect individuals, social groups, and political processes in a democratic society. The major provides undergraduate students with a broad spectrum of courses in the theory and practice of journalism and media, preparing them for professional careers in magazines, the creative industries, television, newspapers, radio, web production, media management, the news agencies and wire services, publishing, and public information service in the government and private sectors. Journalism and media studies students are encouraged to take electives outside the School of Communication and Information (SC&I) to complement both their studies in the major and their career interests.

Graduates who successfully complete the program will be able to:

- *[EXPRESSION]* Write fluently, produce content, and tell stories across evolving media platforms.
- *[ANALYSIS]* Demonstrate analytical and critical thinking, formulate research questions and use appropriate methods, evaluate and use appropriate sources, identify and gather relevant data in journalism and media contexts.
- *[ETHICS]* Develop a critical understanding of the ethical standards and tensions in journalistic and media practices and institutions and apply this understanding to academic and professional activities.
- *[POWER]* Critically analyze issues of diversity, difference, social justice, and power in media in a global context.
- *[SYSTEMS]* Explain social, political, cultural, and economic dimensions of media technologies, institutions, practices, policies, and regulations.
- *[INNOVATION]* Innovate with tools and technologies appropriate for media professions.

Career Opportunities
The program offers a broad spectrum of courses in the theory and practice of journalism and media studies, preparing students for professional careers in print, broadcast, new media, advertising, and public relations and public information services in the government and private sectors. The courses focus on the practice of journalism

and mass media and the impact of media on society, new technology and the media, public policy and understanding, and the planning and development of public information systems.
The JMS major also provides strong writing skills and academic preparation for students who are preprofessional for law school, M.B.A. programs, and other advanced degrees.

Admission to the Major
The Department of Journalism and Media Studies seeks a highly motivated and diverse student body. Admission to the journalism and media studies major is competitive; meeting the minimum requirements does not guarantee acceptance. Minimum requirements for admission include

- completion of at least 15 credits at Rutgers, or 15 transfer credits, with a grade-point average (GPA) of 2.0 or better;
- a grade of C or better in the required prerequisite course 04:189:102 Introduction to Media (or an equivalent transfer course);
- a grade of C or better in 01:355:101 College Writing or an equivalent course or placement; and
- completion of the application including a well-written personal statement.

The admissions committee considers the following criteria when reviewing student essays: (a) evidence of your interest in the major; (b) your future plans and their relationship to the major; (c) your strength as a writer; and (d) any other qualities that make you a strong candidate for admission to the journalism and media studies major. Applications are available on the school's website: here. Students may be admitted for the fall, spring, and summer semesters; check the website for application deadlines each semester. Students are strongly encouraged to consult the school's website for up-to-date information regarding admissions procedures.

Major Requirements
The major demands that students carefully formulate their program of coursework. Students should consult an adviser for guidance at least once a year.

SC&I Interdisciplinary Requirement (3 credits)
Students must fulfill an interdisciplinary requirement within the school outside of the major prior to their senior year in order to graduate:

Either
04:189:101 Introduction to Communication and Information Processes (3) or
04:189:103 Information Technology and Informatics (3)

Core Major Requirements
Several pathways in the major allow students to achieve their career goals:

Journalism and Emerging Media: Built upon the foundation of traditional media (broadcasting and print), this path offers students the opportunity to concentrate in newer journalistic pursuits such as online, social media, and citizen journalism.

Media and Society: Students study the impacts and effects of media, politics, social change, diversity, and other topics on the state, country, and world levels. This path is appropriate for students interested in a focus on media studies.

Creative Media Practice: Students learn different forms of media production, practice, and industry analysis. This path prepares students for careers emphasizing creative, managerial, and entrepreneurial media opportunities, including social media, entertainment media, and strategic communications. Students learn how to work with newer technologies and apply those skills in the ever-changing media environment. Creative media practice classes present the opportunity to analyze the role production plays in the development of media.

All JMS majors must complete 33 credits:

- 04:567:200 Writing for Media (3)
- 04:567:480 Media Ethics (3)
- 1 foundation course (3 credits) from their selected pathway
- 2 courses (6 credits) in expression, analysis, and innovation
- 2 courses (6 credits) in analysis, ethics, power, and systems; at least one of these two courses must be at the 400 level
- 12 credits of electives

Students may opt to select a specialization in sports journalism or in global media. The program offers a number of study abroad opportunities and financial aid is sometimes available to support participation.

Check the program's website for the most up-to-date list of courses and specializations.

Students may take any course in the major as an elective, including foundation courses from another track.

Students must earn a grade of C or better in all courses in order for those courses to count towards the major.

It is strongly encouraged and highly advantageous for students to pursue a second major, or at least a minor, in a subject related to the part of the field in which they are interested. Students may opt to pursue a double major or minor within the School of Communication and Information or in another program.

JMS Specializations
You can focus on specific types of media, gain dedicated skills, and extend the value of your degree by participating in one of the JMS major's specializations:

- Global Media
- Sports Journalism

Build Expertise
The JMS specializations help you develop expertise in either global media or sports journalism that can set you apart from other job applicants. Each specialization is an 18-credit program that includes theory-based and practice-based courses by leading scholars and industry professionals.

What You Need to Know

- Specializations are open to Journalism and Media Studies majors.
- Courses in a JMS specialization also count toward your major.
- Each specialization requires a total of six courses (18 credits).
- If you're using a specialization to fulfill JMS major requirements, at least 6 credits of the 18-credit specialization must be at the 400 level.

- Once in the Journalism and Media Studies major, you can declare the specialization in one of two ways:
    - SAS students: Use SASmyMajor to declare (as well as to un-declare) the specialization.
    - Non-SAS students: Visit the Major Specialization Declaration Form for Non-SAS Students to declare (or un-declare) the specialization.
- There are NO course substitutions permitted unless the Department of Journalism and Media Studies has approved a new course/special topics course for a specialization.
- On occasion, Special Topics courses are offered that may also be appropriate; check the course subtitle to learn what the course subject will be in a given semester.
- Courses already taken will count toward the specializations if they are on the approved list.
- All pre-requisites apply regarding enrolling in a course.

Internships and Other Educational Opportunities
An internship is a highly recommended capstone experience for JMS majors. Students pursue placements in major media outlets throughout the New Jersey, New York, and Philadelphia markets.

The department internship coordinator assists students in finding an internship. Students must qualify, receive permission, and then register for either the 3-credit or 6-credit internship. To qualify, a student must be a major who completed a minimum of 75 overall credits and five journalism (567) courses, at least three of which must be skills courses; have an overall GPA of 2.5 or better; and have a 2.75 GPA or better in the major. JMS students are not allowed to take both the 3 and 6 credit internship in the same semester.

Course Transfers
A maximum of 6 credits from outside the JMS program may be counted toward the major. A maximum of 3 transfer credits (or one course) may be applied to the conceptual requirement and a maximum of 3 transfer credits (or one course) may be applied to the skills requirement.

Courses that students have taken at other New Jersey colleges, which are articulated through the NJ Transfer system and recorded on a student's transcript with a JMS course number, will be counted toward the major. However, such courses do count as transfer courses to the major and therefore a maximum of 6 credits may be applied to the major.

Students who wish to have a course they have taken elsewhere at Rutgers or externally at another university considered as one of their required or elective courses in the journalism and media studies major must submit a request for transfer equivalency in writing to the Office of Student Services. To submit such a request, the letter of petition must include a copy of the full syllabus of the course, a copy of the student's transcript showing the grade achieved, note which JMS course it is requested to replace, and the reasons for consideration. The courses are evaluated in terms of their very close match of content and skills to the JMS course, the level of the course, and the grade achieved, which should typically be a B or better. Students will be notified in writing of the outcome of the petition.

Dual-Bachelor's/Master's Degree Programs for Journalism and Media Studies Majors
JMS majors in their junior or senior year may apply to the master's program in communication and media (M.C.M.) for a dual-B.A./M.C.M. program or the master's program in health communication and information (MHCI) for a dual-B.A./M.H.C.I program. Each dual-degree program allows completion of both degrees in as few as five years.

If accepted, certain journalism and media studies courses taken in the senior year will count toward both the undergraduate degree and the master's. Once the bachelor's degree is completed, students will be in the master's program and complete requirements.

Admission requirements are the same as for all M.C.M. and M.H.C.I. applicants. Details about the application process and degree requirements are on the school's website.

Digital Communication, Information, and Media (SC&I-G)

Digital Communication, Information, and Media

The 18-credit digital communication, information, and media (DCIM) minor is open to all majors at Rutgers. This program prepares students to succeed in a diverse range of work environments through a combination of technical, analytical, interpersonal, and entrepreneurial skill sets. The DCIM program concludes with a capstone course that puts students in the driver's seat, defining and creating a project for their professional portfolio that they can use to launch their (next) career. The DCIM minor complements any major at Rutgers; capstone projects can extend a student's particular interest in a major field of study, or take students in an entirely new direction. Courses are offered in online and hybrid formats (part of the course conducted in person and part of the course conducted online).

At the end of this program, students are able to:

- critically read, interpret, synthesize, and evaluate online information from a variety of media sources and effectively articulate an analysis and formulate opinions on the relevant topics;
- assess the influence of virtual environments on interpersonal and group interactions;
- identify communication opportunities and challenges when working with others in digital and virtual environments;
- successfully participate and enhance collaborative working relationships in virtual environments; and
- select and apply appropriate digital tools and media and design messages in order to communicate, persuade, and build relationships with stakeholders distributed across space, time, and cultures.

Career Development

Whether students are looking to enter the corporate, not-for-profit, or government sectors, whether in the life sciences, social services, business, or other fields, the DCIM program will enhance career possibilities by showing employers that they have proficiency in skills needed in all 21st-century workplaces.

Declaration of the Minor

Students may declare the minor after completing any DCIM course with a grade of C or better. For students in several Rutgers four-year schools, the declaration process is online; others can use a form on the School of Communication and Information (SC&I) website and submit it to the SC&I Student Services Office (SC&I Building, Rm 214). This form is available online.

Requirements

Students must take six courses (18 credits) in the program to complete the minor:

Required:

- 04:189:151 Virtual Team Dynamics (3)
- 04:189:152 The Structure of Information (3)
- 04:189:251 Strategic Presentation Methods in Digital Media (3)
- 04:189:351 Leadership in Digital Contexts (3)

  Choose one of these two:
- 04:189:352 Self and Society in Virtual Contexts (3)
- 04:189:353 Digital Technology and Disruptive Change (3)

  Required:
- 04:189:451 Capstone in Digital Communication, Information, and Media (3)

Students must earn a grade of C or better in 04:189 courses in order for those courses to count toward the minor. Courses can be double-counted for the digital communication, information, and media minor and for any other major or minor at the School of Communication and Information.

Course Transfers

Only 100- and 200-level courses that transfer to Rutgers as a substitute for courses in the minor may be applied to the program.

Gender and Media (SC&I-G)

Gender and Media

Complementing any major, the gender and media minor is a cross-unit, interdisciplinary undergraduate minor offered jointly by the School of Communication and Information and the School of Arts and Sciences' Women's, Gender, and Sexuality Studies (WGSS) program. Students are introduced to the minor through a foundational course that offers a shared vocabulary for analyzing issues of power and representation within the media. Students then have the choice of taking two electives in media production, as well as two electives in critical media/feminist theory. At the end of the program, students apply skills and knowledge of gender and the media in the completion of a project in a capstone course that offers internship, service learning, and multimedia project options.

Program-Level Learning Goals

The gender and media minor provides a course of study designed for students interested in a combination of theory and practice perspectives on the representation and production of gender in the media.

- Students will apply technical skills as media producers with the ability to add their own critical voices and unique perspectives.
- Students will also demonstrate critical thinking skills that enable them to critique and improve current conditions of media production and consumption.
- Students will articulate, create, examine, inform, and improve systemic and individual power dynamics of the contemporary landscape for gender and media.

Requirements

The minor is open to all majors at Rutgers. Students are required to complete six 3-credit courses with a grade of C or better, for a total of 18 credits. There is one foundational course, two practice/production courses, two conceptual courses, and a capstone project course. Students are strongly encouraged to speak with an adviser to create a plan for completing the program.

Note that courses taken to fulfill requirements in the gender and media minor **will count** toward the requirements of any other major or minor in the School of Communication and Information or in the Program in Women's, Gender, and Sexuality Studies.

Foundation Course (3 credits/one course)

Choose one of the following foundational courses:

- 01:988:202 Gender, Culture, and Representation (3)
- 04:567:215 Gender, Race, and Class in the Media (3)

Practice/Production Courses (6 credits/two courses)

The first practice/production course is required:

- 01:988:200 Gender, Digital Media, and Social Curation (3)

Choose one of the following courses for the second course:

- 04:189:251 Strategic Presentation Methods in Digital Media (3)
- 04:567:200 Writing for Media (3)

Conceptual Courses (6 credits/two courses)

Only one of these courses (3 of the 6 credits) may be taken at the 200 level; the other must be taken as a 300 level.

Choose one of the following for the first conceptual course (School of Communication and Information courses):

- 04:567:274 Consumer Media Culture (3)
- 04:567:380 Media and Social Change (3)
- 04:547:340 Gender and Technology (3)
- Relevant special topics courses from SC&I

Choose one of the following for the second conceptual course (women's, gender, and sexuality studies courses):

- 01:988:255 Gender, Art, and Society (3)
- 01:988:257 Gender and the Body: Representations of Pornography (3)
- 01:988:258 Gender, Race, and Contemporary Art (3)
- 01:988:259 Homosexuality and Visual Culture (3)
- 01:988:317 Gender and Consumption (3)
- 01:988:376 Theories of Women and Film (3)
- 01:988:341 Gender and Popular Culture (3)

- 3 Relevant special topics courses (women's, gender, and sexuality studies)

Capstone Course (3 credits/one course)

Students may enroll in the capstone after completing a minimum of 12 credits in the minor. Choose one of the following courses to fulfill the capstone requirement:

- 01:988:499 Capstone in Gender and Media (course within the women's, gender, and sexuality studies program)
- 04:567:499 Capstone in Gender and Media (course within the journalism and media studies progr

Other Programs of Study and Opportunities (SC&I-G)

Other Programs of Study and Opportunities

The School of Communication and Information (SC&I) regularly offers new specializations in the majors and new minors and other educational opportunities. For the most up-to-date listing, visit the school's website.

Study Abroad

Students in a SC&I major are encouraged to take advantage of the Study Abroad option offered by Rutgers University. In conjunction with advising staff from the student's four-year school, the advising staff at SC&I will assist students in planning a program of study at an international university to maximize completion of degree requirements as well as provide an enriching experience.

Undergraduate Courses (SC&I-G)

UNDERGRADUATE COURSES

Explanation of Three-Part Course Numbers

Communication and Information 189 Courses

Communication 192 Courses

Information Technology and Informatics 547 Courses

Journalism and Media Studies 567 Courses

Digital Communication, Information, and Media 189 Courses

Gender and Media 438 Courses

Explanation of Three-Part Course Numbers (SC&I-G)

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 code for School of Communication and Information undergraduate programs is 04. For a complete list of administrative codes used in this catalog, see the beginning of the Programs of Study and Courses for Liberal Arts and Sciences Students section.

Subject Codes

A subject code comprises the third through fifth digits in all course numbers and indicates the subject matter of the course. Courses with the following subject codes are listed in this chapter (this does not constitute a list of majors).

189 Communication and Information (this includes courses in the Digital Communication, Information, and Media program)

192 Communication

547 Information Technology and Informatics

567 Journalism and Media Studies

Course Codes

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

Two course codes separated by a comma indicate that each semester may be taken independently of the other (example: 04:189: 493,494). Two course codes separated by a hyphen indicate that satisfactory completion of the first semester is a prerequisite for the second semester; the first semester may be taken for credit without taking the second, except where a statement is added to indicate that both semester courses must be completed in order to receive credit.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation BA indicates that the number of credits is determined by arrangement with the department offering the course.

Communication and Information 189 Courses (SC&I-U)

Communication and Information 189 Courses

04:189:101 ***Introduction to Communication and Information Processes (3)***
Survey of the field of communication: interpersonal, group, organizational, speech, mass, intercultural, and international communication; public relations and advertising.

04:189:102 ***Introduction to Media (3)***
Historical development of mass media institutions and the role of media in society. Particular attention to news, government regulation, effects, economics, emerging technologies, and audience dynamics.

04:189:103 ***Information Technology and Informatics (3)***
An overview of the key theoretical and professional themes. Theoretical emphasis is placed on social informatics; human-computer interaction; management of information technology; the relationship between technology, race, and gender; and information intelligence. Practical emphasis is placed on the effective and ethical use of information technologies including the World Wide Web in organizations, and on the development of critical thinking and problem-solving skills appropriate for the workplace. This course provides an understanding of the concepts, culture, and underpinnings of the professions that encompass information technology and informatics in society today.
This course fulfills the SAS Permanent Core Curriculum learning goal I.c.: 21st-century challenge: analyze the relationship that science and technology have to a contemporary social issue.

04:189:151 ***Virtual Team Dynamics (3)***
Students learn to understand and navigate the dynamics of the modern technology-infused workplace in which the ability to apply well-developed communication, writing, and technological skills/competencies in virtual settings is vital. The course takes a multi-disciplinary approach to these topics, blending insights from multiple disciplines including communication, psychology, sociology, business, and human resources management.
This course counts toward the digital communication, information, and media minor.

04:189:152 ***The Structure of Information (3)***
Through the lens of different media such as newspaper articles, blogs, Wikipedia entries, social media posts, and news programs, students examine and judge the quality of information presented, analyze the economic and cultural factors that affect the availability and reliability of electronic information, and compare and contrast with other sources. After this exploration of information searching and evaluation, the class will address how information is organized and attributed.
This course counts toward the digital communication, information, and media minor. SAS Core Learning Goals met by this course: WCd: Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insight. ITR-z: Students will be able to analyze and critically assess information from traditional and emergent technologies.

04:189:196 ***(F) School of Communication and Information Learning Community I (1.5)***
Explores School of Communication and Information learning community themes through readings, weekly discussions, lectures, and interactions with faculty and visiting scholars. Students will develop and present research

and/or action projects. Enrollment is limited to, and required of, participants in school learning communities. Students participating in different learning communities will register for particular sections of the class.
04:189:196 is a fall class with enrollment by special permission only.

04:189:197 ***(S) School of Communication and Information Learning Community II (1.5)***
Explores School of Communication and Information learning community themes through readings, weekly discussions, lectures, and interactions with faculty and visiting scholars. Students will develop and present research and/or action projects. Enrollment is limited to, and required of, participants in school learning communities. Students participating in different learning communities will register for particular sections of the class.
04:189:197 is a spring class with enrollment by special permission only.

04:189:210 ***Disinformation Detox: Communication, Media and Information Studies Approaches to Mis- and Dis-Information (3)***
Dis- and misinformation have toxic implications for the wellbeing of individuals, groups, and societies. As interconnected producers and consumers of information we bring our own cognitive biases and beliefs, and frequently find ourselves questioning what information sources to trust. This course draws on interdisciplinary perspectives from communication, media, and information studies to explore ways to understand, navigate, and thrive in a polluted ecology of digital social systems. Through active coursework, students will learn to engage in these systems as aware, empowered, and responsible communicators and information agents.

04:189:215 ***Social Responsibility and Community Wellness (3)***
Examines intellectual, practical, and relational challenges faced in efforts to alleviate social disparities and risks to the quality of life that result from social choices and actions through required cross-disciplinary lectures and readings, service learning, and online peer collaborative learning.

04:189:220 ***Data in Context (4)***
This course introduces students to the interplay between data and its surrounding societal context. It will cover the basics of data science, focusing on the ethical, legal, and social implications of data and algorithms. Students will learn to conceptualize and evaluate practical applications of data science in communication, information, and media contexts.

04:189:251 ***Strategic Presentation Methods in Digital Media (3)***
This course examines theories and techniques for analyzing, producing, and disseminating messages. Students will learn how to use web-based and multimedia presentation tools to connect with a variety of audiences and convey a desired message. Each student will craft a message to support some social change by developing and shaping the message into compelling digital media presentations in a range of formats.
This course counts toward the digital communication, information, and media minor. SAS Core Learning Goals met by this course: WCd: Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insight. ITR-z: Students will be able to analyze and critically assess information from traditional and emergent technologies.

04:189:351 ***Leadership in Digital Contexts (3)***
Students will use a variety of exercises and scenarios to employ creativity and innovation in problem solving, weigh risk, perform leadership and management roles with peers, and grapple with the consequences of making and implementing decisions in digital environments. Students will learn how to assess and select among various technologies for making and disseminating decisions. This course presents a framework for understanding the

role of technology in leadership functions including planning, information dissemination, consensus building, negotiation and engagement with stakeholders for informed and participative decision-making in online and virtual settings.
This course counts toward the digital communication, information, and media minor. Prerequisites: 04:189:151 or 152; 04:189:251.

04:189:352 ***Self and Society in Virtual Contexts (3)***
Students explore what it means to have multiple and merging "identities" in an online community. How are interpersonal relationships and group interactions manifested in virtual environments? How are identity and selfhood expressed? What is the impact on communication when gender, race, and other physical attributes are self-selected and represented digitally? What are the implications for privacy and security? What does this mean for the workplace? What do "human rights" mean in a virtual society and is citizenship changed with purely online interaction? Students will evaluate the consequences of a digital context on the self and society
This course counts toward the digital communication, information, and media minor.

04:189:353 ***Digital Technology and Disruptive Change (3)***
This course explores whether and how emerging digital technologies--such as social, mobile, and wearable media; virtual worlds and games; sensor-laden devices and environments; robotics; drones; implantable chips; artificial intelligence--contribute to disruptive changes in relationships, organizations, societies, and selves. Multiple perspectives on communication, information, and media will be applied in analyzing the extent to which the structure, norms, and dynamics of modern social life have changed and have experienced continuity and the conditions under which such changes can be considered disruptive. Micro- and macro-level processes and outcomes (interpersonal, cultural, political, global) of emerging digital technologies will be examined.
This course counts toward the digital communication, information, and media minor. SAS Core Learning Goals met by this course: CCO: Contemporary Challenges (CCO) Analyze the relationship that science and technology have to a contemporary social issue. ITR-z: Students will be able to analyze and critically assess information from traditional and emergent technologies.

04:189:396 ***(F) School of Communication and Information Learning Community III (1.5)***
Explores School of Communication and Information learning community themes through readings, weekly discussions, lectures, and interactions with faculty and visiting scholars. Students will develop and present research and/or action projects. Enrollment is limited to, and required of, participants in school learning communities. Students participating in different learning communities will register for particular sections of the class.
04:189:396 is an advanced fall class, primarily for juniors and seniors, with enrollment by special permission only.

04:189:397 ***(S) School of Communication and Information Learning Community IV (1.5)***
Explores School of Communication and Information learning community themes through readings, weekly discussions, lectures, and interactions with faculty and visiting scholars. Students will develop and present research and/or action projects. Enrollment is limited to, and required of, participants in school learning communities. Students participating in different learning communities will register for particular sections of the class.
04:189:397 is an advanced spring class, primarily for juniors and seniors, with enrollment by special permission only.

04:189:398 ***Special Topics in Communication and Information (3)***
Special topics classes may be offered by the School of Communication and Information that are of interest to all undergraduates in the school. A recent special topics class offered was Event Management and Design.

04:189:399 ***Service Learning Internship (1)***
A 1-credit service learning internship may be added to particular undergraduate courses in the school to allow students to add a service learning experience to a course. Contact the undergraduate program director of the major or minor for details.

Prerequisites: Must register for the associated SC&I course in the same semester.

04:189:441 ***Communication and Human Values (3)***
Seminar on communication and human values in a democratic society. Emphasis on the concept of cultural democracy in the formulation of public policy; historical evaluation of the philosophical problems related to matters of private taste versus public good.
Prerequisite: Permission of instructor. Course not offered on a regular basis. Open only to seniors and graduate students

04:189:451 ***Capstone in Digital Communication, Information, and Media (3)***
The capstone course is designed to facilitate students' synthesis of what they have learned in the program, through a directed project. Students will first work together in class to identify and refine projects or areas of research to complete. Capstone project presentations will be captured digitally for feedback from the larger community. Capstone projects may be done individually or in pairs. Projects will contribute to the students' websites; a portion of this class will include preparation of a website of material from the minor.
This course counts toward the digital communication, information, and media (DCIM) minor. Prerequisites: Completion of at least 15 credits within the minor, or completion of 12 credits and concurrent enrollment in one other DCIM course. The capstone is open only to declared DCIM students.

04:189:490 ***Senior Honors Seminar (3)***
For students admitted to the honors program.

Prerequisites: Permission of the department.

Communication 192 Courses (SC&I-U)

COMMUNICATION 192 COURSES

04:192:120 ***Beginning American Sign Language (3)***
Beginning skills in American Sign Language (ASL) and skills needed in communication with deaf persons.
Offered only during Summer Sessions. Does not count toward the major.

04:192:121 ***Intermediate American Sign Language (3)***
Beginning skills in American Sign Language (ASL) and skills needed in communication with deaf persons.
Prerequisite: 04:192:120 or equivalent course, or permission of the instructor. Offered only during Summer. Does not count toward the major.

04:192:200 ***Communication Theory (3)***
Basic concepts, models, and theories examining the role of communication in human behavior.
Prerequisite: 04:189:101.

04:192:201 ***Communication in Relationships (3)***
Patterns of human interaction, types and stages of relationships, verbal and nonverbal exchanges, and strategies and tactics.
Prerequisite: 04:189:101.

04:192:211 ***Parliamentary Debate Practicum (1)***
This course will explore the nature of persuasive argumentation as applied through the specific lens of parliamentary-style debating.

04:192:220 ***Fundamentals of Public Speaking (3)***
Development of effective oral presentation and participation skills in interpersonal, small group, organizational and public settings. Particular attention is given to issues of diversity and multiculturalism in presentation and participation.
Prerequisite: Limited to noncommunication majors. Does not count toward the major.

04:192:300 ***Communication Research (3)***
Exploration of the uses of experimental, descriptive, historical-critical, and field research approaches to the study of communication.
Prerequisite: 04:189:101.

04:192:301 ***Community Communication (3)***
This course examines types and qualities of civic infrastructure, civic engagement, and community leadership. Students are introduced to the methods and nature of community communication in varied contexts.

04:192:305 ***Introduction to Social Media (3)***
Social media platforms such as Facebook and Twitter represent a new class of communication platforms that have become quickly interwoven into the everyday lives of millions of people around the world. In this course we will draw on competing communication perspectives to explore the reasons behind the widespread popularity of these platforms. In doing so we will consider the role of individual choice, social influence, technological influence, and how these three perspectives can be combined. We will further explore the implications of social media for personal relationships, youth culture, organizations, social research, and personal privacy.

04:192:306 ***Social Network Analysis (3)***

Social networks are a core part of our lives. We are embedded in networks of friendship, support, and communication -- as well as in organizational, industry, and technological networks. This course explores the emergence and impact of networks, with a focus on understanding and analyzing their structure. Students will learn the fundamentals of network theory and social network analysis, gaining tools to critically evaluate social structures. The class will examine how social connections shape human behavior, success, and creativity.

04:192:307 ***Health Literacy (3)***
This class focuses on applying literacy principles to real-life health phenomenon, in clinical encounters, as well as in community and public health contexts with an emphasis on medically underserved and vulnerable populations.
Prerequisite: 04:192:200.

04:192:313 ***Message Design for Public Relations and Organizational Communication (3)***
Theories and techniques for collecting, selecting, packaging, and disseminating information within organizations and between organizations and their constituencies.
Prerequisites: 04:189:101; 04:192:200; 04:192:365.

04:192:315 ***Professional Writing and Communication (3)***
Analyzing and applying writing skills, techniques, design, and strategies to communication topics and processes. There are separate sections for research in the disciplines (popular culture, the family, globalization, technology, and society), writing for business and professions, and collaborative writing.
Prerequisites: 04:189:101; 04:192:200.

04:192:333 ***Political Communication (3)***
This course provides an overview of the field of political communication. Accordingly, we will analyze the role of advertising, polling, media coverage, image construction, and ethics in political campaigns through a historical and case study perspective. We will also discuss the role of current communication theories and their effects on contemporary political messages. We will focus specifically on the communication dynamics of political campaigns.
Prerequisites: 04:189:101; 04:189:102 or 103; 04:192:200; 04:192:201. Open only to communication majors. Note: This course fulfills a requirement for the leadership in organizations and community specialization within the communication major.

04:192:344 ***Language and Communication (3)***
Sociolinguistics, psycholinguistics, language acquisition and development, phonetics, and issues of bilingualism.
Prerequisites: 04:189:101; 04:192:200.

04:192:346 ***Intercultural Communication (3)***
Process of communication among individuals from different cultures or subcultures; influence of value orientations, concepts of time, thought patterns, and nonverbal styles.
Prerequisites: 04:189:101; 04:192:200.

04:192:347 ***Information Systems and Communication (3)***
Generation, classification, storage, retrieval, and use of information in human communication systems.
Prerequisites: 04:189:101; 04:192:200.

04:192:350 ***Visual Communication (3)***
Critical evaluation of the aesthetic and social impacts of visual communication.
Prerequisites: 04:189:101; 04:192:200.

04:192:354 ***Communication and Technology (3)***
Provides an overview of communication theory and research related to the use of a range of communication technologies in a variety of interpersonal, group, and societal contexts.
Prerequisites: 04:189:101; 04:192:200. Open only to communication majors.

04:192:355 ***Interpersonal Communication (3)***
Critical examination of the theory and research concerning the dimensions, dynamics, and functions of interpersonal interaction.
Prerequisites: 04:189:101; 04:192:200.

04:192:356 ***Group Communication (3)***
Principles of group communication, types of groups, group structure, leadership, and membership roles; techniques for working with groups.
Prerequisites: 04:189:101; 04:192:200.

04:192:357 ***Organizational Communication (3)***
Communication in organizations, communication networks, management and communication, decision-making, goal setting, and process consultation in varying organizational settings.
Prerequisites: 04:189:101; 04:192:200.

04:192:359 ***Persuasive Communication (3)***
Principles and techniques in persuasive communication: credibility, audience analysis, assessment of effects, media selection, resistance to persuasion, and attitude change.
Prerequisites: 04:189:101; 04:192:200.

04:192:360 ***Principles of Interviewing (3)***
Analysis of the interview as a unique communication context, including the application of theoretical concepts and practice in designing and conducting interviews of various types (e.g., surveys, employment, information giving, counseling).
Prerequisites: 04:189:101; 04:192:200.

04:192:365 ***Principles of Public Relations (3)***
Basic principles and policies of public relations and advertising; includes history, development, ethics, roles, functions, media selection methods, and message strategies of public relations.
Prerequisites: 04:189:101; 04:192:200.

04:192:366 ***Organizational Reputation and Representation (3)***
Organizations represent themselves to various stakeholder groups, both inside the organization and within the environment. In doing so, organizations encounter issues of reputation and identity. Combining theoretical foundations and a case study approach, this course will examine these issues critically and analytically.
Prerequisites: 04:189:101; 04:192:200. Only open to communication majors.

04:192:369 ***Internship in Communication I (3)***
Practical field experience in intercultural, international, interpersonal, group, organizational, or mass communication; or public relations and advertising.
Prerequisites: 04:189:101; 04:192:200; and permission of instructor. Open only by application to communication majors accepted to the School of Communication and Information.

04:192:370 ***Internship in Communication II (1-3)***
Continued practical field experience.
Prerequisites: 04:192:369 and permission of instructor. Open only by application to communication majors accepted to the School of Communication and Information. Does not count toward the major.

04:192:372, 373, 374, 375 ***Topics in Communication I, II, III, IV (3,3,3,3)***
Topical seminars dealing with issues of concern to contemporary communication studies.
Prerequisites are minimally 04:189:101, 04:189:200, 04:189:300, Open to communication majors only . Other prerequisites may vary with each offering.

04:192:380 ***Public Speaking (3)***
Principles of public speaking; practice in composition, delivery, and criticism of informative, persuasive, and entertaining speeches.

04:192:381 ***Argumentation (3)***
Principles and techniques of persuasion through argument, evidence, and logical inference.
Prerequisites: 04:189:101; 04:192:200.

04:192:382 ***Children and Media (3)***
This course examines children's and adolescent's interactions with media and technology and their influence on communication and social development.

04:192:383 ***Advanced Public Speaking (3)***
This workshop-based course aims to enhance students' current oral communication skills in a variety of real-life scenarios (personal and professional) with a focus on civic engagement.

Prerequisites: 04:192:380

04:192:390 ***Approaches to Leadership (3)***
Provides a multidisciplinary and collaborative environment focused on leadership theory and current practice in public and private sector organizations through a communication lens. Leadership models will be analyzed and evaluated for effectiveness from a variety of perspectives providing opportunities to gain a greater understanding of theories, concepts, models, and approaches of leadership in diverse contexts (personal, team, group, organization, community, etc.).
Prerequisites: 04:189:101; 04:192:200.

04:192:403 ***Conflict Negotiation and Resolution (3)***
This course examines features of interpersonal conflict situations, explores individual conflict styles, and identifies strategies for managing or resolving interpersonal conflict.
Prerequisites: 04:189:101, 04:192:200, 04:192:300. Open only to communication majors.

04:192:404 ***Communicating about Relationship Challenges (3)***
Examines the role of interpersonal communication in managing a variety of challenging events in friendships, romantic relationships, and family relationships, such as hurt, conflict, jealousy, negotiating sexual intimacy, terminating relationships, etc.
Prerequisites: 04:189:101, 04:192:200, 04:192:300. Open only to communication majors.

04:192:405 ***Communication and Gender (3)***
Effects of gender roles in various communication contexts; examination of literature and research on differences between male and female patterns of interaction.
Prerequisites: 04:189:101; 04:192:200, 201, 300. Open only to communication majors.

04:192:406 ***Relationships and Identities in Interaction (3)***
Examines how relationships and identities are constructed in communication. Focuses on specific practices of interaction--the basic building blocks for communication--to discover those practices through which communicators build their actions and sometimes thereby, their relationships and identities.
Prerequisites: 04:189:101, 04:192:200, 04:192:300. Open only to communication majors.

04:192:407 ***Health Communication (3)***
Exploration of communication demands of health care and the development of effective communication strategies and skills for use in health care practice.
Prerequisites: 04:189:101; 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:408 ***Health Message and Campaign Design (3)***
Design, implementation, and evaluation of public communication campaigns designed to change health behavior of individuals, groups, and entire populations.
Prerequisites: 04:189:101, 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:409 ***Public Relations Management (3)***
Analysis and preparation of case studies in industry, labor, education, government, and trade organizations, and the application of public relations techniques.
Prerequisites: 04:189:101; 04:192:200, 04:192:201, 04:192:300, 04:192:365. Open only to communication majors.

04:192:410 ***Media, Marketing, and Communication***
This course links communication theory to the practice of marketing and media planning. Students work to analyze current trends in media and marketing while applying skills learned in previous communication courses.
Prerequisites: 04:189:101; 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:411 ***Crisis Communication and Public Information (3)***
Examines the processes through which organizations handle and disseminate information to the public with a specific emphasis on crisis communication.
Prerequisites: 04:189:101; 04:192:200; 04:192:201; 04:192:300; and either 04:189:102 or 04:189:103.

04:192:412 ***Communication and Management in Media Organizations (3)***
This course introduces students to the organizational structure of media and advertising organizations and focuses on the central role of communication particular to media and advertising. The course is designed to expose students to core concepts and principles of organizational theory as they apply to these organizations. Students will learn how to navigate modern media and advertising organizations in the current technological landscape.
Prerequisites: 04:189:101; 04:192:200; 04:192:201; 04:192:300

04:192:422 ***Communication and Facilitation (3)***
Theory and pragmatics of intrapersonal, interpersonal, and small-group process analysis, intervention, and facilitation.
Prerequisites: 04:189:101, 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:432 ***Communication, Technology, and Society (3)***
This course analyzes communication technologies, their consequences for society and individuals, and the social forces that affect their form and function. It critically examines the impact of communication technology on society through in-depth seminars and independent research.
Prerequisites: 04:189:101, 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:442 ***Supportive Communication (3)***
This course features critical exploration of the theory and research regarding personal and community experiences of social support, its influences on interpersonal relationships and health, and its social functions.
Prerequisites: 04:189:101, 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:443 ***Nonverbal Communication (3)***
Nonverbal aspects of human communication, including proxemics, kinesics, vocalics, eye behavior, human artifacts, and environments; the functions served by nonverbal behavior in interaction.
Prerequisites: 04:189:101, and 04:189:102 or 04:189:103; or 04:192:200, 04:189:201, 04:189:300. Open only to communication majors.

04:192:444 ***Language, Behavior, and Communication (3)***
Sociolinguistic, psycholinguistic, and general semantic analysis of language as a component of human communication systems.
Prerequisites: 04:189:101, and 102 or 103; 04:192:200, 201, 300. Open only to communication majors.

04:192:446 ***Communication and Social Change (3)***
Role of communication in social change, diffusion of innovations, and national development.
Prerequisites: 04:189:101, and 04:189:102 or 04:189:103; 04:192:200, 04:189:201, 04:189:300. Open only to communication majors.

04:192:447 ***Urban Communication (3)***

Urban communication addresses the ways individuals, institutions, and information communication technology use organize urban life. This course helps students appreciate the city as a communication environment with its own communicative practices and processes, as well as variations in urban communication related to geography, culture, inequality, and other factors. Students will learn how contemporary urban issues can be understood and addressed through communication and will practice doing urban communication research.

Prerequisites: 04:192:200, and 04:192:300. Open only to communication majors.

04:192:450 ***The Dark Side of Organizations (3)***
This course takes a communication-based approach to key workplace processes that operate in the shadows (e.g., violence, wrongdoing, harassment) and what are called hidden organizations (e.g., terrorist cells, informal economy, secret societies).

04:192:458 ***Leadership in Groups and Organizations (3)***
Examines leadership from a communicative perspective, integrating theory and practice. Combines traditional informational components of university courses with experiential learning activities, such as interactive simulations, exercises, case studies, and an organizational simulation.
Prerequisites: 04:189:101, 04:192:200, 04:192:201, 04:192: 300. Open only to communication majors.

04:192:459 ***Patient-Provider Communication in Health Care (3)***
This class explores facets of patient-provider communication and their impact on patient and provider satisfaction and health outcomes.
Prerequisites: 04:189:101; 04:192:200, 04:192:300. Open only to communication majors.

04:192:460 ***Advanced Health Communication (3)***
Application of principles and techniques in a targeted health communication campaign; social norms theory, experiential learning theories, effects of misperceptions on behavior, and needs of special student populations.
Prerequisites: 04:189:101; 04:192:200, 04:192:201, 04:192:300; and either 04:189:102 or 04:189:103. Open only to communication majors.

04:192:466 ***Audience and Market Analysis (3)***
Covers principles and methods of identifying, categorizing, and segmenting mass audiences. The more specifically a public relations or marketing/communications professional identifies targets by demographic or other means, the easier it is to find communication strategies and tactics that will reach those targets. The course will enable students to define his/her target audience, how to expose hot buttons for copy content and style, SEO/SEM keywords, hook development, and more
Prerequisites: 04:189:101; 04:192:200, 04:192:201, 04:192:300. Open only to communication majors.

04:192:470 ***Research in Communication (3)***
Research projects conducted under the direction of individual faculty members. Requires application.
Prerequisites: **04:189:101, 04:192:200, 04:192:201, 04:192:300*****; faculty sponsor; and approval of chair. Open only by application to communication majors.***

04:192:472, 473, 474, 475, 477 ***Topics in Communication V, VI, VII, VIII, IX (3,3,3,3,3)***
Advanced topical seminars dealing with issues of concern to contemporary communication studies.
Prerequisites: 0**04:189:101, 04:192:200, 04:192:201, 04:192:300*****. *Open only to communication majors. Other prerequisites may apply depending upon the offering.***

04:192:476 ***Advanced Communication Theory (3)***
Issues in theory building in the field of communication.
Prerequisites: **04:189:101, 04:192:200, 04:192:201, 04:192:300*****. Open only to Senior communication majors.***

04:192:478 ***Family Communication (3)***
Family communication theory, research, and practice. Includes assessment and measurement of interaction patterns, pathologies, and intervention strategies.
Prerequisites: **04:189:101, 04:192:200, 04:192:201, 04:192:300*****. Open only to communication majors.***

04:192:481 ***Advanced Research (3)***
Research trends in current literature in interpersonal, group, organizational, mass, and intercultural communication, and in public relations and advertising.
Prerequisites: **04:189:101, 04:192:200, 04:192:201, 04:192:300*****. Open only to communication majors by permission of the instructor.***

04:192:491,492 ***Independent Study in Communication (3,3)***
Independent study projects in communication.
Prerequisites: **04:189:101, 04:192:200, 04:192:201, 04:192:300*****. Faculty sponsor and approval of chair. Open only by application to communication majors. Does not count toward major.***

04:192:493 ***Senior Thesis Independent Project I (1-3)***
Prerequisites:**04:189:101, 04:192:200, 04:192:201, 04:192:300*****. *Open only by application to communication majors.***

04:192:494 ***Senior Thesis Independent Project II (1-3)***
Prerequisite: **04:189:101, 04:192:200, 04:192:201, 04:192:300*****. Open only by application to communication majors.***

04:192:495 ***Applied Study in Communication (3)***
Supervised study in communication pedagogy.
Prerequisites: 04:189:101, 102; 04:192:200, 201, 300. Open only by application to communication majors. Reserved for tutors. Does not count toward major.

Information Technology and Informatics 547 Courses (SC&I-U)

Information Technology and Informatics 547 Courses

04:547:111 ***The Internet and the Information Environment: A Quantitative Approach (3)***
A quantitative and mathematically rigorous introduction to concepts that underlie the internet and web search engines. A challenging problem will introduce each topic, and the exposition of principles and relevant theorems will be followed by an application to the internet and at least one other application in the social sciences (e.g., social networks) or the humanities (e.g., author identification). **The course counts as one of the two mathematics courses that must be taken in order to meet the Rutgers graduation requirements in quantitative reasoning.**

04:547:200 ***Social Informatics (3)***
This course provides a survey of the key social issues related to information technology development, decision-making and use. Its focus is on the critical analysis of social, cultural, philosophical, ethical, legal, public policy and economic issues relating to information technologies, and how these interactions shape workplace decisions and technology use.
Prerequisite: 04:189:103 with a grade of C or better. Some sections open only to ITI majors.

04:547:201 ***Information Technology Fundamentals (3)***
As the introductory course to the technological concentration/area in the ITI program, Introduction to Computer Concepts explains the basic principles of computer systems and applications. It covers the basic mathematical-theoretical principles that govern the functioning of computers, the architecture and organization of computer systems, the role of hardware and software, and the role of creative thinking and problem solving in building software applications.
Prerequisite: 04:189:103 with a grade of C or better. Some sections open only to ITI majors.

04:547:202 ***Object-Oriented Programming (3)***Introduces students to the principles of object-oriented analysis, design, and programming. The focus is on developing creative thinking for analyzing a problem domain and designing a solution, and on using the Java programming language (or other appropriate programming language) to implement it.
Prerequisite: 04:547:201. Open only to ITI majors.

04:547:210 ***Designing Human-Centered Technology Solutions (3)***
This course focuses on the relationship among information, technology, and people in an applied context. Students will learn to define design-problem spaces, represent the problem, and suggest sociotechnical solutions.
Prerequisite: 04:547:201.

04:547:215 ***Social Impacts of Video Games (3)***
This course will examine video games from a cultural and social perspective. Rather than focusing on game design, it will explore the ways culture, socialization, and values are a part of gaming. Using a variety of theoretical and methodological approaches, a range of topics will be discussed in an attempt to understand not only the internal workings and social dynamics of computer games, but their place in the broader culture. Topics include: community

management and maintenance in games; social processes and interaction; games as communication spaces and virtual worlds; intellectual property and commodification in games; players as producers of game content; political/ideological analysis of games; gender and race in gaming; and design and values.

Prerequisites: Some sections are open only to ITI majors.

04:547:220 ***Retrieving and Evaluating Electronic Information (3)***
Students examine and analyze the information retrieval process in order to more effectively conduct electronic searches, assess search results, and use information for informed decision-making. Major topics include search engine technology; human information behavior; evaluation of information quality; business, economic, and cultural factors that affect the availability and reliability of electronic information; and the future of search.

04:547:221 ***Fundamentals of Data Curation and Management (3)***
This course introduces students to the use of large data sets and prepares them for work in organizational and research settings. The students will learn the basics of acquiring and curating practical data, discovering patterns, and managing large datasets with databases. Students will work multiple modalities of data such as textual, networked, and numerical datasets.
Prerequisites:04:547:202; or both 01:198:142/01:960:142 and 01:960:291.

04:547:225 ***Data in Context (3)***

This is an ITI Program course number for 04:189:220 DATA IN CONTEXT. This course introduces students to the interplay between data and its surrounding societal context. It will cover the basics of data science, focusing on the ethical, legal, and social implications of data and algorithms. Students will learn to conceptualize and evaluate practical applications of data science in communication, information, and media contexts.

04:547:230 ***Human-Computer Interaction (3)***
This course studies how best to design the interface between human users and computer systems. Emphasis is placed on learning how to involve the user at different stages in the design process to improve the interface in a cost-effective way. In particular, experience with iterative user-centered design, rapid prototyping, and usability testing methods are developed. Students evaluate several computer interfaces as well as iteratively design and evaluate an interface prototype.

04:547:240 ***Digital Hardware Basics (3)***
This course provides students the opportunity to develop the basic computer skills needed to manage an information technology operation in the business world. The class includes a broad coverage of technology concepts and trends underlying current and future developments in IT operations. We start by introducing the workplace environment of your staff, then moving to the background of the computer and its hardware devices components. The students will end with a broad base of knowledge and competency in hardware operations management including installation, configuration, diagnosing, preventative maintenance, and basic networking.

04:547:300 ***Application of Research in Information Technology (3)***
This course provides an introduction to systematic inquiry in information technology and informatics using quantitative and qualitative approaches with an emphasis on individual and organizational users of information working in electronic environments. It includes the analysis, synthesis, evaluation, and reporting of applied and theoretical research in the information technology field. Computer laboratory sessions are used to facilitate

statistical, textual, and graphical analyses of data. Methodologies of research in information technology are critically evaluated.
Prerequisites: 04:547:220.

04:547:310 ***Strategic Leadership in Informatics (3)***
This course focuses on leadership theory and its applicability in understanding the role of leadership in dynamic organizations. It places emphasis on cultural concerns and the importance of diversity in ensuring competitiveness in the increasingly diverse marketplace. It addresses global issues in information and communication technology, the importance of effective leadership at all levels in organizations, and the relationship between leadership and organizational success. An additional focus is the necessity for collaboration and ethical practices.
Prerequisite: 04:547:210.

04:547:311 ***Information Technology Project Management (3)***
Covers fundamental concepts and applied techniques for effective management of information technology development and implementation projects. Students will develop practical competencies with industry-standard software tools and techniques, applying traditional PM frameworks (e.g., Waterfall, Rational) and contemporary (e.g., Agile-based) techniques to the planning and monitoring of information technology implementation projects.
Prerequisite: 04:547:210. Open only to ITI Majors

04:547:315 ***Game Design Methodology (3)***
Examines the theory, practice, and methodology of the modern game designer. Content will cover everything from simple board game mechanics to the inner workings of massively multiplayer experiences. From developing ideas for new product concepts to writing strong game design documentation to fine-tuning gameplay mechanics, this course provides a survey of the best practices, key challenges, and unique opportunities for game designers.
Prerequisite: 04:547:201.

04:547:320 ***Web Design (3)***
This course focuses on the role that web pages play in an organization's public profile, and on establishing linkages between specific content and organizational and client needs in a web-based environment. It addresses principles and skills of web design using current W3C standards, website access, usability, and evaluation. It also addresses developing website content tailored to specific audiences.
Prerequisite: 04:547:201.

04:547:321 ***Information Visualization (3)***
Students learn how to effectively present complex information using the web, multimedia, or information visualization techniques. The course develops an understanding of how best to leverage human perceptual capabilities to communicate information or gain insights into large and abstract data.
Prerequisite: 04:547:201 or 01:198:142/01:960:142 and 01:960:291.

04:547:330 ***Database Technologies (3)***
This course introduces students to basic database design principles and applications, and the use of database technologies for the organization and management of large information systems. It focuses on development of data structures, database design principles, relational structures, database testing and use, query language, as well as translating organizational needs into database applications.
Prerequisite: 04:547:202.

04:547:331 ***Networking and Internet Technology (3)***
This course provides an introduction to computer network and internet technologies. It emphasizes the distinction between various logical concepts and entities such as networks, the internet at large, and the World Wide Web. Universal protocols and services such as SMTP, HTTP, DNS, and SNMP are explored. In addition, students will learn to deconstruct and identify components of common technologies. The context of these technologies within society and business is also introduced
Prerequisite: 04:547:201

04:547:332 ***Advanced Web Design Technologies (3)***
With the advent of the Extensible Markup language, web developers have the opportunity to build richer, more fully interactive sites by tapping into the power of a series of flexible and robust technologies that permit more effective sharing of information between organizations. Students will be starting with the fundamentals of XML and moving on into discussions and implementations of XHTML, Schema, DTDs, RSS, Web Services, AJAX, and other XML-based frameworks for web development. Particular attention will be paid to the issues surrounding open source development efforts and the business case for various technologies and their alternatives.
Prerequisite: 04:547:201 or 04:547:320.

04:547:333 ***Information Security (3)***
An introduction to the various technical and administrative aspects of information security and assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. The purpose of the course is to provide the student with an overview of the field of information security and assurance. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses, and an overview of the information security planning and staffing functions.
Prerequisite: 04:547:201.

04:547:340 ***Gender and Technology (3)***
The course analyzes gender in relation to race, class, nationality, culture, religion, and sexuality in the context of technological innovation. Its focus is on fundamental concepts, the feminist critique of technoscience, and the impact of gender issues on the workplace inclusiveness and equity, in a transnational and historical perspective. It examines the effects of gender on the development and use of information technologies and on gender-based information and technology preferences.

04:547:400 ***Information Privacy (3)***
This course explores information privacy, security, and technology in contemporary organizations. Students analyze how regulatory, social, and ethical issues impact information privacy and data protection, and implement tools to manage information privacy risks.
Prerequisites: 04:547:200 and 04:547:333.

04:547:410 ***Electronic Commerce (3)***
This course examines the technologies used to transact business electronically. It investigates a range of social, economic and security issues related to such transactions, and the design of websites that facilitate these transactions.
Prerequisites: 04:547:202 or an equivalent course. Open only to ITI majors.

04:547:415 ***Digital Game Creation (Game Design) (3)***
Creating a digital game involves merging the skills of many disciplines into a single cohesive whole. It involves applying principles from computer programming, two- and three-dimensional digital art, animation, physics, mathematics, artificial intelligence, user interface and experience design, psychology, narrative design, and visual communication to provide an incomplete list. This course focuses upon understanding and demonstrating the technical implementation of game play mechanics within a game engine framework. It is designed to expand upon the work done in Game Design Methodology (04:547:315) to provide an introduction in working with these disparate skill sets by building subsets of a complete game in a digital form.
Prerequisites: 04:547:201 and 04:547:315.

04:547:420 ***Economics of Information Technologies (3)***
This course examines economic theories related to information technologies and systems. The concept of information as "commodity" is considered. Quantitative methods such as cost-benefit analysis and return on information technology investment evaluation are introduced. Alternative methods such as measuring the human costs associated with information technology implementations are also addressed.
Prerequisite: 04:189:210.

04:547:421 ***Data Analytics for Information Professionals (3)***
Data analytics linked to storage, curation, management, and mining with attention to alternative methodological approaches. The course will demonstrate various methods to explore how big data might be analyzed, stored, and retrieved.

04:547:440 ***Information Technology and Learning (3)***
This course focuses on understanding how organizations learn and how information technology can be used for the design and development of instructional systems and materials within the organization to facilitate workplace learning. It addresses workplace learning needs, learning styles, learning outcomes, representation of knowledge, problem solving, and assessment of the usability of e-learning systems in the workplace.
Prerequisite: 04:189:210.

04:547:445 ***Certification Practicum in ITI (3)***
This course will operate like an independent study course, where the students' work will be directed toward passing an IT certification test. Selected certificates--ones that are in demand by companies and organizations--will be options presented to the students. Certification options may include, but are not limited to: A+, CCNA, MCTS, etc.
Prerequisite: Permission by the department. Open only to ITI majors.

04:547:450 ***ITI Internship (1-3)***
The student negotiates or gains a work placement of approximately 50 to 150 hours. The internship provides supervised professional work experience in a corporate, research, or educational setting, where there is opportunity to apply and further develop knowledge and skills acquired in the Information Technology and

Informatics course work.
Open only to ITI majors. Approval of proposed work by ITI program director and academic supervisor, with the approval form filed prior to registration.

04:547:455 ***Capstone in Information Technology and Informatics (3)***
The Capstone in Information Technology and Informatics is designed to synthesize what students have learned in the ITI program through a directed project identified by the coordinator and the ITI director. Throughout the semester, students work together in teams to complete the selected project. Students may also complete written assignments that document the progress of the team, produce a final paper, and participate in a final presentation experience to showcase their work.
Prerequisites: Open to ITI majors only. Completion of at least 18 credits in the major and preferable in the last semester of major.. Permission of the department.

04:547:460 ***Independent Study (3)***
Students design, negotiate and manage a program of study under the advisement of a faculty member based on their existing experience and knowledge and on their career intentions. The study builds on existing knowledge and skills acquired during the major in an area not available through elective courses in the ITI major.
Prerequisites: 04:547:200,04:547:201, 04:547:202, and 04:547:210. Prior approval of proposed project by ITI program director and ITI faculty supervisor, with an approval form filed prior to registration.

04:547:465 ***Senior Thesis (3)***
Honors students will conduct original research under the supervision of a faculty adviser and an honors thesis committee. Students must be accepted into the honors program in order to enroll in this course.
Prerequisites: 04:547:300; special permission of the department. Open only to ITI majors.

04:547:470,471,472,473,474,475,476, 477 ***Topics in Information Technology I,II,III,IV,V,VI,VII,VIII (3,3,3,3,3,3,3)***
Special topics relevant to contemporary studies in information technology and informatics.
Prerequisites: To be determined on the basis of each semester's offering.

Journalism and Media Studies 567 Courses (SC&I-U)

Journalism and Media Studies 567 Courses

04:567:200 ***Writing for Media (3)***
Fundamentals of writing across media platforms. By the end of the course, students will be able to write in many journalistic and media-based styles using basic and accepted techniques accepted by each discipline. This course will serve as a foundation for understanding and using different styles of writing, research, and content development. (Required course)

04:567:201 ***Media Ethics and Law (3)***
Legal issues and ethical problems confronting journalists. (Required course)
Open only to journalism and media studies majors.

04:567:202 ***Creating Content (3)***
Students will master the fundamentals of audio and video production and gain an understanding of how to create engaging and editorially sound visual stories.

04:567:205 ***Digital News Writing and Reporting (3)***
Fundamentals of gathering information and journalistic writing. By the end of the course, students will learn basic journalistic newswriting and reporting techniques and concepts, including writing in journalistic style, fact-gathering, conducting observation, freedom of information, and professional ethics. (Foundational course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:206 ***Broadcast Newswriting and Reporting (3)***
Newswriting for radio, with review of television newswriting approaches for comparison. (Foundational course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:207 ***Design and Digital Editing (3)***
Fundamentals of copyediting and layout. (Foundational course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:210 ***Media Management and Strategy (3)***
Focuses on the key economic and strategic concepts, challenges, and opportunities that are central to the management of contemporary media organizations. The course is grounded in the growing academic and professional literatures examining the unique nature of media products and services and the unique and rapidly changing marketplace dynamics in which media organizations operate. Given the ongoing convergence of media industries and technologies, this course focuses on concepts, analytical tools, and issues that have relevance across the full range of media industry sectors.
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:211 ***Exploring New Media (3)***
This course examines the nature and impact of emerging media technology. Students study four primary ways new technology influences media, including 1) how media professionals do their work; 2) the nature of media content; 3) the relationships between and among media and relevant publics; and 4) the structure, culture, and management of media organizations and systems. Five areas of media technology are studied, including 1) acquisition tools; 2) storage technologies; 3) processing devices; 4) distribution technologies; and 5) display, access, or presentation tools. (Foundational course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:212 ***Digital Media Production (3)***
Digital media production is the study of media creation and display through online and interactive experiences. This includes audio and video steaming in online contexts, but it also covers other types of new media that are hybrids of the two. Using various multimedia systems and formats, students will explore the foundations of development, content creation and distribution across multiple platforms. Focusing on multi-platform digital media, students will have the opportunity to write, produce and edit your own digital media content for online distribution
Prerequisite: 04:567:200. Open only to journalism and media studies majors.

04:567:215 ***Gender, Race, and Class in the Media (3)***
Content, treatment, and effects of women and minority group coverage in television, newspapers, magazines, popular music, and film. (Foundational course)

04:567:216 ***Digital Media and Society (3)***
Historical and contemporary social, cultural, political, and economic issues related to digital media in society. (Foundational course)

Prerequisite: Open only to journalism and media studies majors.

04:567:217 ***Foundations of Media Analysis (3)***
Survey of critical approaches to the analysis of media and its impact on society. (Foundational course)

04:567:250 ***Children and Media (3)***
This course examines children's relationship to media in its historic, economic, political, and social contexts. It begins by reviewing theories of child development as they inform children's relationship with and understanding of media. Next, it considers the political and economic forces that shape the landscape of children's media. Against this backdrop, the course examines research on the effects of media on children's physical, cognitive, social, and emotional development. Students in this course produce a proposal or prototype for an educational children's media property as their final project. (Concept and Analysis Course)

04:567:251 ***Topics in Journalism and Media Studies I (3)***

Specialized topics related to the practice of journalism are offered on a regular basis.

04:567:252 ***Topics in Journalism and Media Studies I (3)***

Specialized topics related to the practice of journalism are offered on a regular basis.

04:567:253 ***Topics in Journalism and Media Studies I (3)***

Specialized topics related to the practice of journalism are offered on a regular basis.

04:567:274 ***Consumer Media Culture (3)***
Provides a critical understanding of advertising's role in society. Examines the history of advertising, the commercial and social aspects of the messages conveyed by ads, and the advertising industry's influence on social relations and institutions. The basic orientation of the course is to study consumer media culture (advertising, public relations, and branded space) as a form unique to modern society. (Concept and Analysis course)

04:567:275 ***Social Media and Participatory Culture (3)***
This course takes a critical approach to understanding new media environments, especially with regard to what has been called at various moments "social media," "participatory culture," "digital media," "convergence," "Web 2.0," "social web," and "interactive media," among other things. Rather than focus on these emerging media practices as purely technological phenomena, the course situates them in broader social, political, and historical contexts. We will examine key dimensions of cultural life that make up our selves, including friendship, intimacy, labor, celebrity, power, gender, control, race, sexuality, activism, and privacy. (Concept and Analysis course)

04:567:276 ***Musical Cultures and Industries (3)***
This course looks at the invisible power of music over lives, exploring how music can influence how people feel, what they think, and how they think. Exploration of music's social power, delving into its rich history at the center of politics, religion, and a multibillion dollar global industry. Consideration of music's relationship to technology and how changes in the media landscape are altering the role music plays in human life. (Concept and Analysis course)

04:567:278 ***News Media and Government in America (3)***
Examines the relationship between media and institutions and the processes through which people and societies make political choices. (Concept and Analysis course)

04:567:314 ***Photojournalism (3)***
Fundamentals of still photography in print and audiovisual mass media with primary focus on print journalism. Must have a 35mm camera. (Concept and Analysis course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:317 ***Writing the Mediterranean (3)***
Students will draw inspiration from great Mediterranean journeys, and learn to write compelling journey stories of their own. They'll travel with Homer, Mark Twain, Ernest Hemingway, Martha Gellhorn, George Orwell and other notable authors through one of the world's grandest regions, as they explore its legacy of war and exodus, cooking and eating, and romance and revenge. This course includes a spring break reporting trip to a Mediterranean country, such as Spain, Italy or Turkey.
Prerequisites: 04:567:200; open only to majors and MCM Digital Media Track students only, except by special permission. Students must also be registered for 1 credit through Rutgers Study Abroad.

04:567:318 ***Fashion Journalism (3)***
Fashion Journalism is a course for advanced students in the journalism and media studies major who have an interest in writing about fashion, a key industry in New York City. The course provides students with an overview of writing about fashion, the different types of fashion journalism, and the numerous formats for fashion journalism. Students will also look at how fashion journalism has changed and how digital has transformed coverage. Throughout the semester, students will use readings, televised fashion coverage, as well as online documentaries and collection showings to learn about the fashion journalism industry and to practice reporting techniques. Assignments will incorporate a multimedia focus with students working to produce a full range of fashion journalism that reflects the variety of journalism commonly produced in the industry. (Practice and Innovation Course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:319 ***Podcasting and Audio Documentary (3)***
Explores the flourishing field of audio documentary and learn the skills required to use audio as a nonfiction storytelling language. You will be exposed to the process from beginning to end--from recording technique and choosing the right interview setting, to focusing and scripting your story, to digital editing and mixing on Pro Tools First. Along the way, we'll listen to and discuss audio documentary work in a variety of stylistic approaches. (Practice and Innovation Course)
Prerequisites: 04:567:205 or 04:567:206 or 04:567:212. Open only to journalism and media studies majors.

04:567:327 ***Public Information and Public Relations (3)***
Techniques of public information and media relations with focus placed on government, public affairs, and public interest issues. (Practice and Innovation course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:328 ***The Hyperlocal Newsroom (3)***
This class will give students hands-on experience with traditional and digital journalism, including work in both written and multimedia formats, through the creation and management of a news-based website covering Rutgers and the city of New Brunswick. Students will report; write and edit stories; create video, audio, and graphics; take photos; and learn about the various uses of social media within the journalism field. Students will collaborate on

a news-based website that will synthesize learned skills, journalistic practices, and knowledge of information and technology. (Practice and Innovation course)
Prerequisites: 04:567:205 or 04:567:206, or 04:567:212. Open only to journalism and media studies majors.

04:567:329 ***International Reporting (3)***
This course prepares students to write about life in other countries, and to cover international issues from the United States. Students analyze award-winning global journalism, and learn about and practice techniques foreign correspondents use.(Practice and Innovation course)
Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:331 ***Digital Media Lab (3)***
Students use experimental new media tools to transform news reporting, media storytelling, and other media processes. Augmented reality, ereader technology, 360-degree cameras, immersive media, the Mobile Journalist Workstation, 3-D imaging and audio, 3-D printing, interactive video, video as input, geotagged content, animation and news, and other emerging new media tools are applied to journalism and media to create and test new story formats that in an analog world would be impossible, but in a digital, networked world can engage individuals across time and space; and provide much-needed context and customization and in-depth, context-sensitive news and mediated entertainment.(Concept and Analysis course)
Prerequisites: Open only to journalism and media studies majors.

04:567:333 ***Media and Popular Culture (3)***
This course examines the relationship between media and popular culture and their impact on society. This course introduces students to the shifting trends, ideas, and competing forces that will lay the foundation for the cultural battleground of the future. (Concept and Analysis course)

04:567:340 ***Science and Health Journalism (3)***
To introduces students to the specialized fields of science, health, and technology writing.,(Practice and Innovation course)
Prerequisites: 04:567:205 or 04:567:206. Open only to journalism and media studies majors.

04:567:345 ***Media Publishing and Design (3)***
Computer-based writing, design, and pagination for newsletters, magazines, websites,and newspapers. (Practice and Innovation course)
Prerequisites: 04:567:205 or 04:567:206 or 04:567:207 or 04:567:212. Open only to journalism and media studies majors.

04:567:347 ***Information Design for Web Journalists (3)***
Creation, design, and development of webpages as primary sites for distributing news content and to supplement other technologies for news transmission. (Skills course)
Prerequisites: 04:567:205 or 04:567:206 or 04:567:207 or 04:567:212. Open only to journalism and media studies majors.

04:567:350 ***Development of Media (3)***
This course examines what media are and what they do; how specific media technologies affect democratic discourse; how media shape narratives of class, race, ethnicity and gender; the long-running conflict between information and propaganda, and how media conglomerates came to wield such enormous power in modern society. (Concept and Analysis course)

04:567:351 ***Topics in Journalism and Media Studies IV (3)***

Specialized topics related to the practice of journalism are offered on a regular basis.

Prerequisites: 04:567:200 Open only to journalism and media studies majors.

04:567:352 ***Topics in Journalism and Media Studies V (3)***

Specialized topics related to the practice of journalism are offered on a regular basis.

Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:353 ***Topics in Journalism and Media Studies VI (3)***

Specialized topics related to the practice of journalism are offered on a regular basis.

Prerequisites: 04:567:200. Open only to journalism and media studies majors.

04:567:365 ***Race, Islamaphobia and Media (3)***
This course will critically analyze racial and religious stereotypes of Muslims and how they emerge from various historical and political contexts. Students will study films, news media reports, television shows, video games and other cultural products to understand how Muslims are racialized and how Islamophobia operates in popular discourse in the US. (Concept and Analysis Course)

04:567:370 ***Journalism in American Film (3)***
Exposes students to many of the best-known American films about journalism. Examines how the practice and societal impact of journalism has been depicted. (Concept and Analysis course)
Open only to junior and senior journalism and media studies majors.

04:567:373 ***Editing for Multimedia (3)***
In this course students will learn the workflows associated with editing audio, video, graphics, and text. A strong emphasis is placed on demonstration and hands-on experience in this course. Students will become familiar with developing editing scripts, managing content, importing media, editing, and encoding for distribution across multiple platforms. Instructors will also discuss editing concepts which provide a thorough understanding of technique and theory used by professional editors. Exploring these concepts will provide a better understanding of how messages and stories are told through editing. Editing media will be provided for all exercises and projects.
Pre-requisites: 04:567:205 or 04:567:206 or 04:567:212.

04:567:374 ***Media Field Production (3)***
This course introduces students to the working principals of Electronic Field Production (EFP). Special attention is given to on-location creative and technical aspects of media production. Valuable EFP knowledge and skills will be gained through production exercises, projects and readings. Students will learn the constraints and benefits of shooting on-location while producing, directing and operating production equipment.
Pre-requisites: 04:567:205 or 04:567:206 or 04:567:212.

04:567:375 ***Television Reporting (3)***
Fundamentals of television reporting and electronic news gathering. (Practice and Innovation course)
Prerequisite: 04:567:206. Open only to journalism and media studies majors.

04:567:376 ***Advanced Television Reporting (3)***
Advanced television reporting and electronic news gathering with students assigned to various projects. (Practice and Innovation course)
Prerequisite: 04:567:375. Open only to journalism and media studies majors.

04:567:379 ***Media and Politics (3)***
Examines who controls the media and how the media differentially serve the public and power holders. Attention to both news and entertainment media. (Concept and Analysis course)
Open only to junior or senior majors in journalism and media studies.

04:567:380 ***Media and Social Change (3)***
This course looks at how past and present social movements (e.g., environmental, civil rights, labor movements) challenge dominant social, economic, and political structures and how they have been portrayed in the mass media. It also examines how social activists use media technologies to organize themselves and communicate their messages to wide audiences in order to achieve social change. (Concept and Analysis course)

04:567:384 ***Media and the Struggles for Democracy in Central America (3)***
This course takes students to Guatemala for 10 days to study the role of media in historic and contemporary struggles for democracy. The class meets with Guatemalan journalists, human rights activists, Indigenous associations, women's collectives and other community groups. Students visit news agencies, community radio and TV stations and the office of the country's first and only feminist magazine. Using Guatemala as a case study, students will learn about the regional effects of colonization, US military intervention and neoliberal economic policies in the Central American region, as well as the key role of media in local struggles for political autonomy, human rights and democracy.
Prerequisites: 04:567:215 or 04:567:380

04:567:385 ***Irish Media, Politics, and Cultural Survival (3)***
This embedded course takes students to Ireland for 8 days to study the role of Irish (Gaelic) journalism and media in historic and current struggles for political autonomy and cultural identity. There are six 3-hour class meetings before we travel. In the heart of Galway's Irish-Gaelic speaking region, students will spend a few days in the lovely rural village of Carraroe, where Gaelic is the main language spoken (although everyone is bilingual in English). They will also spend two days in the cultural hub of historic Galway City, and two days in the county's bustling capital, Dublin. Through readings, films, lectures and site visits, students will learn the history of British colonialism in Ireland and the role of Irish-Gaelic journalism in the country's struggles for political independence from England. They will meet Irish civil rights activists who fought in the 1960s and 70s for the right to have Irish/Gaelic radio and TV stations in Ireland, and will visit Gaelic radio, TV, print and online news outlets to speak with journalists and other media makers. Focused on the political and cultural importance of native language media for minoritized and formerly colonized populations, students will see examples of Irish-language journalism and cultural programming such as documentaries, websites, children's cartoons, sports, music videos and soap operas (subtitled in English), and gain familiarity with contemporary debates about whether the Irish government should continue funding Irish language media. Connections will be emphasized between struggles for Gaelic media in Ireland and struggles by minoritized and indigenous populations in other parts of the world for the right to have media in their native languages.
Prerequisites: 04:567:215 or 04:567:380. Open only to majors in journalism and media studies.

04:567:389 ***Independent Study in Journalism and Media Studies (3)***
Independent study in journalism and media studies topics under faculty supervision. (Elective course)
Prerequisites: 04:567:200; 75 or more overall credits, five (5) courses in major, one foundation. Open only to junior or senior majors in journalism and media studies. Minimum 2.50 GPA overall, and 2.75 in the major, and permission of instructor.

04:567:393 ***Internship in Journalism and Media Studies (3)***
Supervised field experience at professional media outlets. Before registering, students must meet with the internship coordinator to determine eligibility and receive approval of the placement. Students must work at their site a minimum of 15 hours per week during the semester. Off-site (virtual) positions will not be accepted. Students will complete weekly journals and attend several in-class meetings during the semester. Note: Students will be allowed to take both the 3-credit internship and the 6-credit internship, but are not allowed to take both of them in the same semester. Also note that students are limited to a maximum of 9 out-of-classroom credits in the major; the courses that fall under this heading are: Internship, Practicum, and Independent Study.
Prerequisites: 04:567:200; 75 or more overall credits, five (5) courses in major, one foundation. Open only to junior or senior majors in journalism and media studies. Minimum 2.50 GPA overall, and 2.75 in the major, and permission of instructor.

04:567:394 ***Internship in Journalism and Media Studies (6)***
Supervised field experience at professional media outlets. Before registering, students must meet with the internship coordinator to determine eligibility and receive approval of the placement. Students must work at their site a minimum of 24 hours per week during the semester. Off-site (virtual) positions will not be accepted. Students will complete weekly journals and attend several in-class meetings during the semester. Students will be allowed to take both the 3-credit internship and the 6-credit internship, but are not allowed to take both of them in the same semester. Also note that students are limited to a maximum of 9 out-of-classroom credits in the major; the courses that fall under this heading are: Internship, Practicum, and Independent Study.
Prerequisites: 04:567:200; 75 or more overall credits, five (5) courses in major, one foundation. Open only to junior or senior majors in journalism and media studies. Minimum 2.50 GPA overall, and 2.75 in the major, and permission of instructor.

04:567:405 ***Writing about Social Issues (3)***
Students will cover the game-changing stories of our time, from the widening gap between the rich and the poor; to battles over immigration; to the climate change wars that may determine our very survival. They'll analyze groundbreaking journalism, and have an opportunity to write and shoot commanding stories of their own. (Practice and Innovation course)
Prerequisites: (04:567:215 or 04:567:380) and (04:567:205 or 04:567:206 or 04:567:329).

04:567:410 ***Magazine Writing (3)***
Magazine writing for publication, including consumer, trade, and business magazines. (Practice and Innovation course)
Prerequisites: 04:567:205 or 04:567:206. Open only to journalism and media studies majors.

04:567:413 ***Literary Journalism (3)***
This course analyzes great examples of nonfiction writing from the last century to appreciate what makes for enduring non-fiction journalism that rises to the level of literature.

04:567:415 ***Media and Climate Change (3)***
This course will consider the intersections of science, media, and society. With a focus on both theory and practice, it explores the media's role in understanding and communicating about the most critical science and environmental issues of our day. (Concept and Analysis course)
Prerequisites: Open only to junior or senior journalism and media studies majors.

04:567:420 ***Global News (3)***
Analyzes, and discusses global production, distribution, and consumption of news. Issues include global news flows, journalistic cultures and practices, and international news coverage. (Concept and Analysis course)
Prerequisites: Open only to junior or senior journalism and media studies majors.

04:567:423 ***Communication Law (3)***
Examines laws and regulations governing U.S. mass media. (Concept and Analysis course)
Prerequisites: Open only to juniors or seniors.

04:567:425 ***Copyright, Media, and Culture (3)***
In this course we will discuss one of the most powerful social, cultural, economic, and political institutions of our day: intellectual property (IP). How did we arrive at the notion that creative works and ideas can be owned, bought, and sold like tangible commodities? What impact does this concept have on the way we view the world? How does it help us achieve our social goals, and how does it present obstacles to reaching those goals? And, in the age of digitized information and networked communication, how can we understand the role of IP in light of the rapidly changing developments in the way culture is produced and consumed? In our efforts to better understand these issues, we will read both primary and secondary materials, covering subjects ranging from the birth of copyright to the latest developments in the global "copyfight" over information in the digital age; view relevant and interesting documentary films; and enjoy guest lectures from a variety of knowledgeable speakers. (Concept and Analysis course)
Prerequisites: Only open to journalism and media studies juniors or seniors.

04:567:430 ***Sports Writing and Reporting (3)***
Fundamentals of sports writing, reporting, and commentary for print and online media. (Practice and Innovation course)
Prerequisites: 04:567:205 and 04:567:206. Open only to journalism and media studies majors.

04:567:431 ***Sports Broadcasting and Reporting (3)***
A comprehensive introduction to sports broadcasting and reporting in various media outlets. Subject matter will include preparing radio and television sportscasts, interviewing, sideline reporting, podcasting, creating sports packages, and discussions on hosting sports talk shows and radio and television play-by-play.
Prerequisites: 04:567:205, OR 04:567:206, OR 04:567:212, OR 04:567:319 . Open only to journalism and media majors. By permission of the instructor.

04:567:432 ***Multimedia Sports Reporting (3)***
This course will explore the many facets of multimedia sports reporting, from conventional newspaper websites to robust sports sites. Examines the use of social networking services and newer technology to transmit sports news. (Practice and Innovation course)
Prerequisites: 04:567:205 or 04:567:206 or 04:567:212. Open only to journalism and media studies majors.

04:567:434 ***Critical Issues in Sports Media (3)***
Examines the critical issues in sports and sports media, including race, gender, class, politics, culture, economics, and the role of sport in society. (Concept and Analysis course
Prerequisite: Open only to journalism and media studies majors.

04:567:438 ***Media Industries in the Digital Age (3)***
This course will look at how media industries – such as TV, film, music, book publishing, and journalism – are using data analytics, algorithms, and generative AI to compete in a fierce battle for audiences' attention.
Prerequisites: 04:567:215 or 04:567:216 or 04:567:217. Open only to journalism and media studies majors.

04:567:445 ***Media, Movement, and Community Engagement (3)***
This course will enable students to participate in the development of a journalism and media production project. They will also learn how to harness technology and study its implementation and impact on social change.(Concept and Analysis and/or Practice and Innovation course)
Prerequisite: 04:567:215 or 04:567:380.

04:567:450 ***Promotional Media (3)***
What is a promotional culture? Bringing together elements of media studies, visual culture, critical branding/ marketing studies, and consumer culture, this course is designed to provide advanced undergraduate students with analytical tools to understand the extent to which promotional language, communication, and habits suffuse our everyday lives. (Concept and Analysis course)
Prerequisites: 04:567:274. Open only to Junior or Senior journalism and media studies majors.

04:567:451 ***Topics in Journalism and Media Studies VII (3)***
Specialized topics related to the practice of journalism are offered on a regular basis. (Practical course)
Prerequisites: 04:567:200 and one foundation course in Journalism and Media Studies. Open only to journalism and media studies majors.

04:567:452 ***Topics in Journalism and Media Studies VIII (3)***
Specialized topics related to the practice of journalism are offered on a regular basis. (Practice and Innovation course)
Prerequisites: 04:567:200 and one foundation course in Journalism and Media Studies. Open only to journalism and media studies majors.

04:567:453 ***Topics in Journalism and Media Studies IX (3)***
Specialized topics related to the practice of journalism are offered on a regular basis. (Practice and Innovation course)
Prerequisites: 04:567:200 and one foundation course in Journalism and Media Studies. Open only to journalism and media studies majors.

04:567:454 ***Practicum in Journalism and Media Studies (3)***
Specific directed project work conducted under faculty supervision. (Practice and Innovation course)
Prerequisites: Permission of the instructor required. Open only to junior and senior majors in journalism and media studies.

04:567:457
The Civil Rights Movement, whose high point lasted from roughly 1954 to 1968, was one of the most important social movements in American history. Encompassing legal, political, and social strategies, the movement strove to abolish segregation and other forms of racial discrimination, secure equal opportunity for all, and transform attitudes about race across society. Its high point coincided with an era of extremely high-quality journalism, and its historic achievements were recorded and analyzed by many of the country's most talented writers. This course examines the Civil Rights Movement through the work of the journalists who covered it. We will read the work of these journalists to understand better both the nature of the journalism they practiced and the significance of the events they wrote about.

04:567:458 ***Media, Government, and Politics (3)***
Examines interactions between media and political institutions, actors, and processes in light of theories of journalism, communication, and political practice. (Concept and Analysis course)
Prerequisites: Open only to junior and senior journalism and media studies majors.

04:567:459 ***Media, Democracy, and the Public (3)***
The course explores how the news media have figured in constituting a public sphere in American history. Readings juxtapose classics of political philosophy with historical or sociological works describing democracy in practice in the United States. (Concept and Analysis course)
Prerequisites: Open only to junior and senior journalism and media studies majors or by permission of the instructor.

04:567:460 ***News, Entertainment, and Politics (3)***
Examines the influence of entertainment media on political news, opinion, knowledge, and behavior. (Concept and Analysis course)
Prerequisites: Open only to junior and senior journalism and media studies majors.

04:567:465 ***Documentary Filmmaking and Storytelling (3)***
Long-form video journalism storytelling developed over a significant period of time teaching students critical thinking, research, writing skills, and various production techniques. (Practice and Innovation course)
Prerequisites: 04:567:206 or 04:567:212. Open only to journalism and media studies majors.

04:567:470 ***Critical Analysis of News (3)***
Surveys and critiques of social science research on news, journalists, and the news media. (Concept and Analysis course)
Prerequisites: Open only to junior and senior journalism and media studies majors.

04:567:475 ***International Media (3)***
Analyzes debates about media and cultural globalization, and theories about international media. (Concept and Analysis course)
Prerequisites: Open only to junior and senior journalism and media studies majors.

04:567:484 ***Workshop in Journalism and Media Practice I (1.5)***
Specialized topics directed at enhancing or introducing journalism and/or media-related skill sets. These are intense seven-week workshops teaching students specific skills applicable to the field. The specialized focus can be an accelerated introduction to basics or an advanced training in particular skills learned in previous offerings. (Practice and Innovation course)
Prerequisites: 04:567:205, 04:567:206, or 04:567:212 . Open only to journalism and media studies majors.

04:567:485 ***Workshop in Journalism and Media Practice II (1.5)***
Specialized topics directed at enhancing or introducing journalism and/or media-related skill sets. These are intense seven-week workshops teaching students specific skills applicable to the field. The specialized focus can be an accelerated introduction to basics or an advanced training in particular skills learned in previous offerings. (Practice and Innovation course)
Prerequisites: 04:567:205, 04:567:206, or 04:567:212. Open only to journalism and media studies majors.

04:567:488 ***Independent Study in Media Studies (3)***
Independent study in media studies topics under faculty supervision. (Elective course)
Prerequisites: 75 or more overall credits, five (5) courses in major, one foundation, 04:567:200, 2.75 major GPA, 2.5 overall GPA, and permission of instructor. Open only to junior and senior journalism and media studies majors.

04:567:489 ***Independent Study in Journalism (3)***
Independent study in journalism topics under faculty supervision. (Elective course)
Prerequisite: 75 or more overall credits, five (5) courses in major, one foundation, 04:567:200, 2.75 major GPA, 2.5 overall GPA, and permission of the instructor. Open only to junior and senior journalism and media studies majors.

04:567:490 ***Senior Thesis/Project (3)***
Honors thesis or project under faculty supervision. (Elective course)
Prerequisites: 04:567:488 or 04:567:489. Permission of instructor. Must meet minimum GPA requirements. Open only to senior journalism and media studies majors.

04:567:495 ***Investigative and In-Depth Reporting (3)***
In-depth reporting project using public records and other investigative journalism techniques. (Practice and Innovation course)
Prerequisite: 04:567:205 or 206. Open only to journalism and media studies majors.

04:567:499 ***Capstone in Gender and Media (3)***
In this capstone to the gender and media minor, students will develop, discuss, produce, and critique a project related to gender, media, and technology. Students will articulate and present the project in written and oral formats and will have the option to also (1) create an in-depth multimedia component to the project; 2) complete an internship; or 3) complete a service learning experience. Note: Students in the minor, especially those who are not otherwise SC&I majors, may choose to enroll in the capstone through the program in women's and gender studies, course number 01:988:499.
Prerequisite: Minimum of 12 credits in the gender and media minor must be completed before enrolling in the capstone.

Digital Communication, Information, and Media 189 Courses (SC&I-U)

Digital Communication, Information, and Media 189 Courses

04:189:151 ***Virtual Team Dynamics (3)***
Students learn to understand and navigate the dynamics of the modern technology-infused workplace in which the ability to apply well-developed communication, writing, and technological skills/competencies in virtual settings is vital. Theory, research, and case studies will be analyzed with regard to virtual teambuilding, managing conflict

and power dynamics, enhancing creativity and innovation, gathering and disseminating information effectively and ethically, integrating virtual and face-to-face tasks and spaces as appropriate, embracing diversity and inclusion, and facilitating global, intercultural collaboration. The course takes a multi-disciplinary approach to these topics, blending insights from multiple disciplines including communication, psychology, sociology, business, and human resources management.

04:189:220 ***Data in Context (3)***
This course introduces students to the interplay between data and its surrounding societal context. It will cover the basics of data science, focusing on the ethical, legal, and social implications of data and algorithms. Students will learn to conceptualize and evaluate practical applications of data science in communication, information, and media contexts. (Note that ITI students have an ITI course number for this class, 04:547:225.)

04:189:251 ***Strategic Presentation Methods in Digital Media (3)***
This course examines theories and techniques for analyzing, producing, and disseminating messages. Students will learn how to use web-based and multimedia presentation tools to connect with a variety of audiences and convey a desired message. Each student will craft a message to support some social change by developing and shaping the message into compelling digital media presentations in a range of formats.

RU Learning Goals met by this course: Information Technology and Research (ITR) aa. Understand the principles that underlie information systems. WDd - Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights.

04:189:351 ***Leadership in Digital Contexts (3)***
Students will use scenarios, simulations, and game-playing as individuals, in small groups, and as a class to employ creativity and innovation in problem solving, weigh risk, perform leadership and management roles with peers, and grapple with the consequences of making and implementing decisions in digital environments. Students will learn how to assess and select among various technologies for making and disseminating decisions. This course presents a framework for understanding the role of technology in leadership functions including planning, information dissemination, consensus building, negotiation, and engagement with stakeholders for informed and participative decision making in online and virtual settings.
Prerequisite: 04:189:151 or 04:189:152.

04:189:352 ***Self and Society in Virtual Contexts (3)***
Students explore what it means to have multiple and merging "identities" in an online community by attending this seminar in person in a traditional classroom supported with interactions as avatars within a social virtual world. How are interpersonal relationships and group interactions manifested in virtual environments? How is selfhood expressed? What is the impact on communication when gender, race, and other physical attributes are self-selected and represented digitally? What are the implications for privacy and security? What does this mean for the workplace? What do "human rights" mean in a virtual society and is citizenship changed with purely online interaction? Through role-playing and discussion, students connect to evaluate the consequences of a digital context on the self and society.

04:189:353 ***Digital Technology and Disruptive Change (3)***
This course explores whether and how emerging digital technologies--such as social, mobile, wearable media; virtual worlds and games; sensor-laden devices and environments; robotics; drones; implantable chips; artificial intelligence--contribute to disruptive changes in relationships, organizations, societies, and selves. Multiple

perspectives on communication, information, and media will be applied in analyzing the extent to which the structure, norms, and dynamics of modern social life have changed and have experienced continuity, and the conditions under which such changes can be considered disruptive. Micro- and macro-level processes and outcomes (interpersonal, cultural, institutional, political, global) of emerging digital technologies will be examined.
SAS Core Learning Goals met by this course: Information Technology and Research (ITR) y. Employ current technologies to access information, to conduct research, and to communicate findings. CCO-2: Analyze the relationship that science and technology have to a contemporary social issue.

04:189:451 ***Capstone in Digital Communication, Information, and Media (3)***
The capstone course is designed to facilitate students' synthesis of what they have learned in the program, through a directed project. Students will first work together in class to identify and refine projects or areas of research to complete. Capstone project presentations will be captured digitally for feedback from the larger community. Capstone projects may be done individually or in pairs. Projects will contribute to the students' websites; a portion of this class will include preparation of a website of material from the minor.
Prerequisites: Completion of at least 15 credits within the minor, or completion of 12 credits and concurrent enrollment in one other DCIM course. Open only to declared DCIM minors.

Gender and Media 438 Courses (SC&I-U)

Gender and Media 438 Courses

Courses in the gender and media minor draw from four different programs:

01:988 - Women's and Gender Studies
04:189 - Communication and Information
04:547 - Information Technology and Informatics
04:567 - Journalism and Media Studies

Below is a list of all of the courses in the program, linked to their descriptions in their programs. For requirements, check the Gender and Media description. Descriptions for the 988 (women's and gender studies) courses may be found on that department's website.

01:988:200 Gender, Digital Media, and Social Curation
01:988:202 Gender, Culture, and Representation
01:988:255 Gender, Art, and Society
01:988:257 Gender and the Body: Representations of Pornography
01:988:258 Gender, Race, and Contemporary Art
01:988:259 Homosexuality and Visual Culture
01:988:317 Gender and Consumption
01:988:341 Gender and Popular Culture
01:988:376 Theories of Women and Film
01:988:499 Capstone in Gender and Media
04:189:251 Strategic Presentation Methods in Digital Media
04:547:340 Gender and Technology
04:567:200 Writing For Media

04:567:215 Gender, Race, and Class in the Media
04:567:274 Consumer Media Culture
04:567:380 Media and Social Change
04:567:499 Capstone in Gender and Media

Master of Communication and Media Program (SC&I-G)

MASTER OF COMMUNICATION AND MEDIA PROGRAM

Mayra Doerfel, Chair, Department of Communication

Amy Jordan, Chair, Department of Journalism and Media Studies

Richard Dool, Director of the Master of Communication and Media Program

Website: Here.

M.C.M. Program (SC&I-G)

M.C.M. PROGRAM

The Master of Communication and Media (M.C.M.) program integrates theory and practice to advance professional hands-on experience in communication, media, and other information intensive professions. Our faculty emphasize original research, cutting-edge theory, and knowledge and skills necessary to understand and manage the complex communication, information, and media processes inherent to the information age.

The M.C.M. program prepares students for professional careers in public relations, marketing, digital media, social Media, corporate communication, and other communication-intensive positions. With an emphasis on critical thinking, problem solving, writing skills, and digital advancements, the M.C.M. program is committed to developing individuals who are fully equipped to assume leadership roles in the vast communication and media industries.

Semester Options

Admission is offered on a rolling basis for Fall, Spring, and Summer semesters. Students can complete an M.C.M. degree in as few as 15 months. Most M.C.M. students complete the program in 18 to 24 months.

Study Options

Courses in the program are offered on campus, online, hybrid, and on weekends. This provides students the flexibility to complete a degree while also working. Over 60 percent of M.C.M. students work full time or part time.

Degree Requirements

The M.C.M. program requires the successful completion of a minimum of 36 credits. This includes completion of a five program core courses (12 credits) and eight elective courses (24 credits). For full-time students, the degree typically requires four semesters of study (9 credits per semester); 12 credits per semester is the maximum course load. The program is frequently pursued on a part-time basis. Most part-time students enroll in two to three courses per semester, which can be managed while working full time.

Students may transfer up to 6 credits of graduate coursework toward the degree when: (a) the credits were earned within the past five years; (b) the coursework translates directly to the student's development and preparation in the M.C.M program; and (c) the student achieved a grade of B or above in the coursework. To request transfer of credits, students must (1) submit to the program director a cover letter identifying the credits and explaining why the courses are relevant to the M.C.M. degree and their professional goals; (2) attach to the cover letter a syllabus for each course the student requests to transfer; and (3) submit official transcripts from the transferring institution. Once approved, copies of the transcript and transfer request form will be sent to the Graduate Registrar for inclusion on the student's Rutgers transcript.

Current students wanting to take master's courses outside the program must have the approval of the Director of the program. Prior to registering for the outside class, students should provide a copy of the course syllabus and a brief statement on how the class aligns with academic/professional goals. Students are responsible for reaching out to external program/faculty to obtain permission to take the class. In all cases, every student must earn at least 30 credits within the M.C.M. program, and a total of 36 credits must be applied to earn the degree, including transfer credits. (limited to 6 credits)

There are no language or mathematics requirements for this degree.

Specializations

The M.C.M. program offers six specializations to allow students to focus on a specific area of study:

- Communication and Media Studies
- Digital Media
- Public Relations
- Strategic and Leadership Communication
- Health Communication
- Communication and Media Research

MCM has both Program Core Courses and each specialization has both required Core and recommended courses; see the program website for details. There are also an array of available electives that students can choose to tailor their M.C.M degree.

International Students

If you are an international student you should visit the Rutgers Global-International Student/Scholar Services website, which provides details about rules and processes on obtaining and maintaining visa status; provides required forms; offers information about orientation an international advisers; outlines rules concerning employment and internships for international students; and much more.

All international M.C.M. students should attend an orientation session before their first semester of study, or as soon thereafter as possible.

Curriculum

M.C.M. students complete 36 credits to earn the degree. The program can be paced according to the student's schedule, with enrollment in 3-12 credits per semester. Once admitted to the M.C.M. program, students can focus on one of the seven specialization or combine specializations to focus on multiple areas of interest.

All core and elective courses in the seven specializations are taught either online and/or on campus in the evening between 6:00-9:00 p.m. on weeknights (Mon. to Thurs.), and some are offered on weekends. Some electives are cross-listed with courses in the Master of Information program or the PhD program in the school.

The office of the M.C.M. program is located in the School of Communication and Information Building, 4 Huntington Street, New Brunswick, NJ 08901-1071.

Dual-B.A./M.C.M. Program (SC&I-G)

DUAL-B.A./M.C.M. PROGRAM

Undergraduate communication and journalism and media studies majors may apply for the Master of Communication and Media (M.C.M.) program during the junior or senior year. Benefits of this Five-Year Dual-degree program include:

- If accepted, dual degree students can enroll in up to four 500-level M.C.M. courses (12 credits) in their senior year, which can count for both their undergraduate and M.C.M degree requirements. Students cannot apply more than four courses toward both degrees. These courses can be taken in the Fall, Spring semesters or Summer sessions only.
- Students pay undergraduate tuition rates for those M.C.M. courses taken in the senior year.
- Once a student's undergraduate degree requirements are completed, students graduate with their bachelor's degree and will then be considered full graduate students in the M.C.M. program.
- The M.C.M. master's degree may be completed within a few semesters through full-time study (usually in 12-15 months) or at a slower pace while working full time. The M.C.M. degree may also be completed in the evenings.

Applying to the Program

- Ideally students should apply for the Five-Year Dual-Degree Program om their junior year or early senior year through Graduate Admissions.
- Be sure to submit all the materials listed under "Admissions" below through the Graduate Admissions website, which includes a personal statement, two letters of recommendation, Graduate Record Exam scores, and Rutgers transcripts. Learn more about the Graduate Record Exam here.
- GRE waivers are available with an undergraduate GPA of 3.5 or five years of full-time work experience or two letters of recommendation from current Rutgers faculty members.
- Apply at any time during the Junior year. Once all application materials are complete, an application will be reviewed for acceptance.
- Remember that students can submit an application to the dual-degree program before completing all required courses. However, before enrolling in M.C.M. classes, students must have completed all requirements and some electives towards the major.

- The M.C.M. program is selective in accepting students. To enhance the chances of being accepted, ask for letters of recommendation from professors in the school.

After Admission

- Students will be advised by the M.C.M. director about their progress in the M.C.M. program.
- Once eligible to enroll in graduate classes, students may take up to four M.C.M. courses in the senior year. Up to four M.C.M. courses will double-count in satisfying upper-division (300/400 level) major elective requirements and M.C.M. requirements
- Students cannot enroll in any M.C.M. elective that is cross-listed with a Ph.D. course.
- Students cannot enroll in the M.C.M. Communication Research (17:194:514), ePortfolio (17:194:508) or Capstone (17:194:519) courses in the senior year.

Important Differences Between Graduate and Undergraduate Courses

- Master's-level work is graduate work. This means that students will be learning in ways that are different from undergraduate work. Students will be asked to do more reading than in typical undergraduate courses; read faster; and come ready for thorough discussions of the readings in class. There will be advanced study of theory and reading of original research pieces.
- Classes will include working professionals as well as master's-level students who are a year or two ahead. M.C.M. students come from around the region, the country, and outside the United States. An important benefit of the program is exposure to the real-life working examples and experiences of the other students.
- Master's-level courses require students to apply learning and develop points of view above and beyond that of typical undergraduate coursework. There will be few, if any, exams; students will be assessed on participation in class discussions, short papers, presentations, and lengthier project papers.
- Students will be invited to participate in academic events and presentations as part of the learning experience.
- Students will be a part of the MCM Graduate Student Association and invited to social events, networking events, and presentations.
- Graduate courses usually meet once per week. It is essential for students to attend every class meeting.
- Participation in discussion is a very important part of learning and is usually assessed in graduate courses as a major portion of a grade.
- Classes do meet during finals week for presentations and other activities.
- Graduate courses can stretch students in new ways. Students should expect to be challenged.

Grading in the Dual-Degree Program

- Grades that can be awarded for graduate courses are: A, B+, B, C+, C, F; or pass/no credit in some designated experiences. There is no D in the graduate grading rubric.
- Grades in graduate school are very different than in undergraduate programs in the sense that most graduate students earn A's and B's in their coursework. A C+ or C grade is considered a "red flag" and can result in probation.
- The standards for achieving an A or a B in a graduate course, even as a dual-degree student, are likely to be slightly more demanding than for an undergraduate course.
- Grades earned in the dual-degree program are factored into a student's GPA the same as undergraduate grades.

- Graduate students focus more on the learning than on the points and grades. A transition into graduate work means it is important to start thinking in these terms. How can the material be mastered? How can more useful insight into the topic/readings be gained? What can be done to enhance the ability to apply the theory and research being read? These are important questions and should dominate a student's thinking in terms of the evaluation of performance in the class.

Substituting Undergraduate Major Courses for M.C.M. Courses of the Same/Similar Topic

- Up to four M.C.M. courses can be taken once students are admitted to the M.C.M. program. However, the content of a master's-level course will be more advanced than the undergraduate course with the same name at the 300 or 400 level. It may be beneficial to have an introduction to course material at the 300 or 400 level and then take the M.C.M. course covering the same topic.
- Once admitted to the M.C.M. program, students should visit with the M.C.M. director to seek advice about courses to take that may complement a student's background.
- It is not wise to plan junior year courses around the assumption that admission to the M.C.M. program is imminent. Students should move through junior year completing all major requirements. Then, if admitted to the M.C.M. program, students can plan future coursework.

M.C.M. Contacts

- M.C.M. Program Director Dr. Richard Dool is the first point of contact for questions.
- An undergraduate adviser can provide the best advice about completing undergraduate degree requirements.

M.C.M. Program Admissions (SC&I-G)

M.C.M. ADMISSIONS

The Master of Communication and Media (M.C.M.) program welcomes applications from recent undergraduates and accomplished professionals who demonstrate excellence in:

- Analytical Skills
- Critical Thinking
- Intellectual Curiosity
- Interpersonal Skills
- Record of Academic Achievement
- Self-Motivation
- Writing and Presentation Skills
- Work Experience (not required of recent graduates of undergraduate programs)

Applicants with a variety of educational and employment backgrounds (e.g., communication, information science, media studies, human resource management, health communication, management, psychology, leadership, or other social sciences) are encouraged to apply. In making admission decisions, the faculty consider the entire application and do not use any single criterion (e.g., grade-point average/GPA) as an absolute cut-off. The application materials listed below are used to assess an applicant's likely fit and potential success in the program.

1. An application for admission. Complete the entire application through the Graduate Admissions website. To apply to the on-campus M.C.M. program in New Brunswick, select "Communication and Information Studies - 17194." To apply to the B.A./M.C.M. dual-degree program, select "Communication and Information Studies-B.A. and M.C.I.S. Dual Degree - 171943."

2. Official transcripts of previous academic work. As a general guideline students are expected to have an undergraduate and/or graduate academic record of at least a 3.0 cumulative grade-point average. The admissions committee is especially interested in grades achieved in coursework that is related to the M.C.M., which represents the applicant's likely success in our program. International students are required to have their transcripts evaluated by WES or a National Association of Credential Evaluation Services (NACES) member; further information is below in section 8.

3. Official GRE scores. The MCM Program does not require the Graduate Record Exam (GRE). It is optional. If a student has taken the GRE for other purposes, they can submit them as part of the MCM application. The lack of a GRE result will not adversely affect a student¿s MCM application.

4. Two letters of recommendation. These letters should focus on the applicant's academic capacity (e.g., problem solving, thinking, analytical, and reflective skills) to undertake a rigorous program of graduate study. Letters are expected from an applicant's professors or from senior members of professional and/or corporate organizations who are able to comment substantially on the applicant's academic capabilities rather than on workplace efficiency and character traits. The recommender's relationship to the applicant must be established in the letter of recommendation. Personal friends, clergy, and family members are not usually appropriate recommenders for this graduate study. Applicants will be asked to supply the names and email addresses for their recommenders as part of the online application process.

If a change of recommender is desired once an application has been submitted, the change cannot be made through the online application. In this case, students should print and complete the top of the Recommender form for each recommender. The form may also be used if a recommender prefers to submit a traditional letter rather than an online recommendation. Students should provide recommenders who are using the printed form with an

envelope addressed to Rutgers and have them mail the recommendation in. The address is Office of Graduate and Professional Admissions, Rutgers, The State University of New Jersey, 56 College Avenue, New Brunswick, NJ 08901-8541 U.S.A.

5. Personal Statement. A personal statement of 300-500 words is required. The statement should describe the applicant's professional and academic background and career objectives. Applicants should explain why attending the M.C.M. Program at Rutgers is desired, aspects of the program that are attractive, and specific areas a student would like to study within the program.

6. Résumé or CV: Applicants should include a résumé describing employment history, academic honors, scholastic recognition, publications, leadership roles, and/or other academic, professional, and community activities.

7. A $70 nonrefundable application fee.

8. International Students: Five additional items are required for international students.

   (I) Minimum required scores on either TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) or DET (Duolingo English Test) earned within the past three years. We grant waivers to (a) Students who earned their bachelor's degree from an accredited U.S. college or university or have taken an accredited English as a Second Language program or course and (b) International applicant students coming from an English-speaking country with a minimum of three years undergraduate education where the mode of instruction was English.
   - TOEFL minimum required scores are 90 for the internet-based test (iBT) or 580 for the paper-delivered test. Use Rutgers Institutional Code 2790; Rutgers does not use ETS department codes. See TOEFL for more information.
   - IELTS Academic test minimum required overall band score is 7.0. IELTS results are delivered to receiving organizations by postal mail or electronic download. See IELTS for more information.
   - Duolingo minimum required score is 120. See Duolingo for more information.

   (II) An official transcript evaluation by any member of NACES (National Association of Credential Evaluation Services) such as WES (World Education Services). Refer to NACES for a full list of eligible evaluators.

   (III) A video-based interview. The interview platform is Duolingo. This helps us determine that an applicant's English proficiency is at a level that will ensure a positive learning experience and success in the MCM program. What you need to know for Duolingo:
   - You will need to create Duolingo account and review the test requirements.
   - There is a graded 45-minute adaptive test that evaluates your reading, writing, speaking and listening skills.
   - The adaptive test is followed by a ten-minute ungraded video interview.
   - The minimum Duolingo score for acceptance is 105.

   (IV) Evidence of adequate financial resources.

   (V) Proper visa status

For More Information

For further information, contact the M.C.M. program adviser at 848-932-7500, Monday through Friday from 8:30 a.m. to 5:00 p.m., or send an email inquiry to the program director, Richard Dool (richard.dool@rutgers.edu), or the Office of Student Services at mcm@comminfo.rutgers.edu . For More Information For further information, contact the M.C.M. program adviser at 848-932-7550, option 2, Monday through Friday from 8:30 a.m. to 5:00 p.m., or send an email inquiry to the Pprogram Ddirector, Richard Dool (richard.dool@rutgers.edu), or the Office of Student Services at mcm@comminfo.rutgers.edu .

M.C.M. Financial Aid (SC&I-G)

M.C.M. FINANCIAL AID

Students interested in financial support from Rutgers University or external sources are urged to file the Free Application for Federal Student Aid (FAFSA) each year since it is generally required for consideration for both School of Communication and Information and Rutgers financial assistance. Any awards for which financial need is a criterion require submission of the federal FAFSA form by March 15. Information may be found here.

For further information on financial aid including how to apply for aid, sources of financial aid, and restrictions on financial aid and employment, visit here.

The School of Communication and Information (SC&I) does not offer scholarships and fellowships to new MCM graduate students, funding is not usually available. Continuing students are notified early each spring about awards available for the upcoming year, and students are able to submit an application for any scholarship for which they are eligible. For details about SC&I scholarships offered in the most recent year, see here.

Some graduate students at the university are supported by fellowships funded by sources outside the university. Students should consult standard reference material for sources of non-university fellowships. Students should also contact clubs, fraternal, religious, and national professional organizations and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid.

SC&I hires graduate students as instructional assistants or graders to support faculty in teaching undergraduate students. Students receive notifications each semester through the program email list with details on these positions.

M.C.M. Career Opportunities (SC&I-G)

M.C.M. CAREER OPPORTUNITIES

Potential career opportunities for Master of Communication and Media (M.C.M.) students exist across a broad range of professional practices, including:

- Communication campaigns
- Communication, information, and knowledge management
- Consumer relations
- Corporate communication

- Education and research
- Employee relations/human resources
- Organizational consulting
- Organizational development
- Organizational research
- Public relations
- Survey/opinion research
- Technology and media management
- Training and development

Demand for such skills exists across the for-profit, nonprofit, and governmental sectors.

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

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

To search for all current job and internship opportunities visit the website Career Services at SC&I

M.C.M. Faculty (SC&I-G)

FACULTY

The Master of Communication and Media (M.C.M.) degree is offered and administered by the Department of Communication and the Department of Journalism and Media Studies, with the M.C.M. Director chosen from among the faculty. The M.C.M. Executive Committee includes representatives from the program faculty who work with the director on all issues related to the program's administration. Teaching faculty includes the full-time members of each of the three departments in the School of Communication and Information: communication, journalism and media studies, and library and information science.

M.C.M. Degree Requirements (SC&I-G)

M.C.M. DEGREE REQUIREMENTS

The Master of Communication and Media (M.C.M.) degree program requires the successful completion of a minimum of 36 credits. This includes completion of:

- A five-course core (12 credits)
- Eight elective courses (24 credits)*

There are required and recommended courses for each specialization. See the website for details.

The M.C.M. degree typically requires four semesters of full-time study: 9 credits per semester is the maximum course load. Study is frequently pursued on a part-time basis. The degree can be accelerated by taking Winter or Summer Session courses.

International Students

International students should visit the Rutgers Global website.

The center 's website includes specifics on rules about Visa status; special forms; orientation; international advisers; and special rules concerning employment and internships.

All international M.C.M. students are STRONGLY ENCOURAGED to attend an orientation session as early in or before their first semester of study.

Curriculum

M.C.M. students must complete 36 credits to earn a degree. The program is self-paced (3-12 credits per semester). There are seven specializations available. Once admitted to the M.C.M. program, students can stay within a specialization or combine specializations to focus on multiple areas of interest.

All core and elective courses in the seven specializations are taught online and/or weeknights on campus, 6:20 to 9:00 p.m. Some electives are cross-listed with the SC&I's Ph.D. program courses as well as the master of information program.

Curriculum Overview (SC&I-G)

CURRICULUM OVERVIEW

Curriculum Overview (SC&I-G)

Core Courses (12 credits)

Core Courses (12 credits)

These five courses fulfill the **MCM Program Core** requirements. All MCM students will take these courses regardless of their specialization. (**12 Credits)**

- 508: ePortfolio*
- 5XX: Communication Ethics (548) or Digital Media Ethics (594)*
- 513: MCM Graduate Experience (0 Credit 3 hour live workshop
- 5XX: Communication Research (514) or Digital Media Research (556)*
- 519: Capstone *

**Those specializing in Digital Media would take Digital Media Ethics and Media Research. All others would take Communication Ethics and Communication Research. The Program also differentiates the Capstone course to allow students to work on papers or projects related to their specialization. Those students specializing in Communications and Media Research are not required to enroll in ePortfolio (508).*

Course sequencing: Students must enroll in 513 in their first MCM semester. Students should enroll in 508 in their first MCM year. Students should enroll in the Research class in the second semester of the first MCM year. Students should enroll in the Capstone (519) in the last semester in the program before their expected graduation date.

Curriculum Overview (SC&I-G)

Experiential Learning (6 credits)

Experiential Learning (6 credits)

All Master of Communication and Media (M.C.M.) students have the option to take up to 6 credits of experiential learning. In these supervised experiences, students will engage with practitioners to learn skills and perspectives. Grades are assigned based on a self-evaluation by the student and a supervisor-evaluation by the practitioner or faculty member. Students may complete this requirement in an online opportunity or in their local area through:

- **Internship:** (150 hours for 3 credits) in businesses, nonprofits, government agencies, and/or Rutgers units/ departments. Students cannot intern at their place of employment.
- **Practicum:** work with faculty in executing cutting-edge research projects.
- **Teaching Internship:** work as an assistant to a professor in a course related to their study.
- **Fellowship:** apply and be selected as a fellow in the Johnson & Johnson M.C.M. Fellowship program. Six of the credits earned in this program may be applied to degree requirements. Fellows have tuition paid and receive a stipend.
- **Projects:** unique projects related to a student's profession or for a selected organization.

Credits of experiential learning count toward the 24 credits of electives for the program.

Curriculum Overview (SC&I-G)

Electives (24 credits)

Electives (24 credits)

Master of Communication and Media (M.C.M.) students select one of the seven areas of specialization. Each specialization has some recommended electives, and students can select other electives to fulfill the M.C.M. 36-credit requirement to tailor their M.C.M. degree to areas of interest.

In addition to the electives made available through specializations, students can request to apply up to 6 credits of coursework from outside the School of Communication and Information as noted above. Students may wish to supplement the M.C.M. program with courses in business, social sciences, or other professional schools.

Curriculum Overview (SC&I-G)

Specializations

M.C.M. Specializations

Communication and Media Studies (available on-campus, online or hybrid)
Communication and media studies is a general specialization in which students take a self-designed course of study that draws across any Master of Communication and Media specialization as well as courses in other areas of the School of Communication and Information. This specialization is ideal for students who want to tailor their M.C.M. program. This specialization also allows M.C.M. students to potentially combine M.C.M. specializations. Courses in organizational communication, mediated communication, health communication, social interaction, knowledge management, and media studies are offered throughout the year. Many of these courses are cross-listed with the school's Ph.D. program or Master of Information program.

Specialization Core Requirements (6 credits)

- 512: Mediated Communication
- 517: Media Studies

Electives (18 Credits)
Recommended Courses
These courses are recommended for this specialization.

- 510 Communication and Society
- 511 Organizational Communication
- 525 Internships

Strategic Organizational and Leadership Communication (available on-campus, on-line, or hybrid)

The Strategic Organizational Communication & Leadership specialization emphasizes theory-informed, research-based study of organizational process, structure, and interaction, as well as use of new communication technologies in organizational and societal contexts. Courses examine organizations in a variety of contexts including businesses,

nonprofits, civil society, and government. This specialization may be especially appealing for those who have goals for careers in organizational leadership, corporate communication, advocacy, administration and/or management, training and development, consulting, change management, stakeholder relationship management, and social media management.
We explore the competencies needed to be an effective communicator in all three main modalities: one to one, one to many and various "e" forms of communication. This specialization may be especially appealing for those who have goals for careers in organizational leadership, want to improve their personal leadership communication skills or add to their professional leadership/management credentials.

Specialization Core Requirements (6 credits)

- 511: Organizational Communication
- 540: Organizational Leadership

Electives (18 Credits)
Recommended Courses
These courses are recommended for this specialization.

- 512 Mediated Communication
- 518 Persuasion and Advocacy
- 525 Internships
- 541 Organizational Decision Making
- 559 Organizational Change & Communication

Other potential electives
525 Internships
532 Dynamics of Global Organizations
534 Organizational Communication Networks
542 Interorganizational Relationships and Stakeholder Communication
544 Organizational Cultures and Diversity
549 Organizational Assessment
566 Small Group Communication
572 Non-Profit Organizations
580 Crisis Communication
5XX Multiculturalism and Leadership: Communication Perspectives
5XX Leadership Communication
5XX Leaderocity: Leading at the Speed of Now

Digital Media (available fully online)
The digital media specialization is intended for journalists and other media or communication specialists who wish to retool and gain understanding of 21st-century media. This includes study of grassroots reporting and advocacy. The specialization will ensure students are conversant in digital video capture, editing, and production as well as social media management. This specialization is completely online, although face-to-face or online electives in other specializations are available to these students.

Specialization Core Requirements (6 credits)

- 509: Digital Media Innovation
- 517: Media Studies: Theory and Practice

Electives (18 Credits)

Recommended Courses

These courses are recommended for this specialization.

- 507 Digital Media Production
- 512 Mediated Communication
- 525 Internships
- 540 Organizational Leadership
- 546 Social Media
- 549 Organizational Assessment
- 551 Children and Media
- 590 Digital Journalism
- 591 Critiquing Marketing Communication
- 592 Digital Advocacy and Persuasion
- 593 Globalization, Media and Social Change
- 598 Digital Media Law and Policy

Health Communication

The health communication specialization is intended for students who wish to specialize in various contexts related to community wellness and health interaction such as public health communication; facilitated provider-patient communication; health campaigns and advocacy; and community health and wellness.

Specialization Core Requirements (6 credits)

- 560 Health Communication
- 561 Patient Provider Communication

Electives (18 Credits)

Recommended Courses **:**

These courses are recommended for this specialization.

- 518 Persuasion and Advocacy
- 525 Internships
- 563 Applied Interactive Research in Health and Wellness
- 566 Social Marketing and Public Health
- 575 Communication and Normative Influence
- 580 Crisis Communication
- 566 Small Group Communication
- 572 Non-Profit Organizations
- 5XX Mental Health
- 5XX Communities and Health

- 5XX Communicating Emotion
- 5XX Health Risk Communication
- 5XX Leadership and Healthcare Teams
- 5XX Health Literacy

Students who have interests in health organizations may wish to combine study in this specialization with study in the strategic organizational communication specialization.

Communication and Media Research

For students intending to continue to PhD studies or who desire a more research oriented focus

The communication and media research specialization is intended for students who wish to take a more research-oriented course of study. It is also designed for those students who may wish to pursue a Ph.D. program after completing the M.C.M. degree. These students have somewhat different requirements (9 credits of core; 3 credits of research internship; 3 credits of Capstone; 21 credits of electives, the 0 credit M.C.M. experience class, and a zero-credit Colloquium requirement). In addition to coursework, these students will be involved in empirical research with a faculty member; assist in teaching a course; and focus their study and capstone project with a research orientation.

Specialization Core Requirements (6 credits):

One of these three courses:

- 510: Communication and Society
- 509: Digital Media Innovation
- 560: Health Communication
- 535: Research Practicum (3 credits)
- Colloquium (0 Credit) one per semester

Electives (18 credits)
Recommended Courses **:**
These courses are recommended for this specialization.

- 525 Internships
- 530 Independent Study
- 543 Organizational Communication Research

Public Relations
The public relations specialization is designed for public relations professionals to enhance their professional credentials or for those who wish to enter this fast-growing and dynamic profession. Courses explore the competencies needed to be an effective public relations practitioner in this dynamic, complex, and social-driven environment. Students learn both the emerging theories of the practice of public relations as well as the skills needed to compete successfully in this profession. Many of these courses are taught by highly experienced senior public relations practitioners.

Specialization Core Requirements (9 credits)

- 545 Public Relations Management
- 5XX Public Relations Strategy
- 576 Public Relations Effectiveness: The Use of Analytics

Electives (15 Credits)

Recommended Courses

These courses are recommended for this specialization.

- 518 Persuasion and Advocacy
- 525 Internships
- 542 Interorganizational Relationships and Stakeholder Communication
- 546 Social Media
- 558 International PR
- 581 Reputation Management
- 5XX PR History and the Modern World
- 580 Crisis Communication
- 566 Small Group Communication
- 572 Non-Profit Organizations
- 578 Strategy and Innovation in Sustainability Communication

M.C.M. Courses (SC&I-G)

MASTER OF COMMUNICATION AND MEDIA COURSES

17:194:500 ***M.C.M. Colloquium (0)***

Attendance at M.C.M.-sponsored or -approved colloquia or workshops, with one attendance required for each course registration each semester.

Required of all students each semester.

17:194:501,502,503,504,505,506 ***Topics in Organizational Communication (3,3,3,3,3,3)***

Elective topics that focus on relevant current issues or problems confronting organizations and individuals such as identity, globalization, and networks. Previous courses have included Corporate Social Responsibility, Conflict and Collaboration, and Communication and Civil Society Organizations among others.

17:194:507 ***Digital Media Production (3)***

This course gives students hands-on instruction in how to use digital media tools to produce interactive and media rich online stories. Students will learn key concepts and design principles in web technologies and programming (e.g., XHTML, CSS, JavaScript), video editing, and animation. Students will develop a website that presents a multipart investigative story, using slideshows, videos, and animations. Students will learn how to capture engaging photo and video footage to create an effective multimedia experience in postproduction.

17:194:508 ***ePortfolio (3)***
Students develop a professional eportfolio that showcases a resume; academic work; professional development courses, certifications, and/or military service; social media and other digital assets; relevant audio/visual material; professional, community, and school activities; and writing samples.
Prerequisites: Completion of all M.C.M. core requirements. Recommended to be taken in the first year of the M.C.M. program.

17:194:509 ***Digital Media Innovation (3)***
Students use emerging digital technology to develop and test innovations in journalism and media. Emerging technologies are applied to journalism and media to create and test new storytelling formats, production techniques, media management strategies, and social media approaches. Students consider how these innovations can engage citizens across time and space, provide much-needed context and customization to content, interactive entertainment, and new business models to support and sustain journalism and the media in a fragmented, and mobile, digital future.

17:194:510 ***Communication and Society (3)***
This course examines the role of communication in society. Taught with a special topics focus in each semester, the course will examine the important impacts that communication processes, relationships, and messages have in society. Topics of focus include corporate social responsibility; community networks; community health campaigns; political communication; and communication in civil society organizations, among others.

17:194:511 ***Organizational Communication (3)***
This course will serve as a broad introduction to theories, perspectives, and empirical evidence related to organizational communication in a wide range of organizations (e.g., nonprofit, for-profit, governmental, communal) and in a variety of contexts (e.g., industry, educational, social services, advocacy). Students will learn about historical, current, and future issues; changes and challenges facing organizations; and the communication-relevant aspects of these issues. They will gain practice in applying theoretical perspectives and concepts to actual organizational situations and settings.

17:194:512 ***Communication and Technology (formerly Mediated Communication) (3)***
Drawing on existing theory and research, this course examines issues of usage, adoption, and performance of new and established communication technologies in the workplace and other contexts. The course also considers opportunities and challenges that mediated communication presents for both users of these tools and society more generally. It also will expose students to a range of new technologies used by people to coordinate, collaborate, and communicate with one another.

17:194:513 ***M.C.M. Graduate Experience (0)***
The M.C.M. Graduate Experience course is a non-credit course that helps new M.C.M. students get acclimated to the M.C.M. program and graduate education. It will offer insights in what is expected in the program, writing at the graduate level, introduction to APA and an overview of research. It will also help in understanding what is expected of M.C.M. students in the classroom, both on-campus and online.

17:194:513 ***M.C.M. Graduate Experience (0)***
All M.C.M. students are required to take the 17:194:513 MCM Graduate Experience course. This is a noncredit three-hour workshop offered in the fall and spring semesters. It also includes a one-week online discussion orientation. This workshop will help new M.C.M. students get acclimated to the M.C.M. program and graduate

education. It will offer insights in what is expected in the program, writing at the graduate level, introduction to APA and an overview of research. It will also help in understanding what is expected of M.C.M. students in the classroom, both on-campus and online.

17:194:514 ***Communication Research (3)***

This course is will introduce students to a set of social science research methods that are used in the communication discipline and in workplace and organizational contexts. At the end of this course, students should have a basic understanding of several general research methods used by communication scholars and have gained an appreciation for the ethical considerations in conducting human subjects research. Students will gain knowledge and practice of collection methods such as questionnaires, experiments, structured interviews, focus groups, structured observations, and content analysis.

17:194:515 ***Public Relations History and the Modern World (3)***
Since public relations became a paid profession in the United States in the early 1900s, the industry has undergone an incredible transformation, especially in the past 15 years with the arrival of social media channels. Public Relations History and the Modern World covers the transformation of the public relations discipline from earned media to the PESO (Paid Media, Earned Media, Shared Media and Owned Media) model and will feature a detailed history review, real-time and real-world applications of the PESO Model, and the opportunity to immerse students in experiential learning by meeting and engaging with leading public relations practitioners and applying what they learn to a real-life client situation.

17:194:516 ***Service, Advocacy and Impact: Purpose-Based Communication for Community Engagement and Corporate Responsibility (3)***
Service, Advocacy and Impact helps students build practical skills in using communication for the greater good. In this course, we will explore the ways that communicators can use their abilities in the context of nonprofit organizations, direct community service provision, or corporate social good. This course will combine instruction, group work and reflection, and a hands-on project with a community organization in order to pair learning with practice. By the end of this course, students will have first-hand, working knowledge of the opportunities and challenges in using communication for public service.

17:194:517 ***Media Studies: Theory and Practice (3)***
This course examines the nature and impact of the media of mass communication in society. Particular attention is paid to emerging media technology, including the internet and other digital technologies. Students learn four primary ways new technology influences media and society, including: 1) how media professionals and members of the public increasingly create content using new media technologies; 2) the nature of mediated content; 3) the relationships between and among media and relevant publics; and 4) the structure, culture, and management of media organizations and systems. Students learn five areas of media technology, including: 1) acquisition tools; 2) storage technologies; 3) processing devices; 4) distribution technologies; and 5) display, access, or presentation tools.

17:194:518 ***Persuasion and Advocacy (3)***
Explores the strategic use of communication by individuals and groups to facilitate persuasion and change. Topics covered vary by instructor, but may include theories of behavior and social change, strategic communication, interpersonal influence and diffusion, media advocacy and social marketing, argumentation, discourse, and conflict.

This course is designed to explore the strategic use of communication by individuals and groups to facilitate change processes. Topics covered include theories of behavior and social change and strategic communication approaches such as persuasive communication, interpersonal influence and diffusion, media advocacy and social marketing.

17:194:519 ***M.C.M. Capstone Seminar (3)***
The Capstone Seminar requires students to integrate theory and practice through the preparation and presentation of an intensive project. Students will design their own original work that includes integrating, synthesizing, and analyzing fundamental communication theories, concepts, and research methods; show proficiency in gathering and using evidence to study and understand communication processes and consequences; demonstrate advanced written and oral presentation skills; apply communication theories and concepts to professional and civic life.

Prerequisites: Students enrolling in the Capstone must be in or near the last semester of study.

17:194:520,521,522 ***M.C.M. Fellow Internship I,II,III (3,3,3)***
Required of M.C.M. fellows each semester of their fellowship placement, includes formal assessment of student by fellowship supervisor.
Open only to students appointed as M.C.M. fellows.

17:194:523,524 ***M.C.M. Teaching Internship I,II (3,3)***
Selected students assist faculty members with delivery and student evaluation of an undergraduate course.
Open only to students appointed as M.C.M. teaching interns.

17:194:525,526 ***M.C.M. Elective Internship I,II (3,3)***
Recommended for students without significant experience in complex organizations; Requires 150 hours of supervised professional practice in an approved organizational setting, with supervisor assessment and student report required.

17:194:527 ***M.C.M. Intensive Internship (6)***
Recommended for students without significant experience in complex organizations; 300 hours of supervised professional practice in an approved organizational setting, with supervisor assessment and student report required.

17:194:528 ***M.C.M. Fellow Internship IV (3)***
Course is required of MCM fellows in the fourth term of their fellowship placement. Includes formal assessment of the student by the fellowship supervisor.
Prerequisites: Open only to students appointed as M.C.M. fellows.

17:194:529 ***M.C.M. Summer Fellow Internship (6)***
Elective course for M.C.M. fellows for summer placement; includes formal assessment of student by fellowship supervisor.
Prerequisites: Open only to students appointed as M.C.M. fellows.

17:194:530,531, 532, 533, 534 ***Independent Study (3,3)***
Focused readings or research conducted independently by student arranged with and approved by faculty sponsor and program director.

Prerequisites: By Special Permission Only.

17:194:532 ***Dynamics of Global Organizations (3)***
This course aims to provide deeper insight into the contested phenomenon of globalization, its implications for today's organizations, and the role of communication in processes of global organizations.

17:194:534 ***Organizational Communication Networks (3)***
Theory, concepts, methods, and analysis for understanding and applying social networks to organizational contexts.

17:194:535,536,537,538,539 ***Practicum (3,3,3,3,3)***
Assistance with an ongoing research project(s) with a faculty member or outside sponsor approved by program director; student summary describing and evaluating the research experience required.

Prerequisites: By Special Permission Only.

17:194:540 ***Organizational Leadership (3)***
Examination of group and organizational leadership from a communicative perspective, integrating both theory and current practice. Topics of focus include leadership roles relative to organizational culture, diversity, organizational assessment, support technology, organizational change, ethics, and leadership and organizational development. The course includes informational and experiential learning approaches.

17:194:541 ***Organizational Decision-Making (3)***
This course focuses on how decision-making happens within and between organizations. It also focuses on how communicative action and communication networks shape decision-making processes and outcomes. The course addresses the design of effective decision-making systems. Topics include individual and group decision-making, problem solving, conflict management, decision and negotiation support systems, decision-making in virtual and networked organizations, and the role of technology in decision-making.

17:194:542 ***Interorganizational Relationships and Stakeholder Communication (3)***
The key issues explored in this course concern the management of interorganizational relationships and projection of organizational reputation, image, and identity to external audiences. The course begins with identification and specification of the external environment(s) of organizations. Readings and discussion explore interorganizational relationships, boundary-spanning communication, and management of external stakeholder relationships.

17:194:543 ***Organizational Communication Research (3)***
Advanced master's-level course focused on the diverse array of topics studied in organizational communication research. We will examine the role of communication in issues of socialization and identification; power, conflict, and control; decision-making and leadership; ethics, performance, and feedback; turnover, burnout, and exit; culture; structure and networks; as well as image and reputation. It is based on theory and research, but will also address application.

17:194:544 ***Organizational Cultures and Diversity (3)***
Development of familiarity with the major theoretical and research orientations to the study of organizational culture. How the construction and management of "culture" is related to power, the representation of interests, decision-making, productivity, personnel development, and social well-being. Investigate cross-cultural relations and cultural change related to global organizational developments.

Prerequisites: 17:194:511 or permission of the instructor

17:194:545 ***Public Relations Management (3)***
Analysis and preparation of case studies in industry, labor, education, government, and trade organizations, and the application of public relations techniques.

17:194:546 ***Social Media (3)***
This course provides a theoretical orientation to communication processes in social media (e.g., Facebook, Twitter, blogs, wikis, and virtual worlds such as Second Life). Readings will be selected from a variety of disciplines, with a major emphasis on mediated communication theory and phenomena. Topics include issues of self-presentation, identity, privacy, youth and social media, political participation, social networks, social capital, virtual worlds, collection action, and uses of social media in the workplace. Methodological and ethical approaches to studying social media data will also be discussed.

17:194:547 ***Public Relations Strategy (3)***
The focus of this course is on being able to clearly communicate the "why" behind each of the four steps in the Public Relations process - Research, Planning, Implementation, and Evaluation. The course will focus on three essential components of PR strategy: informed campaign design, clear messaging, and efficient measurement and evaluation. In addition, the course will address the changing nature of the industry and the challenges and opportunities presented that require PR practitioners to be proactive and flexible regarding strategy. The course is designed to teach advanced public relations skills and features readings, discussion, research, and practice in public relations. It builds on the public relations knowledge and techniques studied in previous courses, therefore requires higher-level/ critical thinking and evaluation and clear application of concepts.

17:194:548 ***Communication Ethics (3)***
This course explores various approaches to ethical behaviors and decision-making and applies them to diverse aspects of strategic communication in professional settings. Students will learn to discern a wide variety of ethical issues concerning communication behavior, apply systematic ethical analysis to various organizational situations, and clearly explain their analyses. The course applies abstract principles to specific cases in applied ethics (deductive approach) as well as using a bottom-up (inductive approach) in developing students' ethical decision-making skills. Students will use the learned knowledge of moral decision-making and begin exploring contemporary topics in strategic communication ethics, such as political communication, public relations, advertising, digital media, marketing and health communication.

17:194:549 ***Organizational Assessment (3)***
Principles and practices in organizational communication and quality assessment in industry, health care, government, and education. Topics include: surveys (communication audits and inventories), Baldrige-based assessment (criteria and application), interpretive approaches (historical analysis, participant observation, and in-depth and focus-group interviewing), and message analysis (content and interaction).
Prerequisites: 17:194:511 and 17:194: 514, or permission of instructor.

17:194:550 ***Telecommunication Processes and Policy (3)***

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

17:194:551,552,553,554,556,557,558,559 ***Topics in Mediated Communication (3,3,3,3,3,3,3,3)***
Advanced topics in mediated communication reflecting current research focus of faculty instructor.
Prerequisite: Based on the individual topics class.

17:194:556 ***Digital Media Research (3)***
This course will introduce you to quantitative, qualitative, and interpretive methods for doing research on digital media (online media, mobile media, and social media) and ethical ways of employing those methods. You will learn about how to apply quantitative, qualitative, and interpretive methods to studies of digital media creation, content, and use, and you will also learn about how digital media companies use research and analytics. At the end of this course, you should have a basic understanding of several general research methods used by digital media scholars and have gained an appreciation for the ethical considerations in conducting human subjects research.

17:194:558 ***International Public Relations***
International public relations is practiced by all types of private, public, nonprofit, activist, non-governmental organizations and institutions. This graduate course includes content and discussions on global issues affecting the public relations profession, the PR professional and the engagement of stakeholders at the home, host, and transnational levels. This course will survey how global public relations strategies are developed and implemented to support advocacy efforts, emphasizing successful case studies and failures. Also, this course aims to introduce and analyze the main concerns affecting the management of the public relations function, such as transnational crises; coordination and control mechanisms trends; practitioners¿ roles, responsibilities, and competencies in a global context.

17:194:559 ***Organizational Change and Communication (3)***
Leaders are often in the position of bringing about change. In the study of organizations and leadership, change is a critical topic. Change does not happen naturally in most organizations, it is a leader-led process. This course takes two perspectives. The first is that organizations are made up of processes. Every day, these processes run and regenerate themselves. Examining them for ways to improve can lead to redesign and ultimately gains in cost saving, customer satisfaction, and improved morale. The second perspective is that a metaphorical force field called culture organizes and shapes organizations. We breathe the air of culture in our work lives each day. Analyzing culture enables us to consider its impact on organizational effectiveness and ability to reach goals. The course will weave together these four critical elements in change - organizational culture, leadership, communication and internal processes.

17:194:560 ***Health Communication (3)***
This class is designed to give an overview of the major fields of study in the area of health communication. This includes the areas of health communication campaigns, multicultural health communication, physician-patient communication, and communication among health professionals. The ultimate goal of health communication is to increase health and satisfaction by encouraging healthier behaviors, medical compliance, and more efficient communication of medical information.

17:194:561,562,563,564,565,566,567,568,569 ***Topics in Communication and Health (3,3,3,3,3,3,3,3,3)***
Advanced topics in communication and health reflecting current research focus of faculty instructor.

17:194:565 ***Science, Media & Society (3)***
This course will consider the intersections of science, media, and society. With a focus on both theory and practice, we will explore the media's role in how we understand and communicate about the most critical science issues of our day. Course topics include: public understanding of science; representations of science in journalism and popular culture; the media's influence on public engagement with science; the strategic uses of media to communicate about science. Special emphasis will be given to understanding the media's role in shaping perceptions of controversial science issues.

17:194:566 ***Small Group Communication (3)***
In this class, small group interaction is examined in depth, including observation, interpersonal activity, group systems, conflict resolution, and listening. The focus is on practical, business, and organizational group activities in real-world situations to prepare students to understand, effectively participate in, and control group dynamics.

17:194:567 ***Mediated Health Communication (3)***
This course provides an overview of theory and research related to the role of the media in promoting public health efforts and advances. The course reviews theories of health behavior change and message effects, and discusses applications of these theories to media-based health initiatives. Through the course, the students will examine the interplay among theory, research and practice and further discuss how theory informs practice and how research aids in theory construction and refinement..

17:194:568 ***Health Messages and Campaign Design (3)***
This course considers the design, implementation, and evaluation of public health communication programs that aim to influence the health-related behaviors of individuals, groups, and communities. The first part of the course reviews the theoretical foundations of public health communication campaigns, including key theories of health behavior change and communication theories that augment them. The second part introduces students to key planning and design considerations of successful public health communication campaigns. The third and final part of the course engages students with the versatile communication strategies and skills that health communication professionals employ routinely to influence people's health-related decisions and behaviors.

17:194:569 ***Interpersonal & Relational Facets of Health Communication***

This graduate seminar examines issues of interpersonal dynamics when talking about health and healthcare. Discussion centers on the role of communication in healthcare interactions and examine how communication can facilitate, hinder, or create inequities of care that occurs among patients. The course will review communication among clinicians, patients, and significant others and families. Themes of discussion include patient-provider communication, culture in healthcare, medical mistrust, health literacy, and the role of close others in managing healthcare.

17:194:570 ***Interpersonal Communication (3)***
This class focuses on the foundational and contemporary research that makes up the study of interpersonal communication. Its primary goal is to give students an understanding of the origins and the current directions of much of the scholarship on interpersonal communication.

17:194:571,572,573,574,575,576,577, 578, 579 ***Topics in Social Interaction (3,3,3,3,3,3,3,3,3)***
Advanced topics in social interaction reflecting current research focus of faculty instructor.

17:194:576 ***Public Relations Effectiveness and Analytics (3)***
This course examines the process of evaluating the public relations function. It provides students with practical guidelines for evaluating and analyzing the effectiveness of public relations campaigns. Students will connect communication measures of effectiveness to business results, including being able to calculate ROI. By implementing best practices for conducting research methodologies, students will be able to interpret and report findings to determine campaign effectiveness. Students will also analyze historical, award winning PRSA case studies, to thoroughly understand the Barcelona principles and apply contemporary measurement tools to current case studies. The analysis and discussion of real-world case studies will serve as context for the applied understanding of how and why to evaluate a public relations campaign.

17:194:577 ***Creating Social Impact: A Stakeholder Framework Approach(3)***
Changing beliefs about the role of business in society in the past thirty years have increased the pressure on organizations to define how it addresses higher purposes beyond financial gain. This is particularly relevant as companies are making long-term commitments to improving the world through mechanisms like the Sustainable Development Goals (SDGs). The success of an organization depends on the quality of its relationships with different stakeholders including NGOs and governments. More specifically, an organization develops its activities through a stakeholder network, which affects and is affected by the organization's behavior. Therefore, the concepts of sustainability, organizational purpose and corporate social responsibility (CSR) are becoming more and more crucial. The course aims at defining CSR and how organizations create social impact. The course will look at new managerial solutions and new performance evaluation and reporting methodologies capable of integrating and improving traditional economic measures. Therefore, the concepts of sustainability, organizational purpose and corporate social responsibility (CSR) are becoming more and more crucial. The course aims at defining CSR and how organizations create social impact. The course will look at new managerial solutions and new performance evaluation and reporting methodologies capable of integrating and improving traditional economic measures.

The purpose of the course is to build a new vision of social impact based on a stakeholder framework. Whether CSR is understood as organizations taking responsibility or society holding organizations accountable, the underlying issues are how about the environmental, social, and governance opportunities and risks that have emerged in today's globalized, networked world will be explored.

17:194:578 ***Strategy and Innovation in Creating Social Impact (3)***
Through a comprehensive discussion of sustainability communication strategies, media and messaging, this course focuses on how organizations communicate corporate social responsibility to their publics. This course examines the powerful new trends in public-private partnerships and new models of private sector interventions in society including responding to Sustainable Development Goals (SDGs). The course explores the intersection of communication, stakeholder engagement and social impact. This course will help students understand how organizations behave in society and the role of the citizen as stakeholder and consumer in helping to influence organizational behavior. Topics covered include: 1) Crowdfunding; 2) Social Impact Bonds; 3) Competitions and Prizes; 4) Philanthrocapitalism; 5) B-Corporations and Social Enterprises; 6) Pro-bono contributions from the private sector; 7) Use of AI in social impact efforts; 8) Circular Economy; 9) Sustainability investing, and (10) Communication across diverse stakeholders.

17:194:579 ***Social Impact Communication (3)***
What is social impact? How does social impact further the work of NGOs / organizations seeking to do good? What is the benefit in terms of corporate reputation? How is it measured? What are the most appropriate ways to communicate about social impact? This course provides an overview of social impact from the perspectives of both the corporate world and NGOs / organizations that are enabled by corporate social impact engagement. Through publications, case studies, interviews with those involved in social impact activities and team projects, we will assess the influence - positive and negative - social impact can have on the reputation of a corporation. Students will come away with a clear understanding of what social impact is and what it is not, how it can be measured in terms of reputation, and the criticality of appropriate communications related to social impact activities.

17:194:580 ***Crisis Communication (3)***
This course will focus on various elements of crisis and issues management. In an age when a company's every move is subject to instant scrutiny and attack, the necessity for effective crisis management is greater than ever and more

complicated. The structure of the course revolve around the crisis management process: prevention, preparation, response and long-term. Emphasis will be placed on practical application of crisis communications theory, with the use of real-life case studies, role playing and guest lectures by crisis expert practitioners.

This course examines a variety of communication techniques and principles used when an organization faces issues, and or incidents that negatively impact the organization's reputation. Major aspects of this course will include: the definition of crises in its various forms, the stages of a crisis, the role of the spokesperson and the impact of social media and the crisis response, among others.

17:194:581 ***Reputation Management (3)***
This course will demonstrate the importance of reputation management as a practice to better ensure organizational health and mitigate risk by augmenting crisis/risk management work. Often environmental scanning - a key reputation management practice - can make strategic communications professionals aware of potential crises, so they can head them off before they occur.

Of particular significance is understanding how the advent of digital media presents a new reputational risk where anyone with a social media account or website can attack or support an organization.

Throughout this course, we will explore reputation management through an ethical lens. Not only are ethics an important human quality, but if organizations behave ethically, they are more apt to steer clear of reputational dilemmas. We also will approach this class taking diversity and inclusion into account and working to incorporate these important values into reputation management practices.

17:194:582 Patient Provider Communication
This graduate seminar is concerned with how communication scholars have contributed to (and can best contribute to) the study of patient-provider communication and ultimately better patient-provider relationships. What transpires during the clinic visit can have a profound effect on how patients understand their health concerns, make healthcare decisions, and effectively achieve desired health outcomes. This course introduces students to the field and findings of patient-provider communication starting with the historical and social climates influencing patient-provider partnerships.

17:194:590 ***Digital Journalism (3)***
Digital Journalism is a hybrid hands-on and conceptual course designed to help master's-level students develop introductory-level skills in multimedia reporting (using text, still images, and video), while gaining an understanding of the foundational philosophical, ethical, and legal principles underlying the practice of journalism in the 21st century.

17:194:591 ***Critiquing Marketing Communications (3)***
Marketing communications pervade nearly every aspect of modern life in consumer society, from broadcast commercials to public relations to product design and packaging to online search marketing. As our economy shifts from a manufacturing base to an information base, this process is accelerating. With the increasing capacity to track, profile, and target consumers across media, we ourselves have become the product, the medium, and the message. This fact, in turn, has influenced the very nature of the human experience. Friendships, identities, and even the most intimate of relationships are now mediated through channels in which marketing is not only present but central. In short, you might say we live in a hypercommercial society. What are the political, economic, and social implications of this change? How are new technologies contributing to, and changing, this process? How can we, as citizens of this consumer society, navigate these complex issues? What costs and benefits accrue from the

increasingly commercial environment in which we live? In addition to addressing these issues in readings and online class discussions, we will collectively develop and maintain a public blog dedicated to discussing, dissecting, and critiquing marketing communications of all kinds.

17:194:592 ***Digital Advocacy and Persuasion (3)***
This course explores how political, economic, and social actors leverage emerging communications media to pressure and persuade one another. Participants will gain a deeper understanding of how to use new media tools for digital advocacy and persuasion, and will also develop a critical perspective on how these tools are changing society.

17:194:593 ***Globalization, Media, and Social Change (3)***
The last 30 years have seen a fundamental transformation in society. Characterized as a transformation from industrial to informational, this new system is marked by the increased velocity and fluidity of capital, goods, people, and ideas. Facilitated by new information and communication technologies (ICT), the increased flows of both objects and ideas have led to shifting notions of identity, nation, democracy, and society among others. In this class we seek to more fully understand the shifting nature of society today particularly as this new and complex world intersects with media and communication. We pay particular attention to considering the different causes for change in society, as well as the new complex human- and, at times, computer-mediated configurations. Finally, we focus on how these shifts are both impacted by and impact media and communications.

17:194:594 ***Digital Media Ethics (3)***
Examines theoretical underpinnings of ethical problems and applied case studies specific to digital media. Considers how different moral philosophies apply across cultures and across different contemporary media practices and platforms in areas such as advertising, promotional marketing, big data, software and interface design, and fake news.

17:194:595 ***Creative Community Engagement (3)***
Social or community-engaged storytelling is rooted in empowering a community to lead the telling of its own story. This class looks at ways in which those stories facilitate a community or constituent messaging outcome. Those who practice creative engagement serve as stewards for a greater narrative. Students will have the opportunity to work with local advocacy organizations and artists around issues of houselessness and economic vulnerability, racial justice, and environmental resiliency. The culmination of the class will task groups of students to develop the full design of a new project proposal in response to one of these advocacy issues.

17:194:596,597 ***Topics in Media Studies (3,3,3)***
Advanced topics in media studies reflecting current research focus of faculty instructor.

Prerequisites: Based on the individual Topics class

17:194:598 ***Digital Media Law & Policy (3)***
This course examines the exciting world of law and policy relevant to digital media: the Internet, mobile media, and social media. We will answer such timely questions as:

- Why have you been getting all those emails telling you that websites or apps "value your privacy" and want you to click "OK" on a statement about your data?
- Why did a federal court rule in May '19 that President Trump violated the First Amendment rights of Twitter users when he blocked them?
- What was behind the "delete Facebook" movement of spring 2018?

- Could you successfully sue someone for libel if that person said something false and reputation-harming about you on social media?
- And others.

17:194:599 ***Media and Popular Culture (3)***
The purpose of this course is to provide a critical understanding of popular culture's role in society. The course introduces a range of theoretical approaches to study popular culture, exploring the intersections between everyday life, media, and broader political and historical contexts within (mostly) the United States.

We will examine the history of mediated pop culture, the commercial and social aspects of its texts, and the cultural industry's influence on social relations and values. Drawing on theoretical concepts and concrete examples, we will delve into cultural texts and practices in an attempt to reveal the social processes that exist beneath the surface.

Ultimately, this course will provide the tools to study media and popular culture (e.g. television, music, games, film, advertising, and social media). The course will expand notions of popular culture by focusing on digital media dimensions via examples and approaches.

Master of Information Program (SC&I-G)

MASTER OF INFORMATION PROGRAM

Rebecca Reynolds, Chair, Department of Library and Information Science

Lilia Pavlovsky, Director, Master of Information Program

Website: Here.

M.I. Program (SC&I-G)

M.I. PROGRAM

The design of the Master of Information (MI) program engages students from a wide variety of professional and academic contexts to focus on information: its creation, organization, classification, retrieval, preservation, management and use. Built upon the values and foundations of Library and Information Science, the MI program focuses on the integral relationships between people, information and technology.

Intense Preparation for a Dynamic Field

The MI program prepares students for careers and leadership in a broad range of information and technology fields and institutions, focusing on people-centered information professional practice, social good, creativity, innovation, and local and global reach with impact.

- 36-credit program
- 1.5 to 2 years with full-time study (at least 9 credits/term)
- 2 to 3 years with part-time study (fewer than 9 credits/term)

- 100% online option (not self-paced, but the format is asynchronous)
- Faculty actively engage within the virtual classroom through discussions, projects, lectures, group work, etc.
- On-campus classes meet once a week (currently working toward offering more on-campus courses)

Concentrations Span the Profession

The MI program offers areas of concentration built around your career goals.

- Archives and Preservation
- Data Science
- Health Information
- Human-Computer Interaction
- Library and Information Science
- School Librarianship
- Technology, Information and Management
- Design your own pathway

Program Goals

The program prepares students for leadership in librarianship, archives, and information science careers by fostering future-focused knowledge, skills, and professional dispositions applicable across the information professions. Students may develop specialized expertise aligned with their career interests through MI Concentration Area courses as listed above or by electing a “Design-Your-Own" personalized study track with faculty guidance.

Outcomes

Through their learning experiences in the MI program, students will develop knowledge, skills/expertise and learn best practices in each of the following Outcome Domains:

1. Information Practices and Needs of Diverse Populations

Specifically, students will be able to:

- Analyze the impacts of cultural, social, and demographic factors on information behaviors to understand diverse community needs, by applying foundational and new knowledge, theories, models, and concepts;
- Evaluate information resources for cultural sensitivity and representation;
- Identify, analyze and mitigate potential barriers to information access across diverse communities and environments served (physical, digital);

2. Effective, Fair, and Socially Responsible Organization and Design of Information Services, Systems, Technologies and Solutions

Specifically, students will be able to:

- Create, evaluate, design, and test human-centered, inclusive information and technology systems and services, organizational structures, classification schemes, metadata, policies, etc. that support inquiry, discovery and knowledge-building;
- Incorporate features and affordances that prioritize user privacy and agency, balance standardization with cultural responsiveness, and limit biases and exclusionary practices.

3. Key Democratic Norms, Standards, and Ethics integral to the Information Professions

Specifically, students will be able to:

- Implement, evaluate, apply, and uphold ethically and democratically grounded policies and professional practices and standards in information work.;
- Assess and implement policies and practices in information settings, demonstrating ethical adherence to democratic values and professional standards;
- Demonstrate a commitment to intellectual freedom and equitable access across diverse communities.

4. Equitable and Sustainable Access to Information and Knowledge in Multiple Contexts

Specifically, students will be able to:

- Disseminate, share and preserve physical and digital resources and keep services useful now and into the future, for all communities including those with limited broadband;
- Assess the sustainability of information technologies and services that are good for the environment, make sense economically, and treat everyone equitably.

5. Evidence-Based Assessment and Evaluation of Information Systems, Programs and Services

Specifically, students will be able to:

- Design and implement evidence-based measurable protocols and indicators to evaluate the effectiveness of information systems, programs, instruction, and services;
- Translate findings into actionable strategies to measure impact and inform improvements;
- Apply multiple research methods to analyze user experience data to identify and mitigate accessibility and equity gaps.

6. Responsible and Engaged Leadership in the Information Professions

Specifically, students will be able to:

- Lead initiatives in the information professions by driving ethical, responsible, and equity-oriented practices;
- Identify, articulate, and pursue leadership opportunities and ongoing learning at all levels within information organizations;
- Create inclusive leadership and training opportunities, develop partnerships with communities and constituents, and implement approaches to institutional change that center equity and inclusion.

In Good Company

SC&I's MI is one of the most respected programs of its kind and has a strong network of alumni professionals.

Dual-Degree I.T.I./M.I. (SC&I-G)

DUAL-DEGREE I.T.I./M.I.

The dual-degree pathway allows students to earn an information technology and informatics (I.T.I.) major within a bachelor's degree and a master of information degree in five years of continuous study. Students who have completed at least 90 credits may apply and be considered for admission into the dual-degree pathway to the master of information (M.I.) degree.

Benefits

- Allows students to gain a head start on graduate work during the senior undergraduate year by taking 12 graduate credits.
- Saves on tuition since the graduate courses taken during the undergraduate years are billed at the undergraduate tuition rate.
- Allows students to maintain continuity with their faculty, university resources, and research facilities while completing a master's degree.
- Gives students a competitive edge in the marketplace and increases earning potential.

Application Criteria and Process

Students must meet the following criteria and complete the following processes to be considered for admission to the dual degree program:

- Must be an I.T.I. major who has completed at least 90 credits.
- Must have and maintain a GPA of 3.0 or above.
- Submit an online application through the Graduate Study portal.
- Submit essay responses to questions presented in the online application.
- Submit an official copy of their transcript.
- Submit one (1) letter of recommendation from a professor in their major.
- Must have four to five courses (i.e., 12-15 credits) remaining to complete the elective requirements for the I.T.I. major.

To submit an online application and documents, visit here.

- Select "Library and Information Science" in the Program Selection section.
- Select the 5 Year Degree Option
- Select the fall semester of your senior year

Students must earn a grade of a B or higher in the graduate courses for them to be counted toward the M.I. degree.

Final admission decisions will be made after the deadline dates listed in the application portal. Admission decisions are based on evidence of high achievement.

How the Pathway Plan Works

If accepted into the 5-Year IT & Informatics/MI program, students will be considered as an undergraduate student who is taking Master's courses, which will count towards general electives or 400-level IT & Informatics electives in the senior year. During this time, students need to fulfill all undergraduate requirements. Upon graduation with a Bachelor's Degree, students will then transition into the Master's program and therefore be subject to the processes and requirements associated with that status.

Year 4: Your Senior Year

Once admitted, students will take two graduate courses per semester in addition to completing all undergraduate requirements. Those courses will be selected based on the concentration of interest and MI program requirements. After successful completion, those four courses (12 credits) will count both as undergraduate (IT & Informatics or general electives) and graduate (MI) requirements. Upon successful completion of coursework in the senior year, students will graduate from the undergraduate program and transition into the graduate program as an MI student.

Year 5: Your "+1" Year

In the final year students have a faculty adviser, who is the concentration coordinator for their concentration. In this final year, students will be expected to take the appropriate credits for MI program requirements (24 credits total / 8 courses). It is possible to take classes during the summer and winter sessions, if appropriate.

Grading in the 5 Year ITI/MI Program

Grades awarded for graduate course work are; A, B+, B, C+, C, F; or pass/no credit in some designated experiences. There is no D in the graduate grading rubric.

Grades earned in the 5-year program are factored into a student's GPA the same as undergraduate grades.

In the MI program, grades above B are accepted. Students are allowed two grades of C towards the degree. Please review the Academic Standing information listed in this catalog for further details. Grades of C+ or C are considered a "red flag" and can result in probation.

Helpful Contacts

For 5-Year Dual Degree program questions, reach out to the Graduate Student Support Team in the school's Office of Student Services. Students will specific questions related to undergraduate requirements should contact SC&I Undergraduate Advising.

Concentrations and Careers (SC&I-G)

CAREERS IN INFORMATION PROFESSIONS

The master of information (M.I.) degree program prepares students for a range of career trajectories.

Library and Information Science

The concentration prepares professionals for a career in school, public, special, and academic libraries, grounded in values of serving communities and building knowledge and literacies. Potential careers include:

- public librarian (youth services, adult services, library management, etc.)
- school librarian
- academic librarian
- entrepreneur
- government information specialist
- special librarian (business, law, etc.)
- cultural preservation specialist
- information and knowledge manager
- information broker
- library planning and technology consultant
- researcher and evaluator
- archivist/curator
- digital library specialist
- metadata specialist

Archives and Preservation

This concentration prepares students to assume the responsibilities and roles in identifying and preserving analog and digital records as trustworthy evidence and memory of the activities of individuals, families, and organizations. Students learn how to make records accessible to current users and future generations in heritage institutions and how to make them available to the public. Students will explore the institutions preserving cultural and scientific knowledge amid the changing perspectives and in diverse social contexts. They will learn about the tensions around privacy, access, and memorial contestation as well as about the role of records, documents, and archival institutions in human rights and social justice. Potential careers include:

- librarian/archivist
- digital asset manager/digital archivist
- museum librarian/archivist
- digital curation and special collections librarian

Data Science

This concentration prepares information professionals for diverse careers centering on data analytics. These careers focus on engaging with an organization's often large-scale internal and external data to analyze, model, evaluate, and predict information behavior and processes. The information behavior and processes are examined for practical applications, product and service development, and organizational decision-making. Potential careers include:

- data analyst
- data scientist
- data asset manager

- metadata specialist
- policy data analyst
- environmental data specialist
- business intelligence analyst
- data visualization specialist
- data security analyst

Interaction Design and Informatics

Prepares information professionals for careers related to interaction design, user experience, human-computer interaction, and beyond. Students will learn a rigorous design thinking process consisting of problem identification, solution design, and iterative prototyping to develop expertise in leading the future of human and technology interactions. Potential careers include:

- information architect
- chief design officer
- usability manager
- usability designer
- web designer

Technology, Information, and Management

This concentration prepares information professionals to lead and manage in technological organizations and other sociotechnical environments, by developing expertise in information and project management, knowledge sharing, organizational learning, and strategic decision-making. Potential careers include:

- applications manager
- digital asset manager
- data governance steward
- database administrator
- records and data manager
- information architect
- metadata analyst
- project manager
- research analyst
- search engine optimization specialist
- senior IT consultant
- knowledge manager

M.I. Admissions (SC&I-G)

M.I. ADMISSIONS

Admissions Application

Applications

Entry into the master of information (M.I.) program is competitive and dependent on the quality and academic promise of the pool of candidates. In evaluating credentials, the admissions committee looks for the candidate's potential for graduate study and service to the profession.

Applicants should consider which pathway best meets their needs in order to apply to the best option:

- Online: The online program is designed for part-time study. If students wish to take more than three courses per semester, an application should be made to the campus program. Not all courses in the M.I. are offered online.
- On-campus: The M.I. program is offered on the New Brunswick campus of Rutgers University and offers the full range of courses. Students may enroll full time or part time.

The M.I. program requires a total of 36 credits and must be completed within three years. As a part-time student taking two classes (6 credits) per semester, it will take three years (six semesters) to complete the program. As a full-time student taking three classes (9 credits) per semester, it will take two years (four semesters) to complete the program. Many students take advantage of Summer and Winter Session courses to decrease the time to completion.

REQUIRED ELEMENTS OF THE APPLICATION

Résumé or CV

A résumé describing employment history, academic honors, scholastic recognition, publications, leadership roles, and/or other academic, professional, and community activities.

Transcripts from Undergraduate and Any Graduate Study

Overall undergraduate cumulative grade-point average (GPA) of 3.0 is typically the minimum requirement, though applicants with lower GPAs are encouraged to apply and should discuss their GPA and undergraduate learning experiences in the personal statement.

Have transcripts sent to:

The Office of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
56 College Avenue
New Brunswick, NJ 08901

Standardized Tests

Applicants to the program are generally expected to take the Graduate Record Exam. GRE target scores for the program are:

Verbal = mid-150s+
Quantitative = mid-140s+
Writing = 4.0+

GRE scores:
No GRE required if

- **you have an undergraduate GPA of 3.0 or higher**
- **you have another graduate degree**

International Applicants
For international applicants, English Proficiency Test Scores are required in addition to Standardized Test scores. The TOEFL and IELTS are the tests that are accepted. Scores should be three years old or less. The English proficiency test requirement may be waived for students who earned a bachelor or master's degree from an accredited U.S. college or university.

Expectations:
TOEFL = 80+ (IBT), 600+ (PBT)
IELTS = 6.5+

Send TOEFL or IELTS scores to School Code 2790 and leave the department code blank.

Satisfactory English proficiency is a prerequisite for graduate study at the university. Applicants of questionable English proficiency will be required, if necessary, to take coursework in the English as a Second Language program before commencing their M.I. studies.

Non-immigrant students must present evidence of adequate financial resources as well. The university may deny admission to non-immigrant students for lack of English proficiency, lack of financial support, or because of improper visa status.

For further test information, contact TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541.

Recommendations

Two letters of recommendation are required. Letters of recommendation should focus on the academic capacity of the candidate (e.g., problem solving, critical thinking, analytical, and reflective skills) to undertake a rigorous program of graduate study, rather than on workplace efficiency and character traits.

The recommender's relationship to the student must be established in the letter of recommendation. Personal friends, clergy, and family members are not appropriate recommenders. Applicants will be asked to supply the names and email addresses for all recommenders during the online application process.

Personal Statement

A personal statement is required as part of the admissions process. In approximately 750 words, applicants should state their interests and career aspirations in pursuing the master of information degree.

Application Fee

A $70 nonrefundable application fee is required.

For More Information

Other information about applying to the program may be found on the program website.
To access the application form, visit the website of the Office of Graduate and Professional Admissions.

M.I. Admissions (SC&I-G)

Admissions Deadlines

Deadlines

Applications are considered on a rolling basis. Applications must be complete to be considered for admission.

To start in September

U.S. resident deadline: August 1 (To be considered for scholarships, apply by February 1)
International student deadline: July 1

To start in January

U.S. resident deadline: December 1
International student deadline: November 1

To start In May (Online Only)

U.S. resident deadline: April 15
International student deadline: March 15

M.I. Admissions (SC&I-G)

Admissions Notifications of Decisions

Notification of Decisions

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

M.I. Admissions (SC&I-G)

Admissions Transfer of Credit

Transfer of Credit

A maximum of six (6) previously earned credits of graduate coursework may be transferred to the master of information (M.I.) program under the following two options:

1. Credits may be transferred from a graduate program of library and information science accredited by the American Library Association (ALA) if the work was completed with a grade of B or better within three years prior to admission to the Rutgers M.I. program. Verbal approvals will be granted for course transfers that align to specific courses in the M.I. curriculum upon admission to the program, and credits will be transferred after successful completion of one semester of study at Rutgers.
2. Credits may be transferred from master's-level courses earned at Rutgers University or master's-level courses earned from a master's program from an accredited institution with a grade of B or better within three years prior to admission to the Rutgers M.I. program. Requests should be submitted after the completion of 12 credits.

Practicums and independent studies cannot be transferred.

All requests are subject to approval and specific requirements of program pathways.

Current students wanting to take master's courses outside the program must have the approval of the director of the program to count the credits toward the degree. Students must provide a copy of the course syllabus, a brief statement of how the class aligns with the student's academic/professional goals, and written approval from an academic adviser or concentration coordinator prior to registering for the class. Students are responsible for reaching out to external program/faculty to obtain permission to take the class.

Any course completed outside the M.I. program without explicit advance approval will not be applied toward the degree or computed in the grade point average.

To determine if transfer credits are possible, students with potential transfer credits must submit the following;

1. A cover letter identifying the credits and including an explanation of why these courses are relevant to the M.I. degree and the student's professional goals.
2. Course descriptions and/or syllabi for each of the courses.

Courses for transfer credit will be evaluated by the program director in consultation with the admissions committee and/or concentration coordinator. Students should submit transfer credit requests to the Office of Student Services at mi@comminfo.rutgers.edu. The Office of Student Services will notify students of the outcome within four weeks of the request date.

For the most current information about admissions, visit the website.

M.I. Admissions (SC&I-G)

Admissions Nonmatriculated Students

Nonmatriculated Students

The master of information (M.I.) program does not generally allow students to enroll in classes before being admitted formally to the program. However, more information may be found here.

M.I. Financial Aid (SC&I-G)

M.I. FINANCIAL AID

Students interested in financial support from Rutgers University or external sources are urged to file the Free Application for Federal Student Aid (FAFSA) each year since it is generally required for consideration for both School of Communication and Information and Rutgers financial assistance. Any awards for which financial need is a criterion require submission of the federal FAFSA form by March 15. Information may be found here.

For further information on financial aid including how to apply for aid, sources of financial aid, and restrictions on financial aid and employment, visit here.

The School of Communication and Information (SC&I) offers a limited number of scholarships and fellowships to graduate students each year. The school is continually seeking funding from outside agencies and donors, and awards vary each year. Continuing students are notified early each spring about awards available for the upcoming year, and students are able to submit an application for any scholarship for which they are eligible. For details about SC&I scholarships offered in the most recent year, see here.

Some graduate students at the university are supported by fellowships funded by sources outside the university. Students should consult standard reference material for sources of non-university fellowships. Students should also contact clubs, fraternal, religious, and national professional organizations and local interest groups for possible aid through stipends and tuition credits. A student who receives any of these awards is required to notify the Office of Financial Aid.

SC&I and other academic departments at Rutgers hire graduate students as adjunct faculty members or instructional assistants to teach undergraduate students. SC&I and administrative offices around the university sometimes also hire students for staff support functions. Students who are interested should contact the appropriate departments to check for availability, or check these websites:

- Student employment website
- Rutgers Career Services with its MonsterTrak website

M.I. Faculty (SC&I-G)

M.I. FACULTY

The master of information (M.I.) degree is offered and administered by the Department of Library and Information Science, with the director chosen from among its faculty. Teaching faculty include the full-time members of the department as well as adjunct faculty who are practitioners in the field.

M.I. Degree Requirements (SC&I-G)

M.I. DEGREE REQUIREMENTS

A minimum of 36 credits, or 12 courses, is required to earn the master of information (M.I.) degree. With approval, students may transfer up to 6 credits into the program as outlined in the Admissions section of the catalog.

Full-time study at 9 credits or more per semester results in degree completion in one-and-a-half to two years. Part-time study of fewer than 9 credits per semester results in two to three years for completion. The maximum credit load in any semester is 15 credits.

All students are expected to complete the degree within three years.

The full range of M.I. courses are offered on campus in New Brunswick; select concentrations and courses are available online, including the school library media program.

Both on-campus and online students should consult with their advisers regularly to plan their studies to meet degree requirements and career objectives.

Master of Information Requirements

1. Students pursuing school library certification must follow the prescribed course plan listed in the school library course of study which is approved by the State of New Jersey and is required in order for a student to be eligible for school library media certification.

2. All students except those specializing in school librarianship must take two foundation classes. Students should enroll in one foundation class and the technology requirement class in their first semester. The foundation courses are:

- 17:610:510 Human Information Behavior
- 17:610:520 Organizing Information
- 17:610:570 Management Principles in Information Organizations
- 17:610:580 Knowledge and Society
- 17:610:581 Social Informatics

3. All students must complete the technology requirement course 17:610:550 Information Technology for Libraries and Information Agencies within the first 12 credits. Students may ask to waive this requirement if they possess the basic competencies of this course. They will be tested by the course coordinator for the waiver.

4. All students must complete three 0-credit classes:

- 17:610:501 Introduction to Library and Information Professions (This course should be completed in the first semester of study, or for students admitted in the summer, in the fall semester.)
- 17:610:502 Colloquium in Library and Information Studies (This course should be completed in the last semester or late in the program.)
- 17:610:503 ePortfolio Capstone (This course must be taken in the last semester of study.)

5. All students must complete 36 credits.

Transfer Credits

Students can transfer up to 6 credits from outside the MI program. Those credits can come from another Rutgers program (for example, from the Graduate School of Education, the Bloustein School of Planning and Public Policy, Computer Science, etc). The transfer credits can also be taken at another ALA-accredited program or program accredited by another institution.

Concentrations

Students may choose to select a concentration within the program. Upon fulfillment of the concentration requirements at graduation, the transcript will reflect both the degree and concentration completion. Please see the Concentrations section of this catalog for details.

M.I. Degree Requirements (SC&I-G)

Course Waiver Policy

Course Waiver Policy

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

Other Academic Opportunities (SC&I-G)

OTHER ACADEMIC OPPORTUNITIES

Other Academic Opportunities (SC&I-G)

Field Experience/Internships

Field Experience/Internships

Faculty urge all students who have not had significant experience in an information setting to apply for 3 credits of supervised professional field experience (17:610:592). Students complete this work in a wide variety of public, academic, and special library and information service agencies. Students must have completed at least 15 credits in the master of information (M.I.) program before they are eligible for field experience. Consultation with the field experience coordinator is necessary well in advance, early in the semester prior to the intended coursework, in order to make necessary arrangements.

Field experience is mandatory for school library students. International students seeking to do a field experience must consult the program director and Rutgers Global Student Services office prior to enrolling in the field experience course.

Individual Study

Individual Study

Students who wish to engage in special projects or special individual study in areas not covered by regular courses may apply for up to 6 credits of individual study (17:610:591,593). The student must submit a brief statement in writing of his or her proposed investigation, with a preliminary outline of the methodology to be used. The study must be approved by the faculty member who agrees to supervise it. Individual study is normally pursued toward the end of the master's program.

M.I. Courses (SC&I-G)

MASTER OF INFORMATION COURSES

17:610:501 ***Introduction to Library and Information Professions (0)***
A brief orientation to the Rutgers M.I. program, the information professions, basic concepts and vocabulary, and the literature of the field. ***Required of all students at the beginning of the first semester of study.***

17:610:502 ***Colloquium in Library and Information Studies (0)***
A series of lectures with discussions, featuring guest speakers, that highlight current and recurring issues and introduce students to leaders in the field.
Required of all students during a fall or spring semester late in their program of study. Students must attend at least three offerings. No credit given.

17:610:503 ***ePortfolio Capstone (0)***
A capstone course where students reflect upon and assess their previously documented learning experiences and coursework through the completion of an ePortfolio showcasing their academic accomplishments. Students will also build a professional ePortfolio focusing on career goals and objectives.
Prerequisite: 17:610:501. Pre- or corequisite: 17:610:502.

17:610:510 ***Human Information Behavior (3)***
Behavior vis-à-vis information as it bears on problems in library and information services and forms a theoretical and professional base for such services. Diverse contexts of information behavior; processes of information seeking, searching, using, and valuing. Assessment of studies of human information behavior in terms of relevance to library and information services.

17:610:511 ***Research Methods (3)***
Methods of assessing individual and organizational information needs, with emphasis on quantitative social science research techniques. Includes evaluative methods as an essential component of planning; critiques of published research; computer laboratory sessions for statistical data analysis.

17:610:513 ***Human-Centered Design (3)***
This course studies the histories, theories, and applications of human-centered approaches to design and computing. Students will explore how these approaches engage stakeholders in the design and use of technologies while addressing their limitations in relation to social inequalities and power structures. Emphasizing its relevance to fields of information professions such as HCI, librarianship, and health informatics, students will apply human-centered design approaches to their professional practices.

17:610:514 ***Learning Theory, Inquiry, and Instructional Design (3)***
This course examines social constructivist learning theories, information/digital/media literacies, curriculum standards, principles of instructional design, outcomes-based education, and evidence-based practice. Participants will learn how to design and implement inquiry-based learning programs for K-12 students that support cultivation of young people's information and technology dispositions, practices, and expertise, as well as their information/digital literacies.

17:610:515 ***Emerging Literacies: Learning and Creating with Digital Youth (3)***
This course is designed to prepare youth services librarians for leadership in teaching and supporting new literacies. Students will develop strategies to empower K-12 learners to engage in critical inquiry and become creative constructors of knowledge, global collaborators, computational and design thinkers, and digital citizens. They will envision inclusive, technology-rich library environments in which learners think, create, share, and grow and explore the cultural implications of new forms of digital creativity and communication for youth as they examine relevant academic literature across the disciplines.

17:610:516 ***Learning, Inclusion, and Student Engagement in School Libraries (3)***
This course explores how librarians build and lead collaborative, inclusive and responsive cultures of teaching and learning to motivate all members of the community to develop across the American Association of School Librarians' Standards and learning domains. Students will explore learner characteristics, individual dispositions, learning differences, and strategies for fostering responsible behavior and establishing an inclusive, positive, motivating and productive climate in the school, classroom and library.

17:610:517 ***Developing and Evaluating Equitable Library Services (3)***
Language, ethnicity, culture, disability, and other conditions that can hamper access to appropriate library information services; methods for studying communities in these categories and developing relevant programs and resources. Students write grant proposals to implement needs-based information services for target groups in specific settings.

17:610:518 ***Information Professions and Community Engagement (3)***
This course provides an introduction to, and overview of, community engagement theory and practice and its relevance to building the relationships that serve the information needs of communities in the digital age. Topics covered include community in theory and practice, social capital, social networks, information needs of communities, engagement methodology, evaluation, and collective impact and their relationship to library and information science organizations.

17:610:519 ***Information Literacy, Learning, and Teaching (3)***
Development of effective instruction in the use of information resources and technologies in all types of library settings. Special attention paid to adult learning theory and to the integration of information-seeking behavior with instructional design. Students practice instruction in cooperation with librarians and library users in various settings.

17:610:520 ***Organizing Information (3)***
Introduction to options and methods for creating information systems that provide access to the content of a collection of resources, whether print or electronic, linguistic, audio, visual, graphical, or commercial. Comparison of different kinds of classification schemes such as library subject headings, folksonomies, taxonomies, and ontologies. Techniques for vocabulary control and for assessment of information system quality with respect to usability and maintainability. Application of basic design principles to information systems. Introduction to fundamentals of resource description using XML and RDF metamodels and the simple Dublin Core metadata schema.

17:610:522 ***Cataloging and Classification (3)***
Introduction to the theory and practice of cataloging and classification. The course emphasizes the functions of library catalogs identified in Functional Requirements of Bibliographic Records , as well as the use of Resource Description and Access, Library of Congress Subject Headings, and the MARC21 (MAchine Readable Cataloging) encoding format in the creation and maintenance of such catalogs. It likewise covers the use of the Dewey Decimal Classification and the Library of Congress Classification as vehicles for access to information and in the organization of library collections. Due attention is given to the history of cataloging and classification and to the impact of the past on current practice and emerging developments.

17:610:523 ***Interaction Design Studio (3)***
In this project-based course, students will apply user-centered methods they learned in the design of interactive computing systems. Students will perform data collection, synthesize data, and design novel digital solutions to meet the needs of stakeholders. By completing their work, students will gain hands-on experiences with collaborative brainstorming, iterative design, rapid prototyping and usability evaluations to become interaction design professionals.

Prerequisites: 17:610:513

17:610:524 ***Metadata for the Information Professional (3)***
Detailed examination of issues and problems relating to the creation and application of metadata in various information environments. Major metadata schemes, encoding standards, and container architecture are examined with emphasis on functions, syntax, semantics, quality, and evaluation. Additional topics for examination include resource identifiers, controlled vocabularies, and metadata project management.
Prerequisite: 17:610:520 or 17:610:522, or permission of instructor.

17:610:525 ***Knowledge Organization, Access, and Services for School Librarians (3)***
This course explores principles, services, processes, policies, and strategies for leading the development, organization, and implementation of an effective and innovative school library program to ensure equitable physical, digital, and intellectual discovery, access to, and usability of collection and resources for diverse learning communities.

17:610:527 ***Special Topics VI (3)***

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

Prerequisites: As determined by the topic.

17:610:528 ***Special Topics VII (3)***

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

Prerequisites: As determined by the topic.

17:610:530 ***Search and the Information Landscape (3)***
This course explores professional, user-centered strategies for seeking, finding, retrieving, managing, evaluating, and sharing information across an array of traditional and emerging digital platforms, as well as the evolving role of the information professional.

17:610:531 ***Algorithms and Society (3)***
This class provides an introduction to the role that algorithms increasingly play in daily life, addressing the social forces that they both shape and that they are shaped by. Although algorithms are not new, their development and use has accelerated in recent years, resulting in a critical mass of academic literature on the topic. The course takes a multidisciplinary approach to interrogating algorithms, drawing primarily on literature from information science, computer science, and science and technology studies, with additional readings from disciplines such as philosophy, law, and public health. After completing this course, students will be able to critically engage with the role of algorithms in society on both theoretical and practical levels.

17:610:532 ***Collection Development and Management (3)***
Overview of creation, production, and distribution of materials. Emphasis on community analysis, collection development planning, criteria and methods for selection, collection evaluation, and collection management procedures and techniques.

17:610:533 ***Manuscripts and Archives (3)***
This course will emphasize the fundamental theory and practice of manuscript and archival administration, and its relationship to information management. The course will focus on accepted methodology and current issues relating to the collection, organization, preservation and use of historical materials.

17:610:534 ***Records Management (3)***
Examination of the document life cycle of the records of organizations; generation and control; filing, storage, and retrieval systems using various technologies; protection and disposition; and retention regulations and practices. Discussion of how records management concepts and contexts differ from archives and library organization and retrieval systems.

17:610:535 ***Competitive Intelligence (3)***
Competitive and strategic intelligence can support various corporate and organizational objectives and functions. Systematic programs for gathering, analyzing, and disseminating information for decision-making. Special attention to the information audit; to tailored selection and analysis of information for given user groups; and to assessment of quality and value of information services.

17:610:536 ***User Experience Research Methods (3)***
This course studies the fundamentals and basic techniques for evaluating the usability of products and services through qualitative and quantitative research methods. Students will gain the knowledge and skills to conduct effective user experience (UX) research, applying diverse methods to understand user needs, behaviors, and preferences. Through practical examples, they will learn to define research objectives, formulate hypotheses, analyze data, synthesize findings, and deliver actionable recommendations. These skills will enable them to make data-driven design decisions that enhance the usability of digital and physical products.

Prerequisites: 17:610:513

17:610:540 ***Reference Sources and Services (3)***
Focuses on the full range of information resources studied and used in applied contexts, placing emphasis on access to information through reference tools and the uses of information by learners. Important considerations are an analysis of strategies for searching and evaluating these works and comparisons between printed and electronic media. Emphasis placed on research tools, communication, information services, policy development, and evaluation.

17:610:541 ***Government Information Resources (3)***
Introduction to the nature and use of federal, state, local, and international government information resources. Problems relating to the acquisition, bibliographic organization, and reference use of public documents. Major emphasis on information resources of the U.S. federal government.

17:610:545 ***Health Sciences Information (3)***
This course provides an overview of the health information ecosystem and the role of health information professionals in supporting evidence-based decision making in health and medicine among multiple diverse constituents, include health professionals, researchers, and patients. Topics covered include evidence hierarchies and study designs, constructing and appraising exhaustive and reproducible search techniques for general and specialty medical databases, medical subject headings, and systematic review

17:610:547 ***Children, Reading, and Literacy (3)***
The course surveys the range of literature and media published for children, explores children's developmental reading needs and interests, prepares youth services librarians to evaluate resources across formats and genres, and explores the potential for creating rich literacy cultures in schools and public libraries.

17:610:548 ***Young Adults, Reading, and Literacy (3)***
This course prepares school and youth services librarians to take leadership in creating cultures of literacy for young people aged 12-18. Students will explore both traditional and emerging social/digital strategies to match readers with books across genres and media formats, plan and implement reader-centered activities, model critical thinking relating to the reading of nonfiction and fiction, and celebrate authors and reading.

17:610:550 ***Introduction to Information Technologies (3)***
This course offers students a hands-on introduction to software tools and technology used in the creation and delivery of information services. Students will learn key concepts and skills related to web technologies (e.g., HTML, CSS, Frameworks), web programming (e.g., JavaScript, PHP), and data management (e.g., MySQL). Students will learn how to use and evaluate web services and open source software tools. Students will learn how information technology is used in today's information organizations and libraries, e.g., integrated library systems, technical services, document management, and provision of web services. The knowledge and skills conveyed in this course will assist students in applying information, web, and data technologies in various information services and in their professional practice.

17:610:551 ***Information Retrieval (3)***
Theory, design, use, and evaluation of information retrieval (IR) systems. Design principles for IR systems and their implementation, characteristics of operational and experimental retrieval systems, and evaluation of information retrieval systems.
Prerequisites: 17:610:510 and 17:610:550.

17:610:553 ***Digital Libraries (3)***
Fundamental issues, problems, and approaches to digital libraries, reflecting differing efforts and thinking in a number of fields and enterprises. Variety of digital library collections; organization, access, and use of digital libraries. Technical infrastructure; socioeconomic issues; integration of information resources; relation to traditional libraries. Current projects and initiatives.

17:610:554 ***Information Visualization and Presentation (3)***
Design of presentations using texts, graphics, images, and sounds. User interpretation, navigation, and interaction with visualizations. Visualization in information retrieval and interfaces in library and information processes. Effective display and presentation of information using various formats, both print and electronic.
Prerequisite: 17:610:550.

17:610:555 ***Multimedia Production (3)***
A laboratory course in the design and production of multimedia resources for libraries, media centers, information systems, and other informational applications. Examines and critiques current uses of new media and provides skills in user-centered multimedia design.
Prerequisite: 17:610:550.

17:610:556 ***Preservation of Library and Archival Materials (3)***
How to keep what we have for as long as we want to have it. The risks to physical materials, and the ways of preventing loss. Deterioration, environmental controls, and principles of handling. Reformatting. Digital preservation.

17:610:557 ***Database Design and Management (3)***
This course introduces students to databases, data modeling, and database management systems for information management and retrieval. Both theory and practical technology experiences will take place balancing database concepts, design, implementation, and usage.

Prerequisites: 17:610:550

17:610:558 ***Digital Library Technology (3)***
Organizational, technical, and logistical issues concerning the design and implementation of electronic collections, documents, and services. Students learn in the context of building their own prototype digital library.
Pre- or corequisite: 17:610:550 and 17:610:553.

17:610:559 ***Web Programming (3)***
This course gives students a hands-on introduction to the key web programming concepts, technologies, and software tools used to create web applications. Students will learn how to use major front- and back-end frameworks to design multidevice user experiences.

Prerequisites: Students who have not successfully completed the course 17:610:550 may request to waive the course prerequisite if they can demonstrate that they have the knowledge/expertise to

- Create and upload HTML webpages that are standards-compliant and contain relative and absolute links, tables, images, and embedded video or data widgets.
- Design external cascading style sheets that control the layout and visual appearance of a set of webpages.
- Use basic programming concepts (variables, arrays, loops, and functions).
- Understand the basics of JavaScript to create or customize simple functions.

Prerequisites: 17:610:550. See course description for a further explanation of prerequisites.

17:610:560 ***Foundations of Data Science (3)***
This course provides students with a practical introduction to the field of Data Science and familiarizes them with the essential facets of the data scientist profession. This includes a grounding on data-based reasoning, problem formulation, data collection, data pre-processing, data analytics, visualization, and the ethics surrounding the use of data and its processing.

17:610:561 ***Data Analytics for Information Professionals (3)***
Data analytics linked to storage, curation, management, and mining with attention to alternative methodological approaches. The course will demonstrate various methods to explore how big data might be analyzed, stored, and retrieved.

17:610:562 ***Problem Solving with Data (3)***
This course offers students a practical introduction to the field of data science and common methods for quantitative and computational analytics, through which they can have an overview of key concepts, skills, and

technologies used by data scientists. While the course covers several programming languages and tools, the focus is on solving problems. Students will be introduced to real-life problems that involve collecting and analyzing data.
Prerequisites: 17:610:550, 17:610: 560 Corequisites:17:610:561

17:610:564 ***Machine Learning for Data Science (3)***
This course offers students a practical introduction to using Machine Learning algorithms, tools, and techniques for solving problems that fall under the umbrella of Data Science. It is structured around learning concepts from the field of Machine Learning and applying them on data-intensive problems. While the course covers theories of Machine Learning and tools such as R, the focus is on using them for solving data-driven problems. The students will be introduced to several real-life problems that involve analyzing data for prediction, classification, organization, estimations, and pattern recognition.
Prerequisite: 17:610:550,17:610:560; 17:610:562

17:610:566 ***Digital Curation (3)***
Collecting, making available, and preserving digital materials, including data resources as well as text resources. This is not about conversion to digital but about the organization and long-term preservation of both converted and born-digital materials.
Prerequisites: 17:610: 550.

17:610:567 ***Information Security Management (3)***
This course introduces students to the concepts of information security management. Both technical and administrative aspects of enforcing and managing the security of information assets will be covered through requirements analysis, planning and designing of information security management systems and development of information security plans and policies.

17:610:569 ***Digital Preservation (3)***
This course evaluates the interconnectedness of digital preservation, digitization, copyright, and curation of digital collections. Digitized formats and media and born digital content are crucial to the success of cultural heritage digital collections. Digital preservation ensures this content is accessible and stable for many lifetimes. The goal of this course is to give students an advanced look into the world of cultural heritage digital preservation. This course allows students to explore their own interests in typical cultural heritage formats and media held by museums, libraries, and archives.

17:610:570 ***Management Principles in Information Organizations (3)***
This course provides an introduction to the current state of management theory, ethics, and practice focusing on leadership and the management of information organizations.

17:610:571 ***Transformative Library Leadership (3)***
Today's libraries are in the midst of transformative change requiring a workforce that is able to lead, manage, and interact with others outside of traditional structures long associated with organizational hierarchies. This course will provide students with the foundational values underlying the library profession, explore leadership topics, and focus on skills and attributes that are essential for the delivery of effective and dynamic library service.

17:610:572 ***Evaluation of Library and Information Services and Systems (3)***
Methods of assessing performance and value, with emphasis on evaluating each system or service in its context. Specification of criteria, measures, measuring instruments, and methods of evaluation related to a variety of library services and to information retrieval (IR) systems.

17:610:574 ***Knowledge Management in Organizations (3)***
In this course students study a critical approach to theories and practical applications of knowledge management/ knowledge sharing in organizations, including: knowledge as a resource and asset; the role of technology tools in knowledge sharing; knowledge generation and knowledge flow; communities of practice; and the effective use of knowledge in organizations such as education, companies, non-profit organizations, and information agencies, including libraries. The course will address the role of information managers and professionals, communication professionals and knowledge advocates in understanding how knowledge is created, exchanged and used for organizational learning.

17:610:575 ***Leadership, Management, and Evaluation of School Libraries (3)***
This course examines the philosophy and creative leadership of school library programs. Using a case study approach our explorations include the planning and evaluation of a school library program, as students explore the transformational role of the school librarian as leader of a learning culture and institutional change.
Prerequisites: Successful completion of at least 15 credits of coursework and 17:610:514.

Corequisite: 17:610:592.

17:610:577 ***Project Planning and Management in the Information Professions (3***
This course examines the application of specific knowledge, tools, and techniques to deliver something of value--a unique product, service, or result--to people.

17:610:579 ***Ethical Decision-Making in Information Practices (3)***
The course prepares students to think critically about ethical debates surrounding information and technology in their personal and professional futures. Drawing from classical ethical frameworks and more current and diverse concepts of justice that focus on race, class, and gender, we analyze case studies from real-life situations to discuss, understand, and critique the value systems and power structures embedded in information work. Cases examine how information technologies shape and are shaped by cultural, societal, professional, community, and individual values, including an exploration of the impact of such values on professional practice, decision-making, and public policy.

17:610:580 ***Knowledge and Society (3)***
Introduction to the production, dissemination, and consumption of knowledge in society, related to roles of information professionals and the functions of libraries and other information institutions. Differences among disciplines in how knowledge is recorded and transmitted. Global issues and trends in society that have affected scholarly communication and the access to information for the public.

17:610:581 ***Social Informatics (3)***
Technological innovation, computerization, and electronic information are associated with dilemmas, value conflicts, and choices surrounding the scholarly, personal, and professional use of information. Addresses social relationships, technological utopianism, societal control, vulnerability of information systems, and ethical responsibilities.

17:610:582 ***Information Policy (3)***
The economic, social, and political forces affecting the introduction and implementation of current information legislation and policy, set within the theoretical context of frame reflection. Emphasis on national and global policy

in the design of evolving electronic infrastructures. Particular attention given to issues of access, including universal service, intellectual freedom, intellectual property rights, privacy, security, advocacy, equity, and the role of library and information professionals and organizations in policy formulation.

17:610:583 ***Foundations of Archives and Preservation (3)***
Students will get an introduction to the current issues and trends in preservation, archival theory, and conservation. They will learn about the historical and emergent forms and how materials of cultural and scientific knowledge are accessible to present users and future generations; and about the methods of assessment for providing access to analog and digital records as trustworthy evidence and memory covering activities of individuals, families, organizations, groups, and movements. Focus will be on critical thinking around privacy, human rights, social justice, activism, and memorial contestation. Students will be oriented to the principles of archival professional practice of arrangement and description; appraisal theories; and will learn about the practices for diverse organizations in the changing perspectives and social contexts.
Recommended for students in the archives and preservation sub-area as the foundational course to take before enrolling in specialized classes.

17:610:584 ***Intellectual Freedom in Libraries (3)***
Examines the historical and legal background of intellectual freedom in libraries as well as current trends and topics. The course discusses the many challenges to the concept and practice of intellectual freedom from technological to political to legal. Students learn how to articulate, promote, and defend intellectual freedom policies as a key component of professional practice in all types of library and information services.

17:610:585 ***Reading Interests of Adults (3)***
Examination and evaluation of materials for adult library users, with special attention to fiction genres. Use of materials in programming. Emphasis on popular culture and adult literacy.

17:610:586 ***The History of Books, Documents, and Records in Print and Electronic Environments (3)***
The course will examine the production and circulation of knowledge in light of changing technologies, institutions, and textual forms. An overview and comparison of textual transmission in oral, manuscript, print, and electronic communication environments will include regulatory frameworks and the history of intellectual property (from attribution and authorship to participatory ownership of creation). It will examine the current scholarship relevant for understanding books, documents, and record manifestations comparatively. The focus on the book trades, web spheres, and sociotechnical systems such as digital libraries will prompt questions about the nature of texts (print, nonprint, and digital), their reception, associated literacy practices, and communities and institutional contexts. The course will present a critique of the technological revolution perspective.

17:610:587 ***Understanding, Designing, and Building Social Media (3)***
Virtual communities have been around since the 1980s. Today social media and emerging digital tools—like Twitter, Google+, Tumblr, Pinterest, Flickr, SlideShare, YouTube, and Facebook--allow all citizens to easily collaborate, participate, create and publish. This hands-on, immersive course explores new and emerging social media, focusing a lens on how we might recognize and harness the opportunities they present to advance our individual, organizational, and community goals and to inform and improve professional growth and practice. This project-based course merges social science, information science and computer science approaches to explore the evolving social and technological forces driving social media services and to evaluate their affordances for practical and professional goals.

17:610:589 ***WISE-Individual Study (3)***
Students who participate in WISE consortium courses will be given special permission to register for this course in order to receive credit for their work.

17:610:591,593 ***Individual Study I,II (3,3)***
Prior to registering, students write a proposal for the study, specifying rationale and outcome, and seek the approval of a faculty member who will supervise the investigation. Usually pursued near the end of the student's program of study.
May be pursued by a student interested in a specialized topic or type of library/information practice not covered in the curriculum.

17:610:592-NSM ***Field Experience: Non-School Library Media (3)***
Requires a minimum of 150 hours of supervised professional work in a library or other information organization, attendance at meetings with the faculty adviser and other students, keeping a journal, and a brief summary paper. Placement is based on the student's background and career objectives.
Prerequisite: Successful completion of at least 15 credits of coursework. Arrangements must be made with the faculty adviser early in the preceding semester.

17:610:592-SM ***Field Experience: School Library Media (3)***
Requires a minimum of 150 hours of supervised professional work in a school library. This course is required for state certification for school library media specialists and must be taken concurrently with 17:610:575 - Management of School Library Programs. Students maintain a journal and their assignments in 575 relate to the Field Experience.

Prerequisites: Successful completion of at least 15 credits of coursework and 17:610:514. Field Experience should preferably be undertaken at or near the completion of course work.

Corequisites:17:610:575

17:610:590,594,596,597,598,599 ***Special Topics (BA)***
Special Topics are new courses developed in response to emerging areas of interest, and courses in traditional areas given occasionally as student demand dictates. .

17:610:800 ***Matriculation Continued (0)*** *
Students who must interrupt their studies may, with the approval of the program director, register for Matriculation Continued (leave of absence). There is no tuition for this registration, although a student fee is charged. Students who do not register for Matriculation Continued will be charged a reactivation fee upon their approved return to the program. (Note that international students on temporary visas who interrupt their studies must in most cases leave the United States during such periods.) Matriculation Continued is available only to students not enrolled in any coursework and not using faculty time or university facilities except to complete previous coursework from classes with incomplete or temporary grades. Students may enroll in Matriculation Continued for a maximum of two consecutive semesters.

17:610:866 ***Graduate Assistantship (By Arrangement)***

This course is open only by special permission in unique cases for MI students. May be 3 or 6 credits; credits do not count towards the MI degree.

17:610:877 Teaching Assistantship (By Arrangement)

This course is open only by special permission in unique cases for MI students. May be 3 or 6 credits; credits do not count towards the MI degree.

Ph.D. Program in Communication, Information, and Media (SC&I-G)

PH.D. PROGRAM IN COMMUNICATION, INFORMATION, AND MEDIA

Melissa Aronczyk, Director

Matthew Weber, Area Coordinator, Communication

Charles Senteio, Area Coordinator, Information Science

John Pavlik, Area Coordinator, Media Studies

Website: Here

Ph.D. Program

Ph.D. Program Requirements

Ph.D. Admissions

Advising and Annual Review

Financial Support

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Ph.D. Program (SC&I-G)

PH.D. PROGRAM

The Ph.D. program in Communication, Information, and Media provides doctoral training in theoretical and research skills for scholarly and professional leadership in the fields of communication, library and information science, and media studies. The strategic combination of these areas helps prepare you to address key questions facing our society in the 21st century. We focus on the nature and function of communication, information, and

media institutions, policies, processes, and systems, examining their impact on individuals and social, organizational, national, and international affairs. Interdisciplinary approaches to these issues are strongly supported and encouraged.

SC&I faculty produce field-defining scholarship focused on communication, information, and media that expands knowledge, advances practice, promotes social justice, and improves lives.

The website contains the most current information about the program. Students and prospective students should especially consult the current year's *Ph.D. Program Handbook* which is linked from that page.

In addition, the website of the School of Graduate Studies has pertinent information about policies and procedures: Here.

Ph.D. Program (SC&I-G)

Areas of Concentration

PROGRAM AREAS OF CONCENTRATION

The Ph.D. program in communication, information, and media (CIM) has three areas of concentration: communication (COM); library and information science (LIS); and media studies (MS). Students whose interests fall across these three areas are encouraged to develop an individual plan of study in consultation with the program director, area coordinators, and their adviser.

Communication (COM)

The communication area of the interdisciplinary doctoral program in the School of Communication and Information has faculty with research interests in five interconnected areas: communication and technology; health communication; interpersonal communication; language and social interaction; and organizational communication. Doctoral students in communication conduct problem-oriented research at the intersection of these areas that focuses on a variety of prominent contemporary topics, such as social networks, social media, online privacy and anonymity, children's media use, community health programs, health campaigns, medical provider-patient interaction, interaction on emergency and emotional support telephone lines, family involvement in palliative care, global teams, organizational change, corporate social responsibility, and institutional leadership. Multiple centers and labs provide various opportunities for doctoral students, including: Center for Communication and Health Issues; Center for Language, Interaction and Health; Center for Organizational Development and Leadership; Collaboratory for Organizing and Social Media; Network Science Lab; and the Rutgers University Conversation Analysis Lab.

Information Science (LIS)

Library and information science provides a strong academic foundation for students seeking theoretical and research skills for scholarly and professional leadership in the library and information fields. The LIS area of concentration (also known as iSchool) in the interdisciplinary Ph.D. provides an excellent environment for research in such areas as human information behavior; social computing; health information; learning and education; information institutions, artifacts, and documents; human-centered computing/HCI/interaction and design; and data science. Students take classes and research experiences to develop an understanding of and research

capability in human information-seeking activity; information retrieval systems; information and knowledge structures; as well as digital and physical information centers as part of a diverse global information environment. Ph.D. students in the LIS concentration must have two areas of study. With the assistance of their advisers, students select a relevant second area from one of the other areas of the Ph.D. program or from elsewhere in the university. Research labs and centers provide various opportunities for doctoral students, including CISSL (Center for International Scholarship in School Libraries), the Knowledge Institute, the InfoSeeking Lab, the Behavioral Informatics Lab, and the SALTS Lab (Laboratory for the Study of Applied Language Technology and Society).

Media Studies (MS)

Media studies is concerned with the political, social, psychological, and economic impacts of journalism and of the news, communication, and entertainment media; and with the historical, cultural, and technological conditions that have shaped them. It studies how media operate at the local, national, and international levels, and the research methods range from the humanistic to the social scientific. Specific areas of faculty expertise include the relationship of journalism and media--including digital, online, and social media--to national politics, law, regulation, and public policy; political and social activism and movements; popular culture and cultural industries; race, gender, religion, ethnicity, and identity; technology and innovation; the formation of political opinions and attitudes; history; collective memory; and media theory and cultural studies.

Interdisciplinary Studies

The program encourages students whose interests fall across these three areas to develop an individual plan of study in consultation with the program director, area coordinators, and their adviser.

Ph.D. Program Requirements (SC&I-G)

PH.D. PROGRAM REQUIREMENTS

The communication, information, and media (CIM) Ph.D. degree is granted upon completion of course requirements, passing written and oral qualifying examinations, and successful defense of the proposal and doctoral dissertation. These requirements are described below:

I. Master's-level statistics competency

II. Course requirements

- Program core courses
- Program area course requirements
- Transfer of approved master's degree course credits
- Dissertation research credits (24-27 required beyond coursework, minimum of 1 research credit per semester until graduation)

III. Qualifying examinations (oral and written)

IV. Proposal

V. Dissertation

All students are encouraged to involve themselves with faculty research as early as possible with multiple and varied research experiences. Doctoral students are required to attend program-sponsored colloquia, regularly held on select Friday afternoons throughout the academic year. Students are encouraged to also take advantage of the many additional colloquia, conferences, lectures, symposia, and workshops scheduled each year, not only at the School of Communication and Information, but throughout Rutgers University and the many other research universities within easy commute. As an additional part of one's doctoral preparation, students are expected to actively submit to and present at various regional, national, and/or international scholarly conferences relevant to their research.

Ph.D. Program Requirements (SC&I-G)

Master's-Level Statistics Competency

Master's-Level Statistics Competency

For students in the LIS concentration who are required to take Quantitative Research Methods (16:194:604), or those in Communication or Media Studies who are selecting quantitative methods courses to fulfill methods requirements, the Ph.D. Program faculty expects that students have achieved master's level competency in statistics.

Students who have not successfully completed graduate level coursework in statistics, or feel unsure about their statistical competency, are strongly encouraged to enroll in a master's level statistics course as soon as possible and prior to taking 604 or other quantitative methods courses. However, credits earned in master's level statistics do not count toward the Ph.D. program's course work credit requirements. Possible master's level courses at Rutgers include (but are not restricted to):

- 17:610:511 Research Methods
- 16:960:532 Statistical Methods in Education II

See the Ph.D. Handbook for details about the specific statistical competencies expected.

Ph.D. Program Requirements (SC&I-G)

Course Requirements

Course requirements are summarized as follows (described in more detail below):

1. Core Course Requirements for students in Communication (COM), Library and Information Science (IS), and Media Studies (MS)
6 credits: 16:194:600 (0), 601 (3), and 608 (3)

2. Program Area Course Requirements
COM: 30 credits
IS: 27 credits
MS: 27 credits
See the course overviews below.

3. Transfer of Approved Master's Degree Course Credits: Additional credits of graduate coursework including, but not limited to, master's degree transfer of credits. Must be approved by the Ph.D. director.

COM: up to 18 transfer credits

IS: up to 15 transfer credits

MS: up to 12 transfer credits

4. Dissertation Research Credits: Taken after completion of all coursework credits and the transfer of approved master's degree course credits. Must take a minimum of 1 research credit per semester until graduation.

COM: 24 research credits
IS: 24 research credits
MS: 27 research credits

Upon successful completion of: 1) core course requirements, 2) program area course requirements, and 3) transfer of approved master's degree course credits, the candidate is eligible to take the qualifying examination (see Qualifying Examinations section).

Independent Study Credits: As a general rule, students only take independent study credits when no course offerings matching their needs are available. Students should not have more than one independent study as an elective counting toward their doctoral degree requirements (unless the director, area coordinator, and/or student's adviser approve such a request). Students may take additional independent studies, as long as they are not used to fulfill minimal program credit requirements. In other words, only one independent study will count toward your degree credits, unless approved as above. The exception is those in IS are required to take a guided research experience in a subfield, which will normally be in the form of Independent Study.

Assistantship Credits: Credits for funded graduate and teaching assistants do NOT count toward degree requirements in the Ph.D. program.

Core Course Requirements

The three required core courses for all Ph.D. students include:

16:194:600: Ph.D. Colloquium (0) Taken during each semester of coursework and attendance is required until qualifying exams are passed, Colloquium is held on selected Friday afternoons from 1:00 to 2:30 p.m. It includes research presentations by students, faculty, alumni, and outside speakers, as well as professional development seminars.

16:194:601: Communication, Information, and Media Proseminar (3) Taken during the first semester, the Proseminar addresses the nature of communication, information, and media processes and their role in individual, social, and institutional behavior. Particular emphasis will be on the conceptual linkages between communication, information, and media processes, as well as theory and metatheory. Panels will alternate between interdisciplinary and area-specific topics featuring CIM program faculty as speakers. Proseminar will include topics in professional development, academic integrity, responsible and ethical conduct of research, and intellectual property. Students will pass CITI, Human Subjects Certification, as part of the course.

16:194:608: Research Practicum (3) Taken by arrangement with faculty member, usually toward the end of coursework, this requirement is met by a student registering for this course with a member of the program faculty who has agreed to supervise the student's participation in a research project of interest. Students are expected to contact faculty directly with practicum projects/ideas. The expected outcome of the Research Practicum is a paper (single or coauthored) submitted to a recognized conference or refereed journal. The results of the Research Practicum will be presented by the student at a Ph.D. poster session colloquium typically held at the end of each semester (see here and click on Guidelines for Research Practicum Presentations bullet).

Program Area Course Requirements by Area (27-30 credits)

Each program area sets its own curriculum and area course requirements as follows:

Communication (COM)

Ph.D. students in COM are required to take Research Design (3 cr.) and Foundations of Communication Theory (3 cr.) as area requirements. In addition, students are required to take three specialized methods courses (9 cr.), one of which may be more broadly defined as a research experience or professional development course. Beyond these requirements, students are expected to choose a major and minor area of study and the remaining 15 credit hours (5 courses) are to consist of elective courses in the student's major and minor area of study. Students should take courses from at least two of the five core foci within the COM area, which include communication and technology, interpersonal communication, health communication, language and social interaction, or organizational communication. The core course for each of these five foci in the COM area will be offered on rotation once every two years, so students are encouraged to take the core course in their major and minor areas of study when they are offered. Students' major and minor area of study are typically two of these five foci, but in some cases students may choose as a minor area one of the other two areas of the Ph.D. program or programs elsewhere in the University. A qualifying exam in each area will be taken once the student has completed all course work. All qualifying exam questions will contain a methods component.

Methods: Three specialized methods courses (9 credits) offered in the program or outside the program (consult your advisor). One course (3 credits) can be taken as a research experience or professional development course (such as academic writing) that advance the student's training in conducting research and writing for publication.

Required COM Area Courses

In addition to the two methods courses, the following are required:

- 16:194:623 Research Design (3)
- 16:194:624 Communication Theory (3)

Elective Courses in Major and Minor Area of Study:

Five elective courses (15 credits) should be taken in the student's major and minor area of study, with three courses (9 credits) forming the major area and two courses (6 credits) forming the minor area.

Students should plan to take the core course in at least two of the five core areas in the COM department to form the basis for their major and minor area. The core courses in each area include those listed below and each course will be offered on a rotation once every two years:

- 16:194:620 Interpersonal Communication (3)

- 16:194:621 Organizational Communication Research (3)
- 16.194:622 Health Communication (3)
- 16:194:633 Mediated Communication (3)
- 16:194. xxx Language and Social Interaction (3)

Remaining elective credits can be taken as special topics courses (16:194:670-674 Topics in Communication Processes I through V -- 3 credits each) in any of the following areas. Offerings vary by semester.

- Topics in Communication and Technology (e.g., Mediated Communication Theory, Social Media, Communication Design, Work and Technology)
- Topics in Interpersonal Communication (e.g., Interpersonal Communication Theory, Uncertainty and Communication, Relational and Family Communication)
- Topics in Health Communication (e.g., Health Campaigns, Interpersonal Health Communication, Professional Practices and Issues of Health)
- Topics in Language and Social Interaction (e.g., Basic Structures of Social Interaction, Communication and Emotion, Communication and Gender)
- Topics in Organizational Communication (e.g., Conflict and Collaboration, Dynamics of Global Organizations, Leadership, Organizational Change, Communication Networks)

Students may take one elective course outside of the department in a different area of the CIM program, a different unit at the university, or as part of the inter-university consortium. Additional courses outside of the COM department require approval by the Ph.D. director, area coordinator, and the student's faculty advisor.

Library and Information Science (LIS)

Study in LIS consists of at least 12 credits in the primary LIS area (four courses, including Seminar in Information Studies and Human Information Behavior). Students must also take at least 6 credits (two courses) in a selected subfield or secondary area of study. With the assistance of their advisers, students select a relevant second area from one of the other areas of the Ph.D. program or from elsewhere in the university. The LIS Ph.D. area curriculum is structured around five themes: human information behavior; information retrieval, language, and communication; information agencies and artifacts; learning, youth, information, and technology; social and community informatics. Ph.D. students in the LIS area may choose to specialize in any of these themes. Courses within these themes will be offered on a regular basis, and students will select courses in consultation with their adviser.

Methods: Students must take three methods courses (9 credits), choosing either Option A or Option B.

Option A:

- 16:194:604 Quantitative Research Methods (3) (Required)
- 16:194:603 Qualitative Research Methods (3) and
- 16:194:605 Critical Research Methods (3)

If Option A is selected, both 603 and 605 are taken; one of these (3) may count toward LIS or secondary area credits.

Option B:

- 16:194:604 Quantitative Research Methods (3) (Required)

- 16:194:603 Qualitative Research Methods (3)
- or 16:194:605 Critical Research Methods (3)
- and one advanced Ph.D. methods course (3) taken from elsewhere in the university.

Required LIS Area Courses

In addition to the three methods courses, the following are required:

- 16:194:610 Seminar in Information Studies (3
- 16:194:612 Human Information Behavior (3)

Required: Two Additional LIS Area Courses:

In addition to LIS required courses, at least two other courses in the LIS area (6 credits) must be taken, such as:

- 16:194:614 Information Retrieval Theory (3)
- 16:194:619 Experiment and Evaluation in Information Systems (3)
- 16:194:641 Information Policy and Technology (3)
- 16:194:656 Theories and Issues in Library Studies (3)
- 16:194:675-679 Topics in Library and Information Science I through V (3 each)
- Offerings vary by semester.

Required Secondary Area Courses

Two courses outside of LIS in your subfield or secondary area (6 credits) (consult with your adviser on selection of these)

Required: Guided Subfield Research Experience:

Students are required to have a guided research experience in their chosen subfield which can be taken as 16:194:698 Independent Study (3 credits)

Media Studies (MS)

Students in the media studies area must take 27 credits, including two required 3-credit courses (Media Theory and Critical Research Methods); three 3-credit area courses from courses listed as Topics in Media Studies (i.e., 16:194:680-684 Topics in MS I-V); and three 3-credit elective courses approved by the adviser. With the assistance of their advisers and the area coordinator, students may designate major and minor areas that fit their interests. Students may choose as a minor area one of the other areas of the Ph.D. program, or may choose a minor area elsewhere in the university. A qualifying exam in each area will be taken once the student has completed all coursework.

Methods: Students must take Critical Research Methods (16:194:605) (3) and one additional methods course (3 credits) to be determined in consultation with the student's adviser.

Required MS Area Courses: In addition to the two methods courses, the following are required:

- 16:194:631 Media Theory (3) Course must be taken in the first semester of study.

- 16:194:680-684 Topics in Media Studies I-V. Must take a total of three courses (9 credits). Offerings vary by semester.

Elective Courses: The remaining three courses (9 credits) can be taken from any department at the university or from any school in the consortium (with approval). At least one of these MUST be a course in one of the other areas in the CIM Ph.D. program, as approved by the student's adviser.

3. Transfer of Approved Master's Degree Course Credits

Students should consult their adviser before applying for transfer of credits. The Ph.D. program director will then recommend to the School of Graduate Studies (SGS) which and how many courses are approved for transfer. It is not uncommon to limit transfer credits to less than 12 or less than 18 credits (depending on the program area and individual student circumstances). Transferred courses must be theoretical or research-based courses in communication, information science, and library studies; media; or closely related fields. Students must have received a B or better on any coursework to be transferred, and courses should have been taken within the previous six years. Applied or professional courses (such as internships, video production, or newswriting) are not acceptable. For further information, see the *SGS Handbook*.

The Application for Transfer of Credit (see: Ph.D. Handbook and Key Forms) should be completed and submitted to the Office of Student Services as soon as the student has finished 12 credits of doctoral studies in the program. Failing to do so in a timely manner could result in additional coursework requirements and/or delays in taking qualifying exams.

4. Dissertation Research Credits

The number taken during a particular semester will vary and should reflect the degree of involvement of the student and their adviser during that semester. Once a student has passed his or her qualifying examination, the minimum registration required by SGS is 1 research credit per semester. Please consult with the program director if you need to take a leave of absence (e.g., for medical, family, or other reason) for any semester prior to graduation. Any leave must be formally requested. See catalog section on timelines for completing requirements.

Policies

Policies on Grades

Grading Policy

The School of Graduate Studies (SGS) allows the following grades to be given for coursework:

A: Superior work of the highest standard, mastery of the topic
B+: Very good work, substantially better than the minimum standard, very good knowledge of the topic
B: Good work, better than the minimum standard, good knowledge of the topic
C+: Minimum standard work, adequate knowledge of the topic
C: Work barely meeting the minimum standard, barely adequate knowledge of the topic
F: Wholly inadequate work
IN: Incomplete

For Dissertation Research credits, which are taken after the qualifying examination has been passed, the grades are:

S: Satisfactory
U: Unsatisfactory

SGS allows 9 credits offered in partial fulfillment of the requirement for the doctorate (and for which letter grades have been given) to bear grades of C or C+ (with no more than 6 credits with the grade of C). However, it is generally considered unacceptable to receive a C or C+ in this program--and students who do so may be advised to consider withdrawing from the program.

Policy on Incomplete Grades

In general, faculty and students are strongly discouraged from granting or requesting incompletes in a course; they should only be given when circumstances beyond the control of the student necessitate additional time for completion of assignments. When an incomplete grade is given, the incomplete work may be made up, and a change of grade may be authorized by the instructor within a period of time agreed to by both parties up to two semesters after the original course registration (excluding Summer Session). Incomplete grades generated in a Summer Session must be completed by the end of the following Summer Session.

Any student who has more than one incomplete will be allowed one semester to reduce the number to one (or none). After which, they will not be allowed to register for additional courses until these are completed or "abandoned." ("Abandoned" refers to a situation in which the student has agreed that the course may no longer be completed and the program has agreed to allow the student to continue with permanent incompletes on his or her record.)

If students need to take a semester or year off (for illness, family illness, pregnancy, or other personal reasons), they need to contact the program office for matriculation continued or formal leave of absence request. Failure to do either of these will result in a reinstatement fee imposed by SGS for one research credit per semester.

Qualifying Examination Requirement

Qualifying Examination Requirement

The qualifying examination is taken after the successful completion of all course credits. It consists of two portions: the written and the oral. Qualifying exams cover the areas of coursework specialization (as stipulated in each program area). Completion of course requirements does not guarantee a passing mark on the qualifying examination. Students are expected to read well beyond required course readings in preparing for the qualifying examination, in consultation with their adviser and exam committee members. Prospective candidates for the doctorate should understand that they will not ordinarily be permitted to proceed to the qualifying examination unless their record in coursework shows evidence of distinction, meaning, in general, a B+ or better average. The functions of the qualifying examination are: to determine that the student is adequately prepared to embark on the research required for producing a dissertation; and, that the student has sufficient knowledge to be a member of the academy in the student's discipline.

Exam Dates: Exam dates are determined by the student and his or her adviser and committee, but should not be conducted past the 12th week of each semester without prior approval from all committee members. Exam questions are sent by email to the student from the Ph.D. office. Within two weeks of submitting the written answers, the oral examination is scheduled. Students have a limit of 10 days to complete and submit their answers. Written qualifying exams are started on a Friday morning and completed 10 days later on a Monday. If a student prefers to write over a 10-day period spanning different days they should consult with the Ph.D. office to evaluate alternatives. Students planning to take qualifying exams must notify the Ph.D. office and the program director as soon as possible. Students will also sit for an oral defense of their qualifying exams, which should be scheduled to occur approximately two weeks after submitting the written answers.

Candidacy Form: Students must download and complete the candidacy form prior to taking qualifying exams: here, click on admission to Ph.D. candidacy application. Bring this completed form to the oral portion of the exam.

Examination Committee: The examination committee consists of the chair, determined by mutual agreement of the student and the faculty member, and at least three other examiners, chosen by the chair in consultation with the student. Each question must be read by at least two examiners, and there must be at least four different examiners in total. The four examiners constitute the examination committee.

For cases in which the student is to answer a written qualifying examination question in an area different from the program area, at least one examiner of that question must be from that area. For instance, if the other area is from outside the School of Communication and Information (SC&I), then at least one of the examiners must be a member of the graduate faculty of that area (e.g., sociology, computer science, anthropology). Or, if the other area is from within SC&I (e.g., communication [COM], library and information science [LIS], or media studies [MS]) at least one of the examiners must be a member of that program area.

The members of the examination committee may set questions that are generally relevant to the student's research interests and/or course of study, or they may set questions that are relevant to the examined area as a whole. Such decisions made by the examination committee, within any constraints that may be set by the program area.

Written Examination: The written portion consists of a take-home exam of two questions covering two distinct areas of study. The number of questions that are set, from which the student chooses two to answer, is decided by the program area. Typically the student is sent four questions, and the student then chooses to answer one question from each of the two areas. Answers should conform to the length guidelines if given with your question. Please limit the text of your answer to 20-25 pages, typed and double-spaced (6,000 words on average). Instructions are also sent to the students with the exam.

Each program area determines for itself what the questions cover, within the constraints of the program description for that area. LIS requires that students study in two areas: an LIS area, and an area from outside LIS. This second area can be within SC&I (COM or MS) or from elsewhere in the university. The student must then answer one question relevant to each of the two areas in which she or he has studied. In COM, students must have a major and minor area of study. These may include foci within the COM area: organizational communication, social interaction, mediated communication, or health communication; but are not limited to these areas of communication study. Students may choose as a minor area one of the other areas of the Ph.D. program, or a minor elsewhere in the university. In MS, there is no requirement to study in more than one area, so the two questions may cover whatever aspects of MS the examination committee considers relevant.

Oral Examination: The oral portion of the qualifying examination is led by the chair of the examination committee, and includes all four members. It is scheduled within two weeks of the completion of the written exam. In the oral exam, members of the examination committee pose questions to the candidate, on the subjects of the written questions and/or on subjects related to the areas in which the student is being examined.

There are three options for examiners when evaluating each exam question: pass, revise, or fail. (See the qualifying exam evaluation form: here). At the conclusion of the oral exam, the members of the examination committee decide if the student has successfully passed one or both questions, or if the student will have to provide additional written work for one or both areas (revise option), or if the student has failed one or both questions.

Pass: If the student has successfully passed both questions, the student receives a pass and is admitted to candidacy for the Ph.D. The committee members will sign the student's candidacy form and give it back to the student to return to the Ph.D. office.

Revise: If the committee determines that the student has not demonstrated satisfactory performance, but has not failed one or both questions (and could pass with additional revisions), the revise option allows the student to rewrite the answer(s) or provide additional written work related to the same question(s), which would need to satisfy the student's committee. One month is allowed for satisfactory revisions (which then results in a pass for that question or questions); failure to do a satisfactory revision results in a fail for that question or questions. There can be only one revision, and that will be a pass/fail decision. There is no additional oral exam for the revise option.

Fail: The fail option requires the student to re-sit the examination in those areas where the student has not achieved a pass, including an additional oral exam. A minimum of three favorable votes is needed before one is considered to have passed some or all of the examination. One must ultimately pass both questions to pass the qualifying exams.

Re-sitting the Exam: In the event of a fail on one or both questions, students may re-sit the qualifying examination once only. Re-sitting the examination means that faculty will provide new questions for the required area(s), students will have an additional 10-day take-home exam and submission, and subsequently take an oral exam in the area(s). The two examiners for each question read the new papers and participate in the new oral portion of the examination. If the student has failed in respect to both questions, all four examiners participate in the reading of the new questions and in the new oral portion of the examination.

Dissertation Requirements

Dissertation Requirements

Below is an overview of the dissertation process after the qualifying exam is passed. More detailed and current information is available for current students in the annual program handbook which is linked here.

1. Selection of Dissertation Chair
In consultation with the program director or area coordinator, the student identifies members of the Ph.D. faculty appropriate to serve as chair given the research topics of interest. The student consults with these individuals, and a chair is determined through process of mutual selection and with final approval of the program director.

2. Selection of Additional Committee Members

The chair and student select three additional faculty members to serve on the dissertation committee. The chair and candidate finalize the committee. A committee consists of the chair plus at least two members from the communication, information, and media (CIM) program faculty and one member outside of the School of Communication and Information, or outside of the university, as appropriate to the dissertation topic. The proposed committee is subject to review and approval by the program director. Additionally, when proposed committee members are not members of the Rutgers University graduate faculty, a CV must be reviewed by the program director who then forwards it to a dean of the School of Graduate Studies for final approval. When approved, a formal letter of invitation and appointment is issued by the School of Graduate Studies. Please allow at least two weeks lead time for such review.

3. Preparation of the Dissertation Proposal

With the guidance of their chair and the committee, the candidate prepares a formal Dissertation Proposal, which will normally include a statement of the research problem and/or rationale for a proposed project, an overview of relevant literature, alternative research methods that might be employed, a statement as to the value of the proposed project, the research protocol, and a bibliography. When the chair is satisfied that the proposal is acceptable in general, the chair schedules a meeting of the committee for purposes of formally reviewing, approving, or suggesting further modifications and notifies the Ph.D. office of the date. The evaluation process includes an oral examination by the chair and committee members. When the proposal is acceptable to the chair and committee, they indicate approval by signing the Dissertation Proposal Title Page. (See Title Page format here and click on Dissertation Proposal Sample Title Page). A copy of the signed Title Page and the proposal is given to the Director to be kept on file in the Ph.D. Program Office. The topic of the Dissertation Proposal cannot be changed, subsequent to its approval, except in extraordinary circumstances when adjustments are approved in consultation with the chair and committee members and with the approval of the program director. The SGS requires that the Dissertation Proposal will be signed within one year of passing the qualifying exams.

4. Public Presentation of the Dissertation Proposal (optional)

When the dissertation proposal has been formally approved by the committee, the dissertation chair and candidate may select a date for presentation of the dissertation proposal at a Ph.D. colloquium, held on Wednesday afternoons. Multiple approved dates are available during the fall and spring semesters, and students should sign up for a presentation date through the program office. The signed proposal must be filed with the program office at least one week before the presentation is made. The presentation should include highlights from the proposal document and also allow for a question-and-answer period (approximately 30 minutes total, depending on number of presenters). (See the appendix in the *Ph.D. Faculty and Student Handbook* for additional information on supporting presentation materials.)

5. Dissertation Defense

Throughout the dissertation writing process, the candidate is encouraged to consult with the committee as appropriate to guide their research. When the candidate has completed the dissertation to the satisfaction of the chair, the oral defense can be scheduled at a time that is mutually agreed upon by the candidate, the chair, and the members of the committee. The candidate must send their dissertation to the entire committee no less than two weeks prior to the scheduled dissertation defense. At least two weeks must be allowed for committee members to read the dissertation prior to the oral defense. The chair or the candidate should notify the Ph.D. Director and

Ph.D. Office when the defense is being scheduled and the Office will assist in booking a room and logistics. The SGS requires that the Defense be held at Rutgers, with the chair and candidate physically present. It is allowed for one or two members to attend the meeting virtually (usually the outside member.)

At the oral defense, the candidate is typically removed from the meeting for the first 15 minutes to give the committee time to discuss the dissertation and agree upon lines of questioning. When the student is invited back into the meeting, they are typically asked to give a brief overview of the dissertation prior to the start of questioning. Each committee member is given an opportunity to ask questions of the candidate. When questioning is complete, the candidate is asked to leave the meeting again while the committee consults and decides on the outcome. The chair will make notes about any revisions to the dissertation that are requested by the committee and oversee the implementation of those edits by the candidate. Once a decision is reached, the candidate is invited back into the room and the committee's decision is shared with them.

Prior to scheduling the defense, the candidate should review the SGS's Checklist for Ph.D. Degree (see here) and follow all instructions carefully, in order to make sure all appropriate paperwork is submitted to SGS prior to graduation and that the dissertation is properly formatted following the style guide (see link to Checklist) to meet all requirements. Candidates should plan to schedule their dissertation defense at least two weeks prior to the deadline to file all degree requirements with SGS for the desired degree date to allow sufficient time to make revisions and schedule the public dissertation presentation.

6. Final Approval by Committee and Chair

Following the successful defense of the dissertation, the candidate will work in consultation with their chair to implement any revisions that were desired by the committee. When the dissertation is complete in a final form, the chair and committee members acknowledge their approval by signing the title page (See here and click on Dissertation Title Page bullet to see the approved format) and the Doctoral Final Defense form (see here to download form). Typically, the committee members will sign these documents at the dissertation defense and the chair will withhold their signature until all revisions are completed. When all revisions have been implemented to the satisfaction of the chair, they will add their signature to these forms to indicate final approval. When approved, the candidate submits one (1) copy of the completed dissertation to the Office of the Ph.D. Program. A check in the amount of $40 (note that this amount may change) to cover the cost of binding must accompany the copy.

7. Public Presentation and Program Director Approval

The Program Director, in consultation with the candidate and the chair, schedules a public presentation, which is required by the SGS and is open to faculty, students, and friends. This is usually scheduled as part of the 600 Ph.D. Colloquium series on Wednesday afternoons at 1:00pm. The candidate also provides 30 copies of the "Abstract" with an attached biographical sketch for distribution to the program faculty and students. (See here click on Handbook & Key Forms tab and Dissertation Public Presentation Guidelines).The Public Presentation must be done prior to the SGS deadline for final submission of all degree information.

The presentation should include highlights from the dissertation document and also allow for a question and answer period (approximately 30-45 minutes total). Following a satisfactory presentation, the Program Director indicates final approval of the dissertation by signing the Doctoral Final Defense form (available from the Program Office, and online from SGS here), which the candidate must return to the Office of the SGS (25 Bishop Place, CAC). See Dissertation Public Presentation Guidelines here.

Timelines for Completing Requirements

Timelines for Completing Requirements

Typically, students taking coursework enroll in three courses each semester (a minimum of two per semester is required even for part-time students). Taking fewer courses than this will substantially add to one's degree completion time and requires special permission from the Ph.D. program director that can be granted only under special circumstances, which need to be documented. It is the view of the program faculty that a student must be immersed in doctoral studies to properly attain this education, and taking one course per semester simply does not facilitate that. Students are bound in terms of the School of Graduate Studies (SGS) seven-year rule for assessment of progress in the program regarding the proposal and dissertation defense.

SGS Seven-Year Policy for Completion of All Requirements for the Ph.D. Degree

Rutgers SGS specifies that all requirements for the Ph.D. degree, including successful defense and presentation of the dissertation, be completed within seven years of matriculation. The SGS seven-year policy on completion of the dissertation applies to full-time and part-time students. Under exceptional circumstances, extensions may be granted by the SGS, upon application and support by the adviser and approval of the Ph.D. director. **It is the student's responsibility to file for such extensions, which must be approved by the program director and SGS**. There are additional constraints imposed on students taking more than 10 years to complete their doctorate. The program is structured in a way that should allow all doctoral students to complete their studies within the seven-year window (and ideally much sooner).

SAMPLE TIMELINES

Sample 4-Year Program Completion Timeline
(This timeline assumes 9 credits each semester [full time] and transfer of 21 master's-level credits.)

Year 1
Fall: 601, two area requirements
Spring: 603 and/or 605, additional methods course, one or two area requirements
Summer: file for transfer of credits at end of semester; select initial adviser if one not assigned; plan for Practicum (608)

Year 2
Fall: 608 (Practium), 604 if required, one or two area requirements
Spring: two or three area requirements; present Practicum findings
Summer: prepare qualifying examination

Year 3
Fall: take written and oral qualifying examination
Spring: dissertation proposal approved
Summer: work on dissertation

Year 4
Fall: dissertation draft completed
Spring: dissertation finished/defended/presented

Sample 6-Year Program Completion Timeline
(This timeline assumes 6 credits each semester [part time].)

Year 1
Fall: 601, one area requirement
Spring: 603 and/or 605, one area requirement or additional methods course
Summer: file for transfer of credits at end of semester; select initial adviser if one not assigned or selected already

Year 2
Fall: 604 if required, one or two area requirements
Spring: 608 (Practicum), one area requirement

Year 3
Fall: two area requirements, present Practicum findings
Spring: one or two area requirements, begin qualifying examination preparation

Year 4
Fall: take written and oral qualifying examination
Spring: dissertation proposal preparation

Year 5
Fall: dissertation proposal approved
Spring: work on dissertation

Year 6
Fall: dissertation draft completed
Spring: dissertation finished/defended/presented

NOTE: These timelines are only rough guides of what is possible. A student's path through the program depends heavily on his or her interests and guidance from adviser.

Ph.D. Admissions (SC&I-G)

PH.D. ADMISSIONS

The Ph.D. program only admits students for a fall semester start; no students are permitted to begin the program in spring. Application deadline for the fall term is December 1 of each year. Applications must be submitted online through the Office of Graduate and Professional Admissions page here. Use institution code 2790 to submit official test scores and transcripts. Please do not send any application materials or documents to the School of Communication and Information.

The School of Communication and Information Ph.D. program participates with the Rutgers' School of Graduate Studies in offering its degree.

Evaluation of application

We consider students holistically when making admissions decisions and consider the whole package of materials to determine a candidate's fit in the program and likelihood of success. An application for the Ph.D. program will be evaluated on the basis of:

1. **A personal statement** from the student relating experience and research interests to the Ph.D. program (3-4 pages is typical).
2. **A writing sample.** Examples of acceptable writing samples include a chapter or portion of your master's thesis, a term paper from a previous class, an academic conference paper or journal publication, a professional work product, etc.
3. **A curriculum vita (CV)** listing academic degrees, positions, and accomplishments, or a professional resume.
4. **Three letters of recommendation** from persons with a relationship to the student in academic (or professional) contexts.
5. **Undergraduate and graduate academic transcripts** (records equivalent to at least the 3.0 or B level). Applicants whose studies were undertaken outside the United States must submit an official course-by-course transcript evaluation. The PhD program in Communication, Information and Media will accept transcript evaluations from any member of the National Association of Credential Evaluation Services (NACES), such as WES (World Education Services). A full list of eligible evaluators may be found at the NACES website. Students must submit the NACES Official Evaluation to Rutgers along with the required transcripts. Applicants from Chinese institutions should also request and submit official transcripts through CHESICC. Please see gradstudy.rutgers.edu for details about how to submit your transcripts.
6. Non-native English-speaking applicants must submit the results of the Test of English as a Foreign Language **(TOEFL)** or International English Language Testing System **(IELTS)** or the Duolingo English Test **(DET)**. Results must be from within the last three years. You are exempt from submitting TOEFL, IELTS or DET scores if you have already completed (at the time of application submission) **three or more consecutive academic years** in an undergraduate or graduate curriculum where the only language of instruction was English. Here are the minimum score requirements for admission to the School of Communication and Information:
    - Paper-based TOEFL score: 550
    - Computer-based TOEFL score: 213
    - IBT-internet-based TOEFL: Writing 24, Speaking 24, Reading 22, Listening 19
    - IELTS score: bandwidth 8.0
    - Duolingo score: 125

Graduate Records Exam (GRE) scores are OPTIONAL for applicants. All applications will be reviewed equally with or without GRE scores. Not submitting GRE scores will not hurt an applicant's chances of admission, nor will submitting GRE scores give applicants an advantage in admissions.

Students applying for admission to the Ph.D. program typically have completed a master's degree in communication, information science, library studies, media studies or another related academic or professional field. Highly qualified students from strong programs or research backgrounds without a master's degree may also apply in special circumstances.

We also encourage applicants to reach out to faculty in the Ph.D. program to express interest in working with them, learn more about their program of research, and gain insights into the program.

Advising and Annual Review (SC&I-G)

ADVISING AND ANNUAL REVIEW

PROGRAM ADVISING AND PLAN OF STUDY

Ideally, initial or temporary faculty advisers may be assigned to students when they begin the program based on research interests; if not, one's adviser for the first year is the area coordinator in that student's primary area of study. The initial adviser, in consultation with area faculty and the program director if needed, works with students to develop a preliminary plan of study which includes schedules for completion of necessary prerequisite and required courses, and for transfer of master's degree credits.

In the second semester (ideally prior to course registration for the third semester), each student should select an adviser to guide her or him in their remaining coursework and through the qualifying exam process (this may in many cases be the initial adviser assigned, if both student and faculty member agree to that). The student and this program adviser develop a plan of study designed to prepare the student for qualifying exams and dissertation research in the student's chosen area of study.

Advisers must be full members of the Ph.D. program in communication, information, and media (CIM) faculty. Advisers shall also keep track of their advisees and meet with them regularly, at least once prior to each course registration period, and more frequently as needed. It is, however, ultimately the student's responsibility to stay in close contact with his or her adviser. The advising relationship is one of the most important aspects of graduate education.

Annual Review of Student Progress

All students are encouraged to involve themselves with faculty research as early as possible with multiple and varied research experiences. Doctoral students are required to attend program-sponsored colloquia, regularly held on Wednesday afternoons throughout the academic year. Students are encouraged to also take advantage of the many additional colloquia, conferences, lectures, symposia, and workshops scheduled each year, not only at SC&I, but throughout the university, and at the many other fine research universities in the surrounding metropolitan area. As an additional part of one's doctoral preparation, students are expected to actively submit to and present at various regional, national, and/or international scholarly conferences relevant to their research and to publish their work in appropriate scholarly venues.

The faculty of the Ph.D. program meets each spring semester to review the progress of all students in the program. This review of student progress is conducted initially by members of the faculty within the student's area of study. The executive committee of the Ph.D. program (director and area coordinators) and other interested faculty will

also meet to discuss any problematic situations at a program-wide review. Prior to the review, all students in the program must meet with their advisor and submit a copy of the annual review and individual development plan form (due usually on April 1st). This information is used not only to assess student progress, but also to identify future goals and develop plans and strategies for achieving stated professional pursuits. Doctoral Student Annual Review and Individual Development Plan Forms are submitted online here (click on Annual Review and Individual Development Plan Form in bullet list).

One goal of the annual review is to assure that each student is making expected progress in fulfilling program requirements. Key measures of expected progress include:

- Quality and focus of coursework, including grades
- Minimal number of incompletes, which are taken care of quickly
- Selection of and contact with a primary adviser
- Formation of committees for qualifying examination and dissertation
- Timeliness in completion of requirements (for coursework, qualifying examination, proposal, and dissertation research)
- Involvement in scholarly activities (e.g., conference submissions/presentations)
- Additional expectations for teaching assistants, graduate assistants, and fellows as set by funding departments

The program director and area coordinators are responsible for informing students of the results of the annual review, including faculty recommendations/requirements for resolving difficulties in making progress as expected. An annual letter is prepared and sent to each of the students.

CONFERENCE TRAVEL SUPPORT AND REPORTING ACCOMPLISHMENTS

Two markers of progress beyond coursework and program milestones are your participation at various international, national, and regional conferences and other accomplishments (grants, publications, guest lectures, etc.). The program would like to both support and recognize those.

Travel: Students may apply for travel funds from both the SGS and the CIM Ph.D. program, via the same form and submitted online. This happens three times per year, one week prior to Nov. 1, March 1, and June 1. The program office will announce deadlines for receipt of travel requests and forms must be submitted online (with complete information, including a statement about the importance of the conference to the student's professional development). Those decisions are made within two weeks and students notified of any amounts received soon afterwards. To apply one must be an author on a paper, panel, or poster accepted for a scholarly conference (applications may be submitted no more than six months before the conference and no more than two months after the conference).

Accomplishments: To better promote the activity that you as doctoral students are doing, all students are asked to list any scholarly activity (e.g., conference presentations and posters, invited talks, fellowships received, submitted grant proposals, publications, honors/awards, etc.) in their annual review form. We use these reports to feature you in various venues where the CIM Ph.D. program is being promoted. In addition, please send the note on your accomplishments for schoolwide distribution to this email address: pr@comminfo.rutgers.edu. It is important to submit information when you have activity to report. If you share an accomplishment with a faculty member or another student here in SC&I, only one of you needs to submit it. You will find the published annual lists of student research accomplishments on the CIM Ph.D. program website at: here.

SPECIAL ARRANGEMENTS WITH OTHER PROGRAMS/UNIVERSITIES

The Inter-University Doctoral Consortium is open to doctoral students from participating schools who have completed at least one year of full-time study toward the Ph.D. The consortium accommodates students only in the arts and sciences and in the field of education. Students may, with the required permissions, attend courses at any other participating school as part of their home school registration. The program permits up to two courses that may count toward degree requirements at these other schools. For more information and relevant forms, contact the Rutgers SGS. Participating schools are:

Columbia University, GSAS

CUNY Graduate Center

Fordham University GSAS

Graduate Faculty, New School University

New Jersey Institute of Technology

New York University, GSAS

Princeton University - The Graduate School

Rutgers University, School of Graduate Studies

Stony Brook University

Teachers College, Columbia University

University of Pennsylvania

Additionally, we have a double-degree program available between students interested in organizational communication and organization management. Contact the program office for additional details.

Financial Support (SC&I-G)

Financial Support

Several types of financial support are available to highly qualified students. In most cases, students applying by December 1 are considered automatically for funding as part of the admissions process. A few awards are also available for students further along in their doctoral studies. All awards are highly competitive.

SC&I offers the following highly competitive forms of support:

- Teaching Assistantships
- Graduate Assistantships
- SC&I Fellowships
- Hourly-paid work to assist with instruction or research

Teaching and Graduate Assistantships include a salary, general health benefits, and tuition remission. Other forms of support generally do not include benefits or tuition remission.

The Ph.D. program also provides travel grants to students presenting scholarship at scholarly conferences regionally, nationally, and internationally.

Rutgers University also provides various forms of highly competitive support:

- Presidential Fellowships
- Diversity Fellowships
- Bevier Fellowships
- Teaching/Graduate Assistantships in other departments
- Grant funding outside SC&I
- Learning Community Coordinators, Dorm RAs, and other full-time staff jobs

The Rutgers School of Graduate Studies also provides some travel grants/assistance. Notably, they also run the GradFund database. GradFund helps graduate students at Rutgers receive more than $2 million annually from a variety of funders outside Rutgers.

Other forms of support (e.g., Spectrum Fellowships; Fulbright; international government and corporate sponsorships; and part-time, adjunct and full-time teaching positions at nearby schools) may also be available.

Students eligible for need-based financial aid should contact the graduate admissions office for additional information.

Ph.D. Career Opportunities (SC&I-G)

PH.D. CAREER OPPORTUNITIES

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

Ph.D. Faculty (SC&I-G)

PH.D. FACULTY

The Ph.D. program faculty in the School of Communication and Information (SC&I) is a body that makes key administrative and curriculum decisions related to this program, which is offered jointly through Rutgers School of Graduate Studies (SGS). The program faculty meets wice every semester, and students are invited to attend and speak (but not as voting members) unless the director declares a meeting open to voting members only (e.g., when conducting annual reviews of students).

Full, associate, and affiliate members of the Ph.D. faculty

- Full-time tenure-track faculty members in SC&I are typically considered full members of the Ph.D. faculty.

- Non-tenure track SC&I faculty, tenured or tenure-track faculty from other programs at Rutgers, as well as retired, emeritus or former SC&I faculty who are still participating in the program are generally associate members.
- Affiliate members of the program include individuals from outside Rutgers University as well as non-tenure track Rutgers faculty outside of SC&I.

Full and affiliate members of the graduate faculty may serve as a member of a student's dissertation committee. Only full members may chair a qualifying exam or dissertation committee. Full and associate (but not affiliate) members have voting rights in this program.

Ph.D. Program Faculty

For a current list of all faculty members in the Ph.D. program, see the *Ph.D. Student and Faculty Handbook.*

Ph.D. Courses (SC&I-G)

PH.D. IN COMMUNICATION, INFORMATION, AND MEDIA COURSES

16:194:600 ***Ph.D. Colloquium (0)***
Required each semester in coursework. Forum for the presentation of research and professional activities by guest speakers, faculty, and students.

16:194:601 ***Communication, Information, and Media Proseminar (3)***
The proseminar addresses nature of communication, information, and media processes and their role in individual, social, and institutional behavior. Particular emphasis will be on the conceptual linkages between communication, information, and media processes, as well as theory and metatheory. Panels will alternate between interdisciplinary and area-specific topics featuring communication, information, and media (CIM) program faculty as speakers. Proseminar will include topics in professional development, academic integrity, responsible and ethical conduct of research, intellectual property. Students will pass the human subjects certification program as part of the course.

16:194:602 ***Research Foundations (3)***
Concepts, methods, and practices of social science research in relation to communication, information science, and media studies.

16:194:603 ***Qualitative Research Methods (3)***
Qualitative approaches for examining communication, media, and information processes, including definition, acquisition, evaluation, and use.
Prerequisites: 16:194:601, 602.

16:194:604 ***Quantitative Research Methods (3)***
Examines facets of research, problem areas, research techniques, and range of techniques (including experimental designs). Each student develops a research methods proposal relating to a chosen topic.
Prerequisites: 16:194:601, 602, and statistics competency.

16:194:605 ***Critical Research Methods (3)***
Issues, debates, and techniques related to textual and contextual analysis of media and other forms of data.
Prerequisite: 16:194:601.

16:194:608 ***Research Practicum (3)***
Students conduct original research under the supervision of one or more members of the program faculty and produce a scholarly paper to be submitted to a recognized conference or refereed journal. Results are presented at an interactive display session held each semester.

16:194:610 ***Seminar in Information Studies (3)***
The purpose of this course is to provide a theoretical and historical overview of important scholarly paradigms and research questions in the field of library and information science (LIS). Emphasis is on broad coverage of LIS research and historical perspectives that serve as a foundation for contemporary scholarship. Additional topics will be selected by the instructor based on her or his prioritization, and given the evolving landscape of LIS scholarship. Scholarly paradigms and topics in the field of LIS will be situated in wider epistemological contexts as relevant.

16:194:612 ***Human Information Behavior (3)***
Human information behavior is the study of human behavioral interactions with information, the situations (contexts) in which the interactions occur, and the design of information systems and services that more readily facilitate the design and use of information systems. This course provides students with an overview of historical and emerging directions in human information behavior research. It covers both theoretical and methodological perspectives, including experimental design and observational approaches. The course aims to generate in students both a theoretical and practical understanding of human information behavior and to provide a solid foundation for conducting original research in this field.

16:194:614 ***Information Retrieval Theory (3)***
Examines the basic problems of information retrieval (IR) from theoretical and experimental points of view. Develops a basis for the specification of design principles for IR systems.

16:194:617 ***Knowledge Representation for Information Retrieval (3)***
Concurrent consideration of options for knowledge representation, methods for evaluating the effect of these options on costs and effectiveness, and research relating to knowledge representation for information retrieval.

16:194:619 ***Experiment and Evaluation in Information Systems (3)***
Measures, models, and methods for macroevaluation of impact of information systems within their environment and for microevaluation of performance of system components. Examines the design, conduct, and results associated with experiments.

16:194:620 ***Interpersonal Communication (3)***
Contemporary theories and major lines of classic and current research concerning interpersonal communication.

16:194:621 ***Organizational Communication Research (3)***
Survey of major theories, methods, and research topics in the study of organizing and organizations. Examines a range of micro and macro topics related to organizing and organizations and the role of information and communication in those processes.

16:194:622 ***Health Communication (3)***
Provides an overview of the major areas of health communication, including health communication campaigns, physician-patient communication, and communication among health professionals and individuals affected by health issues.

16:194:623 ***Research Design (3)***
Provides an overview of the epistemological philosophies that guide research in communication. Develops a foundation for collecting, measuring, and analyzing data to address a research question or problem.

16:194:624 ***Communication Theory (3)***
Examines theoretical paradigms that are foundational to the field of communication and promotes engagement with the mechanisms, processes, and tools involved in theory construction.

16:194:626 ***Organizational Communication Networks (3)***
Theory, concepts, methods, and analysis for understanding and applying social networks to organizational contexts.

16:194:627 ***Work and Communication Technology (3)***
This class examines key challenges, opportunities, and policies at the intersection of communication technology use and the workplace.

16:194:628 ***Social Media (3)***
Provides a theoretical orientation to the examination of social media. Topics discussed include issues of self-presentation, identity, privacy, youth and social media, information exchange, political participation, social networks, social capital, virtual worlds, collective action, and work.

16:194:631 ***Media Theory (3)***
Current mass communication theories and approaches analyzed from a research perspective. Topics include: critical theory, audience ethnography, uses and gratifications, socialization processes and effects, and agenda setting.

16:194:632 ***Scholarly and Scientific Communication (3)***
Study of the processes through which scholarly, scientific, and technical ideas are communicated: mentoring; professional, national, and international information networks; scholarly and scientific publishing; examines other aspects of specialized information transfer.

16:194:633 ***Mediated Communication (3)***
Examines newly emerging mediated communication technologies (e.g., mobile phones and internet) and how they relate to individuals, organizations, and society; also examines how social forces affect adoption and usage patterns of mediated technologies.

16:194:634 ***Experiential Media (3)***
Students engage in a theoretical examination of experiential media (e.g., augmented reality, virtual reality). Readings provide a perspective on the development of experiential media, including implications for the transformation of media content forms and platforms in an experiential context. Students consider methodological and critical approaches to studying experiential media.

16:194:635 ***Health Communication Campaigns (3)***
Focuses on the design, implementation, and evaluation of communication programs designed to change health behavior of individuals, groups, and entire populations.

16:194:636 ***Interpersonal Health Communication (3)***
This course overviews major themes of interpersonal health communication, including issues such as physician-patient communication, relationships for individuals with health issues, and the relationship of communication to physical and mental health outcomes.

16:194:637 ***Mediated Health Communication (3)***
Focuses on how mediated communication is transforming health/medical practice and affecting health policy processes. Topics range from the way mediated communication sources affect the search for and acquisition of health information to the way these technologies are used to affect the behavior of individuals, groups, and entire populations.

16:194:638 ***Language and Social Interaction (3)***
This course examines the language and social interaction (LSI) approach to studying human communication. We consider the epistemological and theoretical underpinnings of LSI scholarship; overview key research traditions within LSI; and explore the unique contributions of LSI scholarship to the communication discipline across its several subfields.

16:194:641 ***Media Law and Policy (3)***
Focuses on the intersections of law, policy, and technology, examining attempts to regulate digital media and information flows. The course considers the tensions among freedom, control, individual liberty, and societal good inherent in attempts to regulate a developing media landscape.

16:194:642 ***Information Regulation and Law (3)***
Information law and regulation; focus on the historical and contemporary legal and regulatory issues stemming from the application of information technology.

16:194:643 ***Information Indicators (3)***
Integrated treatment of measures, indicators, and methods for quantitative description of information and communication systems, resources, and activities. Emphasis on drawing relations among different measures and application to information policy studies.

16:194:645 ***Advanced Concepts in Management of Information Organizations (3)***
Systematic consideration of the evolution of management theory leading to an evaluation of contemporary theoretical and research issues in planning, organizing, staffing, leading, and controlling the information organization.
Prerequisite: 17:610:508 or equivalent.

16:194:648 ***Organizational Assessment and Change (3)***
Systematic consideration of the theories and strategies of assessment, planning, development, and change at the organizational and programmatic levels in nonprofit and profit-seeking information organizations.

16:194:656 ***Theories and Issues in Library Studies (3)***
Seminar examines the intellectual foundations for librarianship as a discipline, the development of a broadened understanding of pervasive theories and research issues, and the identification and exploration of research literature in librarianship and pertinent allied fields.

16:194:662 ***Media Criticism (3)***
The course provides an overview of theories, principles, and research that inform the practice of media education worldwide. Theories of media education, various approaches to media pedagogy, and contemporary research problems are addressed.

16:194:663 ***Media History (3)***
The course examines the history of print and electronic news media, considering them not as freestanding institutions but as key parts or aspects of wider cultural and political developments, and situating them in their historical context.

16:194:664 ***Media and Culture (3)***
Cultural approaches to media studies, with a focus on major theories and critical analysis of media and popular culture. Topics include: cultural theory; aesthetics and taste; representation and ideology; consumer culture; media, culture, and identity; gender, race, class, and sexuality in media; and fandom and subcultures.

16:194:665 ***Media and Politics (3)***
Theories and research relating old and new media to political decision-making. Topics include public attitudes and opinion, media policy, interest articulation, political culture, ideology, rhetoric and content analysis, framing, and agenda setting.

16:194:666 ***Social Construction of News (3)***
Surveys and critiques social science research on news and the news media. Examines diverse scholarly perspectives, comparing them with the views of journalists, journalism critics, and the public.

16:194:670,671,672,673,674 ***Topics in Communication Processes I,II,III,IV,V (3,3,3,3,3)***

16:194:675,676,677,678,679 ***Topics in Library and Information Science I,II,III,IV,V (3,3,3,3,3)***

16:194:680,681,682,683,684 ***Topics in Media Studies I,II,III,IV,V (3,3,3,3,3)***

16:194:695 ***Teaching Apprenticeship (0)***
A noncredit teaching apprenticeship designed to provide doctoral candidates with classroom experience. The apprentice will work with a participating SC&I member of the graduate faculty to develop a plan for the apprentice's work.

16:194:696,697 ***Special Topics (3,3)***
Section 01 - Communication
Section 02 - Library and Information Science
Section 03 - Media Studies

16:194:698,699 ***Independent Study (3,3)***
As a general rule, students only take independent study credits when no course offerings matching their needs are available. In no case should a student have more than one independent study as an elective counting toward their

minimal doctoral degree requirements (unless director and area coordinator approve such a request). Students may take additional independent studies as long as they are not used to fulfill minimal program credit requirements. In other words, only one independent study will count toward degree credits.

16:194:701,702 ***Dissertation Research (BA, 1-12)***

16:194:800 ***Matriculation Continued (0)***

16:194:811 ***Graduate Fellowship (0)***

16:194:866 ***Graduate Assistantship (6)***
(Assistantship credits for funded graduate and teaching assistants do NOT count toward degree requirements in the Ph.D. program.)

16:194:877 ***Teaching Assistantship (6)***
(Assistantship credits for funded graduate and teaching assistants do NOT count toward degree requirements in the Ph.D. program.)

Continuing and Professional Studies (SC&I-G)

CONTINUING AND PROFESSIONAL STUDIES

The education of professionals does not end with the achievement of a degree. Professional competence requires a commitment to lifelong learning and a continuing effort to update knowledge and skills as workplace needs and technologies change. Consequently, the school provides the means for acquiring specialized competencies, gaining skills in new areas, and updating professional knowledge and techniques. A range of individual courses and certificate programs are available, all offered online. Organizations may contract for customized in-house training to meet their employees' continuing education and professional development needs.

Communication Certificate Programs
Crisis Communication and Reputation Management Certificate

The Crisis Communication and Reputation Management Certificate is a six-month online program designed to equip professionals with essential skills to navigate crises and protect their organization's reputation. Explore real-world case studies, media strategies, and crisis planning essentials from seasoned professionals.

Public Relations Certificate

The Public Relations Certificate is a six-month online program designed for PR professionals seeking to enhance their expertise and navigate the evolving PR landscape. The program covers topics such as social media management, PR measurement, advanced writing, and ethics, with hands-on learning through case studies and collaborative projects.

Digital Asset Management Certificate Programs

Digital content surrounds us in our professional and personal lives. The digital media boom has opened a flood of rich media content, including photos, video files, audio clips, animations, and many others that have become components of organizational assets. Organizing, classifying, and retrieving these digital assets is a challenge for

organizations today. Digital Asset Management (DAM) is the practice of making such content accessible and available for all stakeholders within and beyond an organization. The need for effective management and retrieval of digital artifacts from corporations to museums continues to evolve and grow.

Digital Asset Management Bronze Certificate

Whether you are new to digital asset management or a seasoned veteran looking for advanced and continuing professional education, the Rutgers Digital Asset Management Bronze Certificate program is the first step to skill up in the world of DAM. This certificate includes six four-week online courses and is ideal for individuals aiming to delve deeply and comprehensively into the facets of DAM while bolstering their skills in their existing DAM positions or preparing for their next career advancement.

Digital Asset Management (DAM) and Artificial Intelligence (AI) Silver Certificate

The Rutgers Digital Asset Management (DAM) and Artificial Intelligence (AI) Silver Certificate is a 12-week online program designed to provide a practical foundation in artificial intelligence fundamentals, strategy, and its applications within DAM. You'll gain the skills and knowledge needed for a content-oriented AI strategy to enable the integration and adoption of capabilities that are aligned with your organization's goals.

Digital Asset Management for Galleries, Libraries, Archives, and Museums (DAM for GLAM) Silver Certificate

The Rutgers Digital Asset Management for Galleries, Libraries, Archives, and Museums (DAM for GLAM) Silver Certificate is a 12-week online program that delves deeply into the principles and practices integral to organizing, preserving, and sharing digital assets and collections. You'll gain a holistic understanding of key strategies, including file standards, metadata utilization, workflow optimization, quality control, storage hierarchies, monitoring, and format migration.

Strategic Digital Asset Management (DAM) Operations Silver Certificate

The Rutgers Strategic Digital Asset Management (DAM) Operations Silver Certificate is a 12-week online program tailored for those with professional fluency in DAM operations and graduates of the Rutgers DAM Bronze Certificate who are looking to enhance their understanding and management of the distinct types of assets that are crucial to DAM success. The curriculum covers video asset management, the capture and management of rights and permissions data, and technical DAM knowledge in areas including connected metadata, relational models, master data management (MDM) and more.

Advanced Creative Operations Silver Certificate Program

The Advanced Creative Operations Silver Certificate is designed for seasoned professionals within creative operations seeking to elevate their careers and drive innovation within creative operations teams and organizations. This 12-week online program equips you with the tools and insights essential for professional growth and strategic leadership.

PARTNERSHIPS AND CUSTOMIZED TRAINING

For information about how to request customized training for an organization, or how to partner with Continuing and Professional Studies to enable employees to enroll at a discount in public enrollment classes, contact the office at

cps@comminfo.rutgers.edu

848-932-7169

School of Communication and Information, Continuing and Professional Studies Department, 4 Huntington Street, New Brunswick, NJ 08901

FOR MORE INFORMATION

Continuing and Professional Studies certificate programs are non-credit. Space is limited; apply early to join the next cohort. Details about requirements and application deadlines is here. Also check the FAQ here.

Faculty and Administration (SC&I-G)

FACULTY AND ADMINISTRATION

Administration

Dean's Office Faculty

Department of Communication

Department of Journalism and Media Studies

Department of Library and Information Science

Administration (SC&I-G)

Administration

Mark Aakhus, Interim Dean and Professor of Communication

Susan Keith, Associate Dean for Programs and Professor of Journalism and Media Studies

Karen Hundert Novick, Associate Dean for Administration

Blain Bradley, Assistant Dean for Development

Chandu Dondeti, Assistant Dean for Information Technology

Kevin J. Ewell, Assistant Dean for Student Services

Bernadette Gailliard, Assistant Dean for Diversity, Equity, and Inclusion

Julie Johnson, Director of Professional Development Studies

Brenda Sheridan, Director of Marketing and Communications

Sharon Stoerger, Assistant Dean for Programs and Assessment

Simona Turcu, Director of Business and Administration

Dean's Office Faculty (SC&I-G)

Dean's Office Faculty

Mary Chayko, Director of Undergraduate Interdisciplinary Programs and Distinguished Teaching Professor; B.A., Seton Hall; Ed.M., M.A., Ph.D., Rutgers

Roxane Gay, Gloria Steinem Endowed Chair in Media, Culture, and Feminist Studies; B.A., Norwich; M.A., Nebraska (Lincoln); Ph.D., Michigan Technological.

Department of Communication (SC&I-G)

Department of Communication

Chair: Marya Doerfel

Mark Aakhus, Professor; B.A., North Dakota; M.A., Washington State; Ph.D., Arizona

Mark Beal, Assistant Professor of Professional Practice in Public Relations; B.A., Rutgers; M.A., Kent State

Galina Bolden, Professor; B.A., Minnesota; M.A., Ph.D., California (Los Angeles)

Erin Christie, Assistant Teaching Professor; B.A., Rowan; M.A., Montclair; Ph.D., Rutgers

Marya Doerfel, Professor and Chair; B.A., M.A., Ph.D., SUNY (Buffalo)

Richard Dool, Teaching Professor; B.A., Fordham; M.S., Thomas Edison State; M.A., Seton Hall; D.Mgmt., Maryland

J. Sophia Fu, Associate Professor; B.A., Hong Kong Baptist; M.A., M.S., and Ph.D., Northwestern

Kathryn Greene, Distinguished Professor; B.A., M.A., Ph.D., Georgia

Brian Householder, Associate Teaching Professor; B.A., Humboldt State; M.A., Wake Forest; Ph.D., Georgia

Shawnika Hull, Associate Professor; B.A., Arizona; M.A., Ph.D., Pennsylvania

Jeffrey Lane, Associate Professor; B.A., Wesleyan; M.A., Ph.D., Princeton

Jianing Li, Assistant Professor; B.A. Peking (China); M.A., Ph.D., Wisconsin-Madison

Eugene Lee, Assistant Professor; B.A., M.A., Ewha Womans (South Korea); M.A., Minnesota Twin Cities; Ph.D., Southern California

Nikolaos Linardopoulos, Associate Teaching Professor; B.A., McGill (Canada); M.S., Ph.D., Drexel

Matthew Matsaganis, Associate Professor; B.A., National and Kapodistrian (Greece); M.A., Emerson; M.A., Ph.D., Southern California

Lisa Mikesell, Associate Professor; B.A., Pennsylvania; M.A., Ph.D., California (Los Angeles)

Nitzan Navick, Assistant Professor; B.A., California State, Channel Islands; M.A., Ph.D., California (Santa Barbara)

Katherine (Katya) Ognyanova, Associate Professor; B.Sc., M.A., Technical (Sofia) (Bulgaria); Ph.D., Southern California

Yonaira Rivera, Assistant Professor; B.S., Rutgers; M.P.H., Emory; Ph.D. Johns Hopkins

Brent Ruben, Distinguished Professor, Advisor for Strategy and Planning, Office of the Executive Vice President for Academic Affairs; Senior University Fellow, Rutgers Center for Organizational Leadership; Distinguished Professor; B.A., M.A., Ph.D., Iowa

Kristina Scharp, Associate Professor; B.A., Richmond; M.A., Ph.D., Iowa

Sarah Shugars, Assistant Professor; B.A., Clark; M.A., Emerson; Ph.D., Northeastern

Lea Stewart, Director, Center for Communication and Health Issues; Professor; B.A., Allegheny; M.A., Ph.D., Purdue

Jennifer Theiss, Professor; B.A., St. Norbert; M.A., Ph.D., Wisconsin (Madison)

Maria Venetis, Professor; B.A., M.A., Southern Mississippi; Ph.D., Rutgers

Matthew Weber, Professor; B.S., M.S., Northwestern; M.A., Ph.D., Southern California

Dajung (DJ) Woo, Associate Professor; B.A., Ewha Womans (South Korea); M.A., Kansas State; Ph.D., California (Santa Barbara)

Itzhak Yanovitzky, Professor; B.A., M.A., Haifa (Israel); Ph.D., Pennsylvania

Department of Journalism and Media Studies (SC&I-G)

Department of Journalism and Media Studies

Chair: Lauren Feldman

Melissa Aronczyk, Professor; B.Mus., Grad.Dipl., Montreal; Ph.D., New York

Neal Bennett, Assistant Professor of Professional Practice; B.A., Rowan; ED.M., Rutgers

Jack Bratich, Professor; B.A., Truman State; Ph.D., Illinois (Urbana-Champaign)

Mary D'Ambrosio, Associate Professor of Professional Practice; B.S., Syracuse; M.Sc., London School of Economics and Political Science

Lauren Feldman, Professor and Chair; B.A., Duke; M.A., Ph.D., Pennsylvania

Brooklyne Gipson, Assistant Professor; B.A., California (Los Angeles); M.A.S., Arizona State; M.S., M.A., Ph.D., Southern California

David Greenberg, Distinguished Professor; B.A., Yale; M.A., Ph.D., Columbia

Amy B. Jordan, Distinguished Professor; B.A., Muhlenberg; M.A., Ph.D., Pennsylvania

Susan Keith, Associate Dean and Professor; B.A., Montevallo; M.A., South Florida; Ph.D., North Carolina (Chapel Hill)

Youngrim Kim, Assistant Professor; B.A., California (Berkeley); M.A., Seoul National; Ph.D., Michigan (Ann Arbor)

Deepa Kumar, Professor; B.A., Bangalore (India); M.A., Ph.D., Pittsburgh

Dafna Lemish, Dean and Distinguished Professor; B.A., Tel Aviv; M.A., Hebrew; Ph.D., Ohio State

David Love, Assistant Teaching Professor; B.A., Harvard; J.D., Pennsylvania

Gina Marcello, Associate Teaching Professor, B.A., M.C.I.S., Ph.D., Rutgers

Regina Marchi, Professor; B.A., Bates; M.A., San Francisco State; Ph.D., California (San Diego)

Steven Miller, Professor of Professional Practice; Director of Undergraduate Studies; B.A., M.A., Rutgers

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