

INTRODUCTION TO HEALTH DISPARITIES

10:832:212:03 Fall 2023

Heldrich Science Building HSB-204, Wednesdays 2 – 5 pm

Instructor: Dr. Sharifa Z. Williams
Assistant Professor
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Office Hours: *By appointment, please email to confirm.*

Class credit hours: 3

CLASS WEBSITE: <https://canvas.rutgers.edu/>

Class Cancellations: Please check the [Rutgers University, New Brunswick Campus website](https://www.rutgers.edu/) for any announcements regarding cancellation of classes. I will email the class as soon as I become aware of any cancellations or if I decide to cancel class.

COURSE CATALOG DESCRIPTION

Investigation of how important social characteristics – primarily those based on race/ethnicity, nativity status, socioeconomic status (SES), and gender – contribute to health inequities for vulnerable populations.

COURSE SUMMARY

The overarching goal of this course is to provide a broad overview of health disparities in the United States, with a primary focus on health inequities structured by four key characteristics – race/ethnicity, nativity status, socioeconomic status (SES), and gender. Because social justice is a fundamental goal of public health, it is crucial to understand which groups are at highest risk of developing poor health outcomes in order to better inform health and health policy interventions.

CORE COMPETENCIES ADDRESSED IN THIS COURSE

Successful completion of this course satisfies one of our program competencies as so designated for the Council on Education for Public Health, the accrediting agency for undergraduate public health majors. After completing this course, students will:

Program Competency #2: *Analyze how social determinants impact health disparities in different populations.*

Capstone essay on Health Disparities: *Students pick one race/ethnicity-specific target group studied in the course and write an essay on that population as compared to Non-Hispanic White population using course materials (readings, films, lectures). Students are allowed to select gender-specific target and comparison groups. The essay should discuss three health indicators and identify social determinants contributing to the disparities between the selected groups.*

COURSE LEARNING OBJECTIVES AND ASSESSMENT

By the end of the course, students should be able to:

- Think critically about how both social determinants of health and social determinants of equity (systems of power such as racism, sexism, and anti-immigrant hostility) produce poor health outcomes for vulnerable communities.
- Effectively learn how to read and interpret scientific data and trends.
- Understand the tension between individual behaviors and social/ecological context, using the constrained choices framework.
- Articulate how chronic stress shapes biological risk factors for health and illness.
- Confidently articulate the main health problems faced by each race/ethnic group.
- Understand the nature of various health paradoxes (i.e., immigrant health paradox, Hispanic/Latino mortality paradox).
- Understand the role of history, including the role of U.S. governmental policies in producing contemporary health patterns.

EMAIL POLICY

E-mail is the best way to reach me. Please use the email listed on the course syllabus to contact me. Do not contact me on Canvas.

Regardless of the purpose, I am happy to correspond by e-mail within the following guidelines:

1. Please use an email account that lists your name as the sender. Include an informative subject with the course name (i.e., "Health Disparities question") and make sure your full name is included in the text of the e-mail.
2. I will only use your registered email address to send you email. It is your responsibility to check this account for important course updates/announcements. If you send me email from another account, I will respond to that account but will not send other email/class announcements to that address.
3. Avoid emailing me less than 24 hours before exams or deadlines with last-minute substantive questions about class material. Try to plan ahead.
4. Allow 24-48 hours for a response from me. Please feel free to email again 48 hours after the initial email (excluding weekends) if I have not yet responded. I won't mind.

Course Communication: I expect students to regularly access their Rutgers e-mail and/or the course website at canvas.rutgers.edu. Important information will be disseminated to your Rutgers account (unless you change your e-mail address through the Rutgers system) and will be posted on the Canvas course website. You are responsible for reading and adhering to all information included in the Canvas announcements. As such, please be sure that your Canvas settings are set to send you email and/or push notifications so you do not miss anything important.

COURSE ASSESSMENT

This course uses a combination of individual and group work, examinations, a course essay, and course attendance/participation to assess student mastery of the course learning objectives.

CLASS MATERIALS

There is no required textbook for this course. This course relies solely on journal articles, government reports, and films to provide the most contemporary information within a rapidly changing sociopolitical climate.

I will provide outlines and/or Power Point slides as a courtesy to you, in order to help you master the material and follow along in class instead of taking notes furiously. The outlines/slides are NOT meant to be a replacement for attending class or engaging fully in class.

REQUIRED READINGS AND FILMS

These materials (or URLs by which to access them) will be available on the course Canvas site.

*****In lieu of buying a book, you may be required to rent films on various streaming services***

Complete required readings prior to the assigned class and before completing the week's assignment. If you have difficulty accessing films via links on the course Canvas site, films "Unnatural Causes: Is Inequality Making Us Sick?" and "Race: The Power of an Illusion" can be streamed online from the RU Libraries website with a valid RU login. To access the films, please go to: <http://www.libraries.rutgers.edu/> and search for the film. Click and log in with your NetID and password. This should take you to a "Films on Demand" website that is hosting the film. Please contact the library if you are having difficulties accessing these materials.

The vast majority of other short films/film clips are available online free of charge, though a few will require membership or a modest rental fee (e.g., Netflix, Amazon Prime). *Please explore the free one-week trials that are often available.*

COURSE OVERVIEW - WEEKLY TOPICS, READINGS, AND RESOURCES

CLASS	DATE	TOPIC	READINGS AND RESOURCES
1	Wednesday, September 6	Epidemiology of Health and Illness / Demographic Profile of the United States	<u>Required Readings:</u> <ol style="list-style-type: none"> Shrestha, Laura B. and Elayne J. Heisler. 2011. "The Changing Demographic Profile of the United States. (pp. 1-22 primarily; skim pp. 23-30)" <i>Congressional Research Service</i>. Rose, Patti R. 2017. "Health Disparities: The Meaning and a Historical Overview." Pp. 4-21 in <u>Health Disparities, Diversity, and Inclusion</u>.
2	Wednesday, September 13	"Race" as a Social Construct	<u>Required Readings:</u> <ol style="list-style-type: none"> LaVeist, Thomas A. 2005. "Historical Aspects of Race/Ethnicity and Health." Chap 1 (Pp. 7-12) in <u>Minority Populations and Health</u>. LaVeist, Thomas A. 2005. "Conceptual Issues in Race/Ethnicity and Health" Chap 2 (Pp. 15-29) in <u>Minority Populations and Health: An Introduction to Health Disparities in the United States</u>. <u>Required Films:</u> <ol style="list-style-type: none"> "The Differences Between Us" (Part 1, <u>Race: The Power of an Illusion</u>; 55 min) **in-class viewing "Skin Color is an Illusion" – TED Talk by Nina Jablonski, PhD (14 min) **in-class viewing
3	Wednesday, September 20	Black Americans: Demographic, Socioeconomic, and Health Profile	<u>Required Reading:</u> <ol style="list-style-type: none"> Geronimus, Arline T. 2006. "Weathering and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States." <i>American Journal of Public Health</i> 96:826-833. <u>Required Films:</u> <ol style="list-style-type: none"> "The Story We Tell" (<u>Race: The Power of an Illusion</u>; 57 min) **in-class viewing "When the Bough Breaks" (<u>Unnatural Causes: Is Inequality Making Us Sick?</u>; 30 min) **in-class viewing
4	Wednesday, September 27	American Indians/Alaska Natives: Demographic, Socioeconomic, and Health Profile	<u>Required Readings:</u> <ol style="list-style-type: none"> Mohatt, Nathaniel Vincent, Azure B. Thompson, Nghi D. Thai, and Jacob Kraemer Tebes. 2014. "Historical Trauma as Public Narrative: A Conceptual Review of How History Impacts Present-Day Health." <i>Social Science & Medicine</i> 106: 128-136. <u>Required Film:</u> <ol style="list-style-type: none"> "Bad Sugar" (<u>Unnatural Causes: Is Inequality Making Us Sick?</u>; 29 min) **in-class viewing
5	Wednesday, October 4	Hispanics/ Latinx: Demographic, Socioeconomic, and Health Profile	<u>Required Readings:</u> <ol style="list-style-type: none"> Teruya, Stacey A. and Shahrzad Bazargan-Hejazi. 2013. "The Immigrant and Hispanic Paradoxes: A Systematic

			<p>Review of Their Predictions and Effects.” <i>Hispanic Journal of Behavioral Sciences</i> 35(4), 486-509.</p> <ol style="list-style-type: none"> 2. Krogstad, Jens Manuel and Ana Gonzalez-Barrera. 2019. “Key Facts About U.S. Immigration Policies and Proposed Changes.” <i>Pew Research Center</i>. 3. Goldman, Noreen. 2016. “Does the ‘Hispanic Paradox’ Still Exist?” Report by Princeton University. 4. Goldman, Noreen. 2016. “Will the Latino Mortality Advantage Endure?” <i>Research on Aging</i> 38(3), 263-282. <p><u>Required Film:</u></p> <ol style="list-style-type: none"> 1. “Becoming American” (<u>Unnatural Causes: Is Inequality Making Us Sick?</u>; 29 min) **in-class viewing
6	Wednesday, October 11	Asian Americans and Native Hawaiians/Other Pacific Islanders: Demographic, Socioeconomic, and Health Profile	<p><u>Required Reading:</u></p> <ol style="list-style-type: none"> 1. Tseng, Winston. 2009. “Social, Demographic, and Cultural Characteristics of Asian Americans.” Pp. 23-36 in <u>Asian American Communities and Health: Context, Research, Policy, and Action</u>. 2. Sandlil, Riddhi and Ranjana Srinivasan. 2018. “South Asian American Health: Perspectives and Recommendations on Sociocultural Influences.” Pp. 95-118. in <u>Biopsychosocial Approaches to Understanding Health in South Asian Americans</u>. Eds.: Marisa J. Perera and Edward C. Change. Springer. 3. Stafford, Stephen. 2010. “Caught Between ‘The Rock’ and a Hard Place: The Native Hawaiian and Pacific Islander Struggle for Identity in Public Health.” <i>American Journal of Public Health</i> 100(5): 784-90. <p><u>Required Film Viewing:</u></p> <ol style="list-style-type: none"> 1. “America By the Numbers: Pass or Fail in Cambodia Town” (30 min) **in-class viewing 2. “Collateral Damage” (<u>Unnatural Causes: Is Inequality Making Us Sick?</u>; 29 min) **in-class viewing
	Wednesday, October 18		<u>MIDTERM EXAM (via Canvas)</u>
7	Wednesday, October 25	Social Determinants of Health (SDOH): Overview, Social Position	<p><u>Required Reading:</u></p> <ol style="list-style-type: none"> 1. Paula Braveman, Susan Egerter, David R. Williams. 2011. “The Social Determinants of Health: Coming of Age” <i>Annual Review of Public Health</i> 32:381-98 2. Introduction & Fact 1, “Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.” (MacArthur Foundation, pp. 4-15) <p><u>Required Films:</u></p>

			1. “Place Matters” (<u>Unnatural Causes: Is Inequality Making Us Sick?</u> ; 29 min) **in-class viewing
8	Wednesday, November 1	SDOH: The Social and Material Environment	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> 1. Facts 2 & 3, “Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.” (MacArthur Foundation, pp. 16-22) 2. Velasquez-Manoff, Moises. 2013. “Status and Stress.” <i>New York Times</i>. 3. Frakt, Austin. 2019. “Does Your Education Level Affect Your Health?” <i>New York Times</i>. <p><u>Required Films:</u></p> <ol style="list-style-type: none"> 1. “In Sickness and Wealth” (<u>Unnatural Causes: Is Inequality Making Us Sick?</u>; 56 min) **in-class viewing
9	Wednesday, November 8	SDOH: Discrimination and Health	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> 1. Facts 6 - 8, “Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.” (MacArthur Foundation, pp. 30-41) 2. Austin, Algernon. 2013. “The Unfinished March: An Overview.” <i>Economic Policy Institute</i>. OR 3. Pew Research Center. 2013. “King’s Dream Remains an Elusive Goal: Many Americans See Racial Disparities.” <p><u>Required Films:</u></p> <ol style="list-style-type: none"> 1. The Urban Health Institute Lecture (Bloomberg School of Public Health) “Going Beyond Race: The Impact of Racism on Health” (Camara P. Jones, MD, PhD).” **in-class viewing
10	Wednesday, November 15	SDOH: Topics related to Sex and Gender.	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> 1. Susan P. Phillips 2005 “Defining and measuring gender: A social determinant of health whose time has come.” <i>International Journal for Equity in Health</i> 4: 11
	Wednesday, November 22		<p>No Class <i>Rutgers Changes in Designation of Class Days 11/21 or 11/22</i></p>
11	Wednesday, November 29	SDOH: Health Knowledge, Attitudes, and Behaviors	<p><u>Required Readings:</u></p> <ol style="list-style-type: none"> 1. Facts 4 & 5, “Reaching for a Healthier Life: Facts on Socioeconomic Status and Health in the U.S.” (MacArthur Foundation, pp. 23-29) 2. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). “The Scope of Health Behavior.” <i>Health behavior and</i>

			health education: Theory, research, and practice (4th ed.). Jossey-Bass: Chapter 1.
12	Wednesday, December 6	SDOH: Health Care Access	<u>Required Readings:</u> 1. Gulliford M & Morgan M (Eds.). (2003). “Meaning of access in health care.” Access to Health Care. Routledge: Introduction
13	Wednesday, December 13	Public Health Professionals: Where Do We Fit? Capstone Essay Due!	<u>Required Films:</u> 1. “How Childhood Trauma Affects Health Across a Lifetime” – TED talk by Nadine Burke Harris, MD, MPH (15 min) **in-class viewing
<u>FINAL EXAM</u>			See Rutgers University Final Exam Schedule <i>The Final Exam will be administered via Canvas</i>

COURSE GRADING AND EVALUATION CRITERIA

Grading Rubric

To achieve a high grade in this course, students must regularly attend class, read the assigned readings (and watch any assigned films) before the class in which they will be discussed, participate in weekly class discussions, complete course assignments and Capstone essay in a timely fashion, and perform well on exams.

Grades will be determined on the basis of:

Course attendance, engagement, and participation

Individual Assignments.....	15%
In-class Attendance/Participation.....	10%
Group Assignments.....	10%

Exams

Midterm Exam.....	25%
Final Exam.....	25%
Capstone Essay.....	20%

There are NO extra credit opportunities for this class. Please do not request extra credit.

Grades are **earned**. Please do not ask me to reconsider grades I have assigned. Saying that you “really worked hard in this class” does not mean that you have earned an A. Needing a good grade to graduate or be removed from academic probation or to be admitted into medical school are also not sufficient arguments to debate a grade. You are welcome to attend office hours throughout the semester for feedback on how to improve your grades.

Grade/Numerical Equivalents

Grades represent the level of quality of the student's performance measured against standards of knowledge, skill, and understanding as evaluated by the instructor. Grades are reported to the university registrar at the end of the semester by the following symbols:

A	=	90-100
B+	=	85-89
B	=	80-84
C+	=	75-79
C	=	70-74
D	=	60-69
F	=	59 and lower

* Final grades are rounded up at 0.5 (i.e., 89.5% will be rounded to an A; 89.4% is a B+).

COURSE POLICIES AND EXPECTATIONS

Assignments, exams, and the Capstone essay are based on the course materials including lecture notes, readings, films, and in-class discussions. You may use the course materials including lecture slides, readings, films, and your personal notes to complete course assessments. **You may not work with other students or rely on Google or other unapproved internet sources for course assessments. You will be required to complete an honor code pledge acknowledging your understanding of these restrictions before initiating each course assessment.**

Assignments: Please attempt each assignment *after* preparing, e.g., completing the required reading or review of course materials. You will only have one attempt to complete each assignment. You should attempt all assignments, even if you do not feel fully prepared. It is impossible to get appropriate feedback unless you attempt the assignment. **There will be 5 individual assignments and 2 group assignments.**

Assignments will typically be due the evening prior to class at 11:55pm. Access to assignments will close automatically and cannot be taken after that time. There are no exceptions to this rule, for any reason. Please complete any device/system updates, check that you have sufficient charge and internet connection on your device, and sufficient time and the appropriate environment before beginning your work. I cannot re-open an assignment once you begin, for any reason (including technical or personal reasons). Please do not request additional time to complete an assignment due to technical difficulties or other personal reasons, as I cannot honor those requests.

Attendance and participation: Attendance will be taken at each class session and there are graded in-class activities. All students are required to arrive on time to class sessions and be in attendance for the full session. Cell phones must be turned off or set to vibrate/silent. No phone calls and excessive texting are allowed in the class. **You are not permitted to audio or video record class session(s) without written permission from the instructor.**

You are responsible for accessing (and/or printing) all relevant materials for class. Course materials for each session are either directly available via the course Canvas site or are listed on the syllabus for you to access via Rutgers Libraries or steaming/rental services. Hard copies of course materials will not be provided in class. You are expected to have prepared for class by engaging with (i.e., reading/watching and thinking about) assigned

course materials prior to class, as indicated. Your informed discussions during class will greatly improve your performance on course assessments.

This course only has thirteen (13) sessions. You are allowed one (1) excused absence. Use it wisely, i.e., save this for a real unexpected occurrence such as illness. Students are responsible for planning and determining how they will access course materials from any missed session. Requests for excused absence must be made in writing by e-mail to the instructor and reported via <https://sims.rutgers.edu/ssra/>. Notification must take place before the absence.

Exams: The exams are timed and will be administered online via Canvas. You will not be allotted extra time for exams unless you have presented evidence of this need prior to the exam via Rutgers University Student Services/Affairs.

Capstone Essay: The Capstone Essay is due on the day of the final class as indicated in the Course Syllabus. You will submit your essay via Canvas. This essay will be used to assess the following program-level competency, which is associated with our Health Disparities course:

Program Competency #2: *Analyze how social determinants impact health disparities in different populations.*

Capstone essay on Health Disparities: *Students pick one race/ethnicity-specific target group studied in the course and write an essay on that population as compared to Non-Hispanic White population using course materials (readings, films, lectures). Students are allowed to select gender-specific target and comparison groups. The essay should discuss three health indicators and identify social determinants contributing to the disparities between the selected groups.*

Guidelines: In this essay, students are expected use knowledge gained from course materials to examine how the complexities of social determinants impact health disparities between target groups studied in the course.

For this assignment, pick one race/ethnicity-specific target group (or race/ethnicity and gender-specific target sub-group) studied in the course and write an essay on that population as compared to Non-Hispanic Whites group (or Non-Hispanic White sub-group) using the materials presented in the course including lectures, required readings, and films. The target groups to select from include:

- Non-Hispanic Black (African American, Afro-Caribbean, African)
- Hispanic/Latino
- American Indian/Alaskan Native
- Asian/Native Hawaiian or other Pacific Islanders

Gender specific sub-groups within a race/ethnicity can be selected. In at least five substantial paragraphs and in college-level English, your essay should include each of the following:

- Selected groups' current health profile as a basis for the comparison
 - Three health indicators (e.g., mortality, prevalence of health condition, and/or psycho-social indicator(s) of well-being) as evidence of the disparities between the selected groups
 - Sufficient detail on the indicators such as by gender and age

- Discussion of social determinants (e.g., historical, socioeconomic, and/or political) contributing to the described health indicators

Please cite course materials in a separate page, following an acceptable style-guide. Outside sources are not permitted for this assignment without prior approval.

Essay Grading rubric:

Category	Explanation	Points
Identification of key issues for target group	<ul style="list-style-type: none"> • Does the essay clearly identify (and describe) the selected target group? • Does the essay make clear comparisons between the selected target and Non-Hispanic Whites? • Was data used to illustrate and support the three indicators of health disparities? • Are the key issues pertaining to disparities and the social determinants of health addressed in adequate depth and detail? 	0 – 40 points
Effective use of course materials	<ul style="list-style-type: none"> • Were an adequate number and variety of course sources used for the essay? • Are the references sufficient to support the key points? • Do the references to course materials appear in standard format? 	0 – 40 points
Writing quality	<ul style="list-style-type: none"> • Does the essay have the correct spelling, grammar, and syntax throughout? • Is it well organized, with an introduction, conclusion, and transitional sentences? 	0 – 20 points
Total points		100

*******Important Note*******

Collaboration on course assessments is strictly prohibited.

All students will be required to sign an honesty pledge for each course assessment.

Any instances of cheating on course assessments will be immediately reported to the University's Office of Academic Integrity.

Academic Integrity Policy

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters.

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

All students are required to familiarize themselves with the university's full policy on academic integrity. Please see the Rutgers Academic Code and Academic Oath at: <http://academicintegrity.rutgers.edu/>

Helpful Rutgers tutorials on the subjects of academic integrity and plagiarism are found at:

<http://sccweb.sccnet.rutgers.edu/douglass/sal/plagiarism/Intro.html> and

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/> and

http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml

Please see the Rutgers Academic Code and Academic Oath at: <http://academicintegrity.rutgers.edu/>

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodation, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations you need as early in the course as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

LIBRARY AND OTHER RESOURCES

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started. The librarian who specifically supports the Bloustein School is Julia Maxwell at Alexander Library:

Julia Maxwell, MSI, MA Ed (she/her)

Social Sciences Librarian

Rutgers - New Brunswick | Alexander Library

julia.maxwell@rutgers.edu | julia-maxwell.com

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help; for information, check <http://lrc.rutgers.edu>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/index.html>.

Bloustein offers help with a variety of technology problems. For technology assistance at Bloustein, visit: <http://policy.rutgers.edu/its/helpdesk/contact.php>

Students are expected to take the initiative to become aware of Rutgers University and Bloustein policies regarding their academic work. See www.rutgers.edu/academics/catalogs for the overall Rutgers catalog and the Bloustein website, including course descriptions and details about all degree programs: <http://ejb.rutgers.edu>. For Rutgers Undergraduate Professional Schools Academic Policies (including Bloustein), see <http://policy.rutgers.edu/academics/undergrad/ProfSchoolsPoliciesMarch2012.pdf>