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WELCOME

Dear Students,

You have made the first outstanding choice of your college career: to enroll in Douglass Residential College!

As the undergraduate women’s residential college at Rutgers–New Brunswick, Douglass Residential College values diversity and global understanding, academic excellence and personal leadership development. We make it possible for you to navigate a large research university and still feel like part of a smaller college community with innovative, welcoming programs.

You – students – are the next generations of leaders, business professionals, problem-solvers, doctors and nurses, lawyers, politicians, teachers, artists, scientists, reporters, writers, dreamers, parents or family members, and more. Our job as educators is to help you thrive in your college career, assist you in feeling at home here at Douglass, help you clarify your strengths and interests, inform you about the many opportunities available at Douglass and Rutgers, and support you in entering the next phases of your life with confidence!

As a women’s college, we take a feminist approach to advising and assisting you in your studies. What does it mean to take a feminist approach? It means that our job is not to tell you what to do, but to see ourselves as equals in the learning process and find out who you are as people (sometimes by sharing our own experiences), and to care about equity, social justice, and the wellbeing of others. We encourage you to excel and grow by discovering your strengths, and to surpass even your own expectations for yourselves.

The challenges of the future: technological, political, economic, artistic, social, environmental, human and global, will require you to understand the world from many angles, and appreciate the kind of human and intellectual insights that will enable us to come together as problem solvers and collaborators, to appreciate the intersections within and between identities and diverse modes of thought, from science to the arts, local and global challenges. This manual is not comprehensive, but shows you a few of the educational pathways that you may follow as a student in order to make connections between your varied learning experiences, either in the classroom or the community, and to find your mentor(s), to claim your education, to use your voice, to become an outstanding candidate for jobs and professional programs when you graduate, and to be a thoughtful, critical, and caring citizen of the world . . . and to come back and tell us about it!

Sincerely,

Rebecca Reynolds, Assistant Dean
Director of Advising
and the Mary I. Bunting Program for Returning Women Students
Douglass Staff Mentors

Advising Definition:
[Advisors] give counsel to students about issues relating to the degree program. This may include, but is not limited to, course schedules, timing of courses, [degree requirements] . . .

Mentoring Definition:
In mentoring, we have responsibilities beyond advising. [Staff mentors] focus more personally on a mentee's achievements, success in school, and preparation for the workforce through a non-threatening and non-judgmental one-on-one relationship. This relationship changes over time as each grows, learns and shares experiences in the mentoring relationship.
--from University of Arkansas Graduate School Mentoring vs. Advising pdf

Why are we calling ourselves Staff Mentors?

Douglass Residential College advisors and deans are now called “Staff Mentors.” For a long time we have been trying to distinguish ourselves from the advisors and deans in the schools, such as SAS or SEBS or MGSA, in which Douglass students are also enrolled. Students at Douglass have noted that they appreciate the close and continuing relationships with staff, and these relationships are much more reminiscent of mentoring than advising.

Mentoring implies a partnership in which the mentor responds to you as a unique individual with a unique background and concerns. There are no requirements, however, for Douglass mentoring, and you may see more than one mentor. We hope that you form a lasting relationship with at least one or two mentors and view us as advocates and resources, as well as people who can help you think about your goals. We are also people who have been where you are today, that is, college students facing an unknown future. Therefore we base our understanding on experience, our teaching, knowledge of other students, former advising, schooling or careers, along with our current positions and events that affect all of our lives-- and we will bring that experience to an equal give-and-take relationship with each of you.

What do I bring to a Mentoring Session?
- You can bring a list of questions and concerns if you would like. Otherwise, just bring yourself!
Advising and Mentoring Map

**DRC Staff Mentor:** Academic &
Co-curricular opportunities; career
& major questions; Douglass
resources, programs, and
leadership development; pathways
(map your college career) curricular
goals and hopes for the future.

**Student’s School Dean:**
program requirements &
academic policies; Degree
Certification

**Peer Academic Leaders (PALs) or
Bunting Mentors:** peer advising,
Webreg, degree navigator, campus
and tutoring resources—buses,
lounges, commuting resources
(commuter PAL); Bunting Resources
(Bunting PAL). **Voorhees Mentors:**
students in your Knowledge and
Power course who will help you
understand assignments and
requirements!

**Campus Dean of Students:**
Dean for students with
temporary or chronic issues, such
as absence due to illness;
disruptive behavior; judicial
matters; students with disabilities
or other issues who need help;
Dean Michelle Jefferson,
jeffermi@echo.rutgers.edu.
ALSO a Douglass Mentor!

**Major Advisor:** departmental
requirements & policies

*Office of Disability Services for Students* (physical, visible and invisible disabilities: including health, mental illness, learning disabilities) should contact Office of Disability Services as soon as they arrive at Rutgers, before the beginning of the semester or within the first week with any documentation they have regarding a documented disability. Retroactive accommodations cannot be made, thus it is imperative that you connect with the Office prior to, or at the beginning of the semester.
Douglass Core Experiences

- Women’s Leadership Course: “Knowledge and Power,” mandatory, expected first or second semester
- Minimum one-year residency in Douglass residence halls, with the exception of commuters
- OPTIONAL: Douglass offers a rich range of programs in leadership, global education, and career development. We also oversee student organizations, such as the Douglass student chapter of the UNFPA, The Douglass Q/umnumity, the Douglass Historical Association, the Douglass Big/Little program, the Sophia Club for Bunting students, and programs offered through the Douglass Project for women in STEM. In addition, several Rutgers organizations and programs offer community service, volunteer work, leadership and study abroad experiences. For Douglass organizations, see https://douglass.rutgers.edu/student-experience!

Important Tip for college success, resume building, and overall satisfaction: Get involved! To find a student organization at Rutgers, see getinvolved.rutgers.edu.

The Educational Pathways

What makes a pathway?

1) Courses
2) Related programs (lectures, research or student organizations within the majors)
3) Extra-curricular involvement in the campus or community related to your interests.
4) Connecting and integrating experiences so they enrich each other and lead to new knowledge, new courses, experiences, programs, and connections!

Courses & academic work

Campus Programs & Involvement

New Insights & Experiences

Everything feels disconnected

Connections evolve over time
Most students MUST to do more than attend class if they want to graduate with a strong resumé or background for graduate school. That means attending lectures, joining student organizations that have a purpose other than just social — though social groups are also extremely important to your wellbeing. Graduate programs very often look for research and internships as well. Therefore the Douglass mentors will help you think of combining your coursework with campus involvement to create your educational path and a course of action in college that will enable you to pursue your future options with confidence.

Physical wellness — going to the gym or taking advantage of gym packages and classes — is also key to your wellbeing, your ability to focus, manage stress, and do well. If you ever feel overwhelmed and so stressed that you cannot function, see a Douglass mentor or member of the Counseling center (http://rhscaps.rutgers.edu). DO NOT BE EMBARRASED ABOUT GOING TO COUNSELING. We’ve all had problems at one point or another and it truly helps to have an informed, professional and objective listener. If you see another student who is having problems that concern you about her wellbeing, you can use the “Do Something” image link to express your concern.

Culture and Community

Douglass Students come from a wonderful range of communities, ethnicities, cultures, religions, majors, ages and life stages, states, countries . . . and more. While we HOPE students will always be able to connect across differences, we also know that sometimes you want to find your very own community, and Douglass and Rutgers make that possible through student involvement, as well as academic programs or learning communities such as the Global Village. Other departments and programs include, Africana Studies, Department of Latino and Hispanic Caribbean Studies, Women and Gender Studies, East Asian Studies, South Asian Studies (minor) – not to mention coursework, internships, and minors like critical sexualities within departments that focus on culture, language, and identity.

For community and cultural groups on campus, see, https://douglass.rutgers.edu/douglass-student-clubs-and-organizations & https://rutgers.collegiatelink.net/ for the most comprehensive list of Rutgers-New Brunswick organizations.

Transfer Students

As a new transfer student, you may find it hard to find a niche for yourself at first, especially if you are commuting. Join a student organization—ANY organization that is likely to hold some interest for you, simply to meet new students and connect with the campus community. If you are living in a residence hall, make friends with hall mates, but venture out as well—make your own life here by joining an organization, getting involved, talking to your teachers, and meeting with a Douglass Staff Mentor!

New transfer students may have questions about their credit evaluations and should meet with your dean or your major advisor. You may wish to go to the relevant academic department to have a course evaluated if you only received degree credit (vs. core or major credit). If you do not NEED the course to
fulfill a core or major or minor requirement, do not worry about it. You will still receive credit toward the degree.

TRANSFER STUDENTS CAN DO EVERYTHING THAT FOUR YEAR STUDENTS CAN DO. In some cases, it may take a little longer. For example, the Graduate School of Education “5 year” teacher certification may take an extra year. If you are a high achieving student interested in leadership, you can apply to the IWLS Scholars program. This is a two year program, however, so the year after you apply, you will need to make a two year commitment. This MAY mean an extra year. If an extra year is impossibly financially, look into other programs offered through the Institute for Women’s Leadership, for example CLASP or WINGS. (See links in the Educational Pathways section, p. 10).

All Students: Study Tips
Prepare to study: You will need to spend at least 2 -3 hours per CREDIT that you are taking for studying. That means note-taking and jotting questions in the margins.

QUESTIONS ARE OFTEN MORE IMPORTANT THAN ANSWERS when it comes to class participation. Ask things! In addition, sit in front or in the aisle seats. (Sit in the “T”).

Self-Evaluation:
Are you taking notes?
Are you participating in class (where relevant)?
Are you taking notes in books?
Meeting with the professor or TA?
Reviewing?
Going to every class and getting there on time?
Getting enough sleep and eating right?

TEACH YOURSELF: once you are in college, you will find that you will often be expected to teach yourself the material. You may not go over all the reading or homework in class, but you will still be expected to know it.

Do the reading BEFORE the class meets, according to the syllabus. If you do not do the reading, your instructor will get frustrated and may take it out on you (i.e., your grade) or the class as a whole. Be the student who can raise her hand and ask a relevant question or offer a relevant response. Don’t be shy about showing off the fact that you know what is going on. If you DON’T know what is going on, what did you miss? Why?

DON’T BLAME THE PROFESSOR if you don’t understand something. The burden of learning is on you. Yes, you. Poor students tend to make excuses and blame external factors. Good students take responsibility. However, if you have a challenge or stressor in your life, make sure to talk to a Douglass mentor. You may need extra help focusing on your academic work if that is the case. The first few weeks of school, for example, can be especially stressful, possibly lonely, possibly too full of distraction. See a Staff Mentor for help getting yourself organized.

COLLEGE PROFESSORS DO WEIRD THINGS: sometimes they talk about something other than the homework, or they go off on tangents, or they change the syllabus mid-semester, or they don’t even FOLLOW their syllabus. Bear with them. What they say on their tangents could appear on an exam. They might be eccentric—instead of feeling puzzled, enjoy the ride!
It is critical that you, as a college student, understand how to teach yourself—to take ownership of course material, write in the margins of your texts and formulate questions, especially on material that may not be covered explicitly in class, but will be included on exams. (The average transfer students are often like the average first year students in their approach to studying, that is, they memorize information, but don’t question it). You will need to review things as basic as the textbook chapter headings and outlines in order to get a sense of why you are learning what you are learning.

Use the Learning Centers for Academic Coaching (not just tutoring) if you are concerned about grades.

**Getting Organized**

When the semester begins, go through your syllabi class by class. I have found that transfer students (like many first year students) are confident until the fifth or six week of the semester, when confidence levels begin to dip drastically. So PLAN AHEAD. Get an appointment book. Note all due dates and exams at the beginning of the semester so you can really “see” the arc of the semester and plan for it.

**Academic Planner: Very Important Tool**

Rutgers can often seem to have a “sink or swim” mentality in the math/sciences, so be prepared to study extra hard, teach yourself material based on the text book key words, outlines, chapter headings, and in-class handouts. If possible, join a study group. You CAN talk to your professor, as opposed to the TA, but find someone helpful. If you are failing a class, you can drop it up until Oct. 26 (see Academic Calendar). BUT you must remain at 12 credits to remain full time, so if you drop a course mid-semester, you’ll still need 12 remaining credits, otherwise, you are probably stuck. You can make up an “F” and replace the grade unless re-taking the course will create undue misery and stress.

Using strategies for studying or joining an exercise class, eating right, and establishing a schedule, may help you cope with the stress of college life!
Resources

Cultural Centers

Asian American Cultural Center, http://www.aacc.rutgers.edu/

The Asian American Cultural Center (AACC) supports the University’s core mission to foster an educational climate based upon diversity and inclusiveness. The Center showcases the contributions of Asians and Asian Americans, through cultural presentations, exhibits, performances, demonstrations, lectures, seminars and meetings. It also provides a safe and supportive environment for all students and encourages academic excellence, leadership, and personal/professional development. Includes: lounge space, events, student organizations, and events newsletter—see website for details!

Latin American Cultural Center, http://clac.rutgers.edu

The CLAC is dedicated to building a creative space where the Rutgers community can discover and critically explore what it means to be Latino/a in the United States.

Programs and services use the arts and culture as the impetus for educational change. The CLAC works with students in ways that enhance student leadership and organizational capacity, raise awareness about Latino arts and culture, and build bridges of understanding across difference.

The CLAC staff are strongly committed to multicultural education, diversity, and bias prevention, and welcome ideas for programs that promote social justice and positive inter-group relations.

Please feel free to visit the CLAC and meet with the director and members of their staff!

Paul Robeson Cultural Center, http://prcc.rutgers.edu

The Center was established in 1967 in response to the challenge of providing a supportive atmosphere to increasing numbers of African-American students entering Rutgers University. In 1972, the Center was renamed in honor of Rutgers’ esteemed alumnus Paul Robeson. It has played a vital role in the Rutgers community by reflecting the rich cultural heritage of African Americans through programs that focus on the literary, cultural, and historic contributions of African-Americana to society.

Facility The Center, located on the Busch campus, provides office space for registered student organizations and is home to the Black Voice/Carta Latina Newspaper. There is a computer lab with PCs for student use. The meeting room area is available for Rutgers University and community events. The Center holds extended hours during examination periods each semester.


Rutgers Hillel’s mission is to provide opportunities for every Jewish student at Rutgers University’s New Brunswick campus to deepen their connection to Jewish identity and Jewish community. Hillel embraces this mission “by helping students find a balance in being distinctively Jewish and universally human by encouraging them to pursue tzedek (social justice), tikkan olam (repairing the world) and Jewish learning, and to support Israel and global Jewish peoplehood. Hillel is committed to excellence, innovation, accountability and results.”
A few web resources:

**RU Muslim Student Association** [https://rutgers.collegiatelink.net/organization/RUMSA/about](https://rutgers.collegiatelink.net/organization/RUMSA/about)

**Muslim Girl Net (online community)** [http://muslimgirl.net/](http://muslimgirl.net/)

Additional Religious Groups, see [https://rutgers.collegiatelink.net/](https://rutgers.collegiatelink.net/) for:

- more than 40 student organizations dedicated to religious and religious-cultural interests
- more than 25 recognized campus ministries serving students’ spiritual needs
- a Religious Life Council that promotes an inclusive atmosphere for the pursuit of intellectual and spiritual meaning.

**Commuter Involvement** [http://involvement.rutgers.edu/commuter-involvement/](http://involvement.rutgers.edu/commuter-involvement/)

**International Students** Center for Global Services [http://globalservices.rutgers.edu/](http://globalservices.rutgers.edu/)

and **GAIA Centers for Global Advancement and International Affairs** [http://global.rutgers.edu/about/about-gaia-centers](http://global.rutgers.edu/about/about-gaia-centers)

“For international students and their spouses, Rutgers’ Global Services provide orientation programs, English conversation groups, and a range of other cross-cultural programs, as well as regulation - and insurance - related advisement in the form of workshops, printed materials and web pages, and other media. For international faculty, scholars, and their spouses, Rutgers provides an orientation program offered weekly year-round, individual and group regulatory advisement services, an international women’s group, and a growing number of involvement programs. For academic, research, and administrative units, the coordination of visa petitions and exchange visitor sponsorship procedures, instructional packets and website pages, a series of training programs, and other services are provided.”

**LGBTQ and Allies**

[http://socialjustice.rutgers.edu/](http://socialjustice.rutgers.edu/)

The Center for Social Justice Education and LGBT Communities (SJE) offers educational, social, and leadership development programs and activities for LGBT students, allies, and staff/faculty Liaisons for LGBT students. SJE encompasses co-curricular projects, workshops, and other collaborative programs with academic departments, administrative units, and student organizations.

**Other Resources and Quick Links**

**RU-Info**: [http://ucm.rutgers.edu/about/ru-info](http://ucm.rutgers.edu/about/ru-info)

**Dining Services**: [http://food.rutgers.edu/](http://food.rutgers.edu/)

**RU-Connection**: [http://ruconnection/](http://ruconnection/)

**Parking and Transportation**: [http://parktran.rutgers.edu/](http://parktran.rutgers.edu/)
Educational Pathways SAMPLE Activities and Clusters

We want to encourage you to think critically about the connection between coursework and real world experiences.

Your overall college education might resemble a pathway that includes academic work and co-curricular experiences. Being able to connect and talk about your college career as an integrated set of experiences will be essential for job searches, graduate program applications, and résumés. Your intellectual engagement will also feel more meaningful as you relate it to various aspects of your life, your community, and your world. For example, if you are interested in women’s leadership, you may wish to take courses in Political Science, Women’s and Gender Studies, and/or apply for a seminar through PLEN, Public Leadership and Education Network, live in the LEAD house, and/or apply for the UN Advocacy course. If you are interested in Latin-American or Caribbean Studies, you may major or minor in those areas, get involved in the Center for Latin American Culture (CLAC); join the Latin American Student Organization, (LASO); or LLEGO: The LGBTQQIA People of Color Organization at Rutgers (LLEGO). (That includes A for Allies.) If you want to do community service, check out http://communityservice.rutgers.edu/organizations/. This site is currently a work in progress—so be patient if you don’t find the information right away!

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<td>Leadership</td>
<td>Douglass Governing Council, Red Pines or Douglass Student Recruitment Network, <a href="https://douglass.rutgers.edu/douglass-leadership-opportunities">https://douglass.rutgers.edu/douglass-leadership-opportunities</a>; Public service through campus engagement or the Collaborative <a href="http://engage.rutgers.edu/index.php">http://engage.rutgers.edu/index.php</a>; Leadership programs, <a href="#">Organizational Leadership minor</a>, positions in student groups, social action (combined with Social Justice minor or IWL Scholars Program, <a href="http://iw.rutgers.edu/programs_lsp.html">http://iw.rutgers.edu/programs_lsp.html</a>, WINGS, or independent research); Mentoring and education: Voorhees Mentors Program <a href="https://douglass.rutgers.edu/voorhees-mentor-program">https://douglass.rutgers.edu/voorhees-mentor-program</a>, LEAD House, research in women in politics or feminist leadership and feminist theory coursework through Women’s and Gender Studies; Eagleton Institute Fellows Program, Bonner Leaders Program <a href="http://engage.rutgers.edu/index.php?option=com_content&amp;view=article&amp;id=55&amp;Itemid=38">http://engage.rutgers.edu/index.php?option=com_content&amp;view=article&amp;id=55&amp;Itemid=38</a> Community Service Student Organizations: <a href="http://communityservice.rutgers.edu/organizations/">http://communityservice.rutgers.edu/organizations/</a> Sample courses: “Women in American Politics,” Women and Law, UN Advocacy (by application), <a href="https://douglass.rutgers.edu/opportunities/feminist-advocacy-women-s">https://douglass.rutgers.edu/opportunities/feminist-advocacy-women-s</a></td>
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<td>Global Issues</td>
<td>General Topics, Courses and Themes: Douglass Global programs, <a href="https://douglass.rutgers.edu/global-programs">https://douglass.rutgers.edu/global-programs</a> (Global Village, Global Fellows Program, Global Summit conference); Language/cultural courses, international studies, militarism, immigration, international aid and development, global financial markets, global warming/environmental policy, global literacy, international women’s rights, <a href="https://douglass.rutgers.edu/opportunities/feminist-advocacy-women-s-rights-through-united-nations">https://douglass.rutgers.edu/opportunities/feminist-advocacy-women-s-rights-through-united-nations</a>; women’s health, 16 Days Campaign against Gender-Based Violence <a href="http://16dayscwgl.rutgers.edu">http://16dayscwgl.rutgers.edu</a>; International Student Organization and Friends of UNFPA (see Douglass clubs, <a href="https://douglass.rutgers.edu/douglass-student-clubs-and-organizations">https://douglass.rutgers.edu/douglass-student-clubs-and-organizations</a>; Study Abroad.</td>
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<td>Arts &amp; Creativity; Media and Technology</td>
<td>Programs, Topics, Themes: Art and popular culture (see American Studies coursework), women in the arts (see courses in Women’s and Gender Studies), media studies through the School of Information and Communication, <a href="http://comminfo.rutgers.edu/journalism-and-media-studies/journalism-and-media-studies-department.html">http://comminfo.rutgers.edu/journalism-and-media-studies/journalism-and-media-studies-department.html</a>; women’s literature and creative writing, performance, visual arts, Women and Creativity House (Global Village), Digital Filmmaking major (through Mason Gross), Media and Tech Learning Community (Global Village); journalism and communication majors; student writing for campus publications, RUTV, Rutgers radio stations, Rutgers theater organizations (Cabaret and Livingston theaters); Information technology major, digital communication minor.</td>
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<td>Business and Entrepreneurship</td>
<td>Programs, Topics, Themes: Women and finance; entrepreneurship, micro-lending, marketing, labor studies, women and work, workplace reform; PR, Human Resources, Sustainability/”Green” business practices, women in business leadership programs (see WINGS above). Women BUILD (Business Undergraduates in Leadership Development) <a href="http://www.business.rutgers.edu/womenbuild">http://www.business.rutgers.edu/womenbuild</a> (School of Business)</td>
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<td>STEM</td>
<td>Programs, Topics, Themes: See <a href="https://douglass.rutgers.edu/">The Douglass Project</a> and the Bunting Cobb Residence Hall; Environmental science, Environmental Policy, Institutions and Behavior (SEBS major, “EPIB” or SAS Human Ecology minor); medicine and healthcare, independent research in STEM fields, pharmaceutical research/drug development (pharmacy or chemistry), computer gaming, girls and technology, science/math education; Public Health and education; Douglass Project, WINS –Women in Neuroscience - - <a href="https://douglass.rutgers.edu/events/rutgers-university-women-neuroscience-monthly-seminar">https://douglass.rutgers.edu/events/rutgers-university-women-neuroscience-monthly-seminar</a> contact the Douglass Project.</td>
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<td>Social Justice, Environmental Issues, LGBTQ activism, Pre-Law</td>
<td>Programs, Topics, Themes: Campus activism through involvement in <a href="https://douglass.rutgers.edu/">Social Justice Education</a>, Pre-law, human rights and equality, coursework in race and gender (Women’s and Gender Studies, Africana Studies, Asian Studies, community organizing and advocacy, social work, environmental policies, sciences, or Planning and Public Policy, Education as a Social Science minor, global human rights, critical sexualities minor) and learning community, or <a href="https://douglass.rutgers.edu/douglass-student-clubs-and-organizations">social justice minor</a>; Human Rights house, Public Health, or</td>
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<td>Programs, Topics, Themes: 5 year Teacher Certification with major in area of concentration, or psychology (early childhood and special education); Education as a Social Science minor, certificate in Professional Youth Work (<a href="http://catalogs.rutgers.edu/generated/nb-ug_current/pg855.html">http://catalogs.rutgers.edu/generated/nb-ug_current/pg855.html</a>). Research in psychology along with a psychology major, <a href="http://psych.rutgers.edu/research-opportunities">http://psych.rutgers.edu/research-opportunities</a>. Research through Aresty Research Center <a href="https://aresty.rutgers.edu/">https://aresty.rutgers.edu/</a>. Women and Global Education learning community (<a href="#">Global Village</a>); NAMI (see Rutgers Community Service, <a href="http://communityservice.rutgers.edu/organizations/">http://communityservice.rutgers.edu/organizations/</a>; School of Social work BSW.</td>
<td></td>
</tr>
<tr>
<td>Many students create their own educational paths: these may include a combination of the above areas, intensive research or concentration in a major discipline, or new areas that the students define.</td>
<td></td>
</tr>
</tbody>
</table>

*Honors students should still be encouraged to write about a set of concerns around any of the above areas. However, they will have their own advisor through the honors program or Honors College.

Note that the above areas are **not** static categories that students must adhere to—rather they are suggestions for you to map out your undergraduate education with clusters of related programs! YOU make the connections, however, according to your own thinking.
## Sample Douglass Four Year Experience Options

<table>
<thead>
<tr>
<th>Entering First Year Students</th>
<th>Entering Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Soph. AND/OR Junior Year</strong></td>
</tr>
<tr>
<td>--Take Knowledge and Power</td>
<td>-- (declare major, depending on your school)</td>
</tr>
<tr>
<td>--Join a Student Organization</td>
<td>--Live in or participate in a learning community such as the Global Village</td>
</tr>
<tr>
<td>--look up Aresty Research Assistantships or IWL Scholars Program, depending on GPA and/or your interests</td>
<td>--Take on a leadership position within a student organization</td>
</tr>
<tr>
<td>--Attend Major Fair</td>
<td>--Participate in PLEN, IWL, or Service Learning through the Collaborative</td>
</tr>
<tr>
<td>--Apply for a learning community/Global Village</td>
<td>--explore Aresty Research Assistantships or IWL Scholars Program; apply for WINGS if interested in professional development or other leadership training opportunity</td>
</tr>
<tr>
<td>--Attend Career Development Conference</td>
<td>--Attend Career Development Conference</td>
</tr>
<tr>
<td>--Go to Career Services to jumpstart work on resume, exploring careers, internships, and job search skills</td>
<td>--Continue to use Career Services for Career Fairs and information about job-search skills</td>
</tr>
<tr>
<td>--Learn about Global Fellows Program</td>
<td>--explore graduate programs</td>
</tr>
<tr>
<td>--Apply to be a Voorhees Mentor</td>
<td>--do an externship</td>
</tr>
</tbody>
</table>

Transfer students may undertake the following throughout sophomore, junior, or senior years, and follow suggestions on the left. Starting with the first year course, Knowledge and Power, 988:130.
learn how to use social media as job-search tool
--Complete senior research
--Explore graduate school options and learn about/pursue testing (GRE’s, GMAT’s, MCATS)
Useful Technology

**Electronic Degree Audit**
Electronic Degree Audit: see [http://nbdn.rutgers.edu/](http://nbdn.rutgers.edu/)

**Students can log in and review status toward the completion of degrees.** If they browse programs in the degree audit, “search programs,” they can select a major and see how many courses they would need toward completion of any given major or program, including degree programs at other schools. See the school dean or major/minor advisors for confirmation of degree completion.

**Rutgers Advising Contacts at Undergraduate Schools**
For information about your degree requirements and academic policies, you will need to contact the following, according to your school of enrollment:

**School of Engineering**
[http://soe.rutgers.edu/oas/advising](http://soe.rutgers.edu/oas/advising)
Advising Contacts by year

**School of Business**
[http://www.business.rutgers.edu/](http://www.business.rutgers.edu/)
Advising: [http://business.rutgers.edu/undergrad-new-brunswick/current-students/advising](http://business.rutgers.edu/undergrad-new-brunswick/current-students/advising)

**School of Pharmacy**
732/445-2675
[http://pharmacy.rutgers.edu/content/academic_services](http://pharmacy.rutgers.edu/content/academic_services)

**School of Nursing**
Denise R. Santangelo
732-932-1738
santange@rutgers.edu
[http://nursing.rutgers.edu/students/index.html](http://nursing.rutgers.edu/students/index.html)

**School of Management and Labor Relations**
Student Advisor: Amy Marchitto

amarchitto@work.rutgers.edu
848-932-8559 [http://smlr.rutgers.edu/](http://smlr.rutgers.edu/)

**Mason Gross School of the Arts**
Visual Arts: 732-932-2222, Frances Maxwell x 797 or Jose Velez x 790
Music: Lois Fromer 732-932-9190
Dance: Anne Marie Francis 732-932-8497
Theatre: Barbara Harwanko 732-932-9891 x10
[http://www.masongross.rutgers.edu/](http://www.masongross.rutgers.edu/)

**School of Arts & Sciences**
frosh@sas.rutgers.edu (first years only)
transfers@sas.rutgers.edu (transfers only)
Note: SAS has an office on all campuses. The Douglass Office is 104 College Hall, 732-932-9729. Other sites can be found on web.
[http://sasundergrad.rutgers.edu/](http://sasundergrad.rutgers.edu/)

**School of Environmental & Biological Sciences (SEBS)**
Dean Richardson (first year students) or Dean Andrew (transfers).
Room 205 Martin Hall, 732-932-3000 x512
[http://sebs.rutgers.edu](http://sebs.rutgers.edu)
Douglass Staff Mentors
See website for our bios and hours! https://douglass.rutgers.edu/meet-your-mentors

Margot Baruch: mbaruch@echo.rutgers.edu
Gwendolyn Beetham Gwendolyn.beetham@echo.rutgers.edu
Beth Bors bbors@echo.rutgers.edu
Keisha Dabrowski kdab@echo.rutgers.edu
Amanda Hardie: amanda.hardie@echo.rutgers.edu
Gretchen Heaton gretchen.heaton@echo.rutgers.edu
Michelle Jefferson: jeffermi@echo.rutgers.edu
Jeremy LaMaster : j.lamaster@rutgers.edu
Ife Meadows: imeadows@echo.rutgers.edu
Rebecca Reynolds: reynold@echo.rutgers.edu
Amanda Roberti, PLEN@echo.rutgers.edu
Merylou Rodriguez, merylou.rodriguez@rutgers.edu
Nicole Wodzinski, Nicole.Wodzinski@Rutgers.edu

Pre-Health and Pre-Law Advising

Pre-Health Advising
Health Professions Office, Busch Campus
Nelson Biological Labs, Room A207
Phone: 732-445-5667
http://hpo.rutgers.edu/

Pre-Law Advising
https://undergraduate.rutgers.edu/for-students/student-resources/pre-law-advising

General Education Requirements for Undergraduate Schools

For general reference, you may wish to consult:

- SAS: http://sasundergrad.rutgers.edu/academics/requirements
- SEBS: http://catalogs.rutgers.edu/generated/nb-ug_current/pg641.html
- MGSA: http://www.masongross.rutgers.edu/departments
- Pharmacy: http://pharmacy.rutgers.edu/content/academic_services
- Engineering: http://soe.rutgers.edu/oaar
- Nursing: see BS Curriculum New Brunswick: http://nursing.rutgers.edu/academics/bsn/
Links and Eligibility Requirements for Pre-Med, Professional Schools Majors and Teacher Certification

- **Pre-Med** office: [http://hpo.rutgers.edu/](http://hpo.rutgers.edu/) Recommended courses, and other info, for students considering pre-med: [http://hpo.rutgers.edu/faqs](http://hpo.rutgers.edu/faqs)
- **Bloustein School**: Majors in Public Health, and Planning and Public Policy: [http://policy.rutgers.edu/academics/undergrad/](http://policy.rutgers.edu/academics/undergrad/)
- **Graduate School of Education**: offers Teacher Certification Programs: [http://gse.rutgers.edu/academic-programs](http://gse.rutgers.edu/academic-programs)
- **School of Management and Labor Relations**: offers major in Labor Studies: [http://smlr.rutgers.edu/](http://smlr.rutgers.edu/)
- **School of Communication, Information, and Library Studies**: majors in Communication, Journalism, and Information Technology and Informatics: [http://comminfo.rutgers.edu/](http://comminfo.rutgers.edu/)
Student Support Services

Academic Integrity Policy
http://academicintegrity.rutgers.edu/

Academic Help: Learning Centers (Academic Coaching and Tutoring)
http://lrc.rutgers.edu/
Cook/Douglass Campus, Loree Building, Room 124
Busch Campus, ARC Building, Room 322
College Avenue Campus, Kreeger Learning Center

Personal Problems; Counseling and Psychological Services (CAPS) *
http://rhscaps.rutgers.edu/
848-932-7884 to set up appointments to begin counseling

Health Services & Counseling Services:
While there is no replacement for going in person to set up a counseling session, there are personal online assessments (no one sees them but you) available for students who are concerned that they may have a problem:
See self help page: http://rhscaps.rutgers.edu/self-help

Health Problems: General Health Services
http://health.rutgers.edu/
For appointments, call: 848-932-7402
Website allows you to make online appointments as well!

Vaccine and immunization questions - including immunization hold
http://rhsmedical.rutgers.edu/services/immunizations

Alcohol and other Drug Assistance Program for Students
http://rhscaps.rutgers.edu/
848-932-7884

Office of Disability Services for Students: https://ods.rutgers.edu/
If any student has either a chronic or short term disability, including a learning disability, mental health issue, physical condition, severe allergy, injury, or illness that MIGHT affect your academic or residential experience, or if you have any mobility concerns, you must make sure to check in with the Office of Disability Services. This is very important! You should do so when enrolling in September or in the summer. Students will not get retroactive accommodations if, for example, a problem flares up suddenly mid-semester! Thus you must request assistance when you first register. (OR, if you become injured or otherwise impaired, short or long term.)

* If you aren’t sure whether you have a personal problem but are experiencing difficulties, see website or set up an appointment just to talk to someone initially. Many students aren’t aware that they can solve their problems through talking to objective professionals as opposed to friends or family members, especially if it is a sensitive matter, or you just don’t feel right, emotionally. Sessions are free and confidential. You may start by talking to an advisor or peer advisor if you aren’t sure where to go. Don’t be embarrassed if you have a problem – we have all had problems!
Office Location & Hours of Operation:
Lucy Stone Hall, Livingston Campus
54 Joyce Kilmer Ave., Suite A145
Piscataway, NJ 08854-8045
**Hours:** Monday through Thursday, 8:30 AM until 5:00 PM • Friday 8:30 AM until 4:30 PM
**E-mail Address:** dsoffice@rci.rutgers.edu
**Phone:** (848) 445-6800 • **Fax:** (732) 445-3388
1-800-852-7899 (TTY only)
1-800-852-7897 (voice only)

LGBTQ Student Support:
Center for Social Justice Education and LGBT Communities
http://socialjustice.rutgers.edu/
Sign up for Q-nected e-News: http://socialjustice.rutgers.edu/getting-involved
Contact: sje@echo.rutgers.edu
Phone: 848-445-4141

General Rutgers Offices and Student Services—Contact Info

**RU INFO**
RU Info is an information source at Rutgers University that helps students with any questions that they may have. This is an excellent way to get fast information.
Telephone: Call: 732-445-info (4636)
RU INFO service hours: Monday-Friday 8:30 a.m.-8:30 p.m.
Saturday & Sunday: 10:00 a.m.-4:00 p.m.
Summer: 8:30 a.m.-5:00 p.m.

**MyRutgers**
My.Rutgers.edu is a web portal that provides students with a ton of information. This website is not only a tool for doing web searches but it also provides students with a profile based on their information stored at Rutgers. Some of the things that students can do is find out their grades, look at their schedule, view course offerings, check dining menus, view term bills/Financial Aid information, and view their personal profile.

**Career Services**
careerservices.rutgers.edu
Administrative Office
56 College Avenue, College Avenue Campus
732-932-1557 (Fax)

**Financial Aid**
http://studentaid.rutgers.edu/
620 George Street, College Avenue Campus
Phone: 732-932-7057, Fax: 732-932-7385
And
**Student Accounts**, Billing and Cashier’s Office (re: term bills)
http://studentabc.rutgers.edu/
Housing
http://ruoncampus.rutgers.edu/
Phone: 732-932-1001
Fax: 732-932-1014

Get Involved (Student Life)
http://getinvolved.rutgers.edu
Find out about the hundreds of student organizations at Rutgers—or start your own!

University College Community:
http://ucc.rutgers.edu/
ALL kinds of great resources for non-traditional aged students, including list of “adult friendly majors.”
Your Notes and Lists Pages

Notes and Checklists: You may do all, some or a few of the below. These are suggestions meant to help guide you and structure experiences that will enable you to grow academically, intellectually, and personally. There are many opportunities at Rutgers for building your résumé or preparing for graduate study. Continue to check in with a Douglass Mentor about program opportunities. You should participate in the Career Development Conference at Douglass all four years for information and networking, and check in with Career Services at least once a year, beginning in your first year (see their Career and Internship guide). The sooner you begin, the less anxious you will be by the time you graduate!
First Year Actions:

- Knowledge and Power: list outside programs attended, list most interesting plenary or course discussions. Topics or discussions that interested you the most:

- Met with Douglass Mentor to discuss resolutions, plans and possibilities and/or concerns. Notes:

Checklist (all or any that apply):

- Activity Fair, College Ave. ___
- Major Fair (look for announcements) ___
- Career Development Conference ___
- Visited Career Services to begin working on resume and internship searches ___
- Participated in programs (name) and/or got involved on campus ___
- Joined Student organization ___
- Housing: Applied for special programs or learning communities (recommended) ___
- If interested in research, applied for Research Assistantship through Aresty ___
- Took advantage of wellness program and/or Rec Services ___

Explored other programs: ________________________________

Resources:

Second Year Actions:

New Year Resolutions:____________________________________________

* Met with Douglass Mentor to discuss resolutions, plans and possibilities and/or concerns. Notes:

* Visited Career Services to continue working on resume and internship searches. Notes:

* Campus Involvement/Student organizations. List:

* Learning communities (if relevant) or Study Abroad (application or study):

* Attended programs, workshops lectures. List:

* Declared Major(s) (if relevant) and minor(s) (if relevant)___
  * If interested in research, applied for Research Assistantship through Aresty
    o or wrote research paper that was especially interesting! (Topic(s):________________)

Resources:

**Junior Year Actions:**

- **New Year Resolutions:**

- **Met with Douglass Mentor to discuss resolutions, plans and possibilities, careers, and/or concerns. Notes:**

- **Visited Career Services to continue working on resume and internship searches. Notes:**

- **Checklist (all or any that apply):**
  - Campus Involvement/Student orgs. ___
  - Learning communities (if relevant) or Study Abroad ___
  - Attended programs, workshops lectures (list those of most interest) ___
  - Participated in Special programs, research, organizations, campaigns (list) ___
  - Took on a leadership position in student or community org ___
  - Prepared for senior research ___

**Resources:**

Senior Year Actions:

- New Year Resolutions:____________________________________________

- Met with Douglass Mentor to discuss resolutions, plans and possibilities and/or concerns and CAREERS (including grad school). Notes:

- Visited Career Services early in the year to explore jobs and find out about career fairs. Notes:

- Worked on final résumé and cover letters, attended career workshop. Notes:

- Attended at least one networking event or Career Fair. Notes:

- Explored careers and workplaces via internet or networking___
- Found job listings on websites of interest____
- Joined student chapters of Professional organizations (where possible)___
- Followed companies on social networking (Facebook and LinkedIn)___
- Created personal website or blog; checked online presence___
- http://lifehacker.com/5963864/how-to-clean-up-your-online-presence-and-make-a-great-first-impression