

Dance History Online: World Survey

07:206:431:90

Semester/Year: Spring 2021

Modality: Online

Instructor: Darrah Carr, Ph.D., MFA

Virtual Office Hours: By appointment - please email to arrange a time

Email: Use course email (inbox icon in red navigation bar to the left)

Course Description:

**This course is based on Dr. Jeff Friedman's course "Dance History: World Survey." The online version is designed to be fully commensurate with his face to face version.*

This is a survey course designed to introduce students to the dance practices of pre-historic peoples to the early part of the 20th century. We will cover the following area and themes:

- Agricultural and hunting/gathering people's ritual dances/aspects of collecting evidence for dance
- Ancient Aboriginal/Native American and Greek dance/mimesis and its role in dancing
- Etruscan, Roman and Byzantine dance/the role of war training as a theme for dance
- Medieval, Renaissance and Baroque dance/the role of politics in dance
- Early romantic ballet and the Russian ballet/the role of gender issues in dance
- African dance and African American diasporic dance, includes Haiti *voudoun*/Brazilian Capoeira
- Asian dance forms including South Asian Indian, Philippine, Balinese, Korean, Japanese dance
- Oceania and Polynesian dance forms including Hawaiian hula, Tahitian, Australian Aboriginal and New Zealand Maori dance forms

Course Goal:

My goals for this class are to introduce you to a broad cross-section of world dance through both description and current theories contextualizing the study of those dance practices. My hope is to whet your appetite for further exploration of some of these dance forms in more depth. We will explore dance through a variety of media including: readings, photos, videos, and oral histories.

By the end of this course, students will be able to:

1. Recognize a variety of world dance practices from the history of Western Theater dance, African and African diasporic dance, and Asia
 1. Appreciate the embodied practices of world dance practices as a legitimate form of research inquiry and presentation of that inquiry
 2. Organize those dance practices along a general world history time-line
 3. Understand a variety of important print text and vidoographic representations of world dance practices
2. Understand world dance practices as related to and shaping of their social, cultural and historical contexts
 1. Understand and articulate the role mimesis plays in the generation, cultivation and presentation of world dance in a variety of time periods and locations.
 2. Understand and articulate the role political power plays in the generation, cultivation and presentation of world dance in a variety of time periods and locations.
 3. Understand and articulate the role of intertextuality, colonization, and appropriation of world dance practices in a variety of time periods and locations.
3. Articulate relationships between world dance practice and context through both oral and written means
 1. Analyze and refine their understanding of a singular theory, method or practice as it relates to world movement/dance/or dance-theater in its broader context using print text medium
 2. Present their understanding as a blog presentation
 3. Research and present their research findings in a well-written and sustained Final Project, using correct research modes of print text writing

Course Materials:

- **Please stay tuned for information regarding library resources this semester.**

Purchase through Douglass Co-op Bookstore, Barnes & Noble, Amazon, or find them on Reserve at Douglass Library:

- 1) *Moving History/Dancing Cultures*, Ann Dils/Ann Cooper-Albright, Eds. (\$33 new/\$25 used)
- 2) *Dance as a Theatre Art*, Selma Jeanne Cohen, Editor (\$25 new/\$19 used)
- 3) *Island Possessed*, Katherine Dunham (\$26 new/\$20 used)
- 4) Course Readers, Parts I, II, and III (packaged together as 1 single coursepack) (approx \$47 new/\$35 used)

*Note - the course pack is held at Douglass Library

On Reserve at Douglass Library only:

Oral histories (excerpted):

- *Lanny Pinola: Renewing Native American Dance Traditions in the Bay Area*. Patricia Bulitt, interviewer. LEGACY Oral History Project, 1996.
- *Jéfé Guimãraes*. Patricia Bulitt, interviewer. LEGACY Oral History Project, 1994.
- *Kong The'ap: From the Cambodian Royal Palace Dance Theater to America: A Life-History, Bead by Bead*. Patricia Bulitt, interviewer. LEGACY Oral History Project, 1996.
- *Jamie Miller: Searching for the Goddess, A Dancer's Odyssey*, with Anne Hawkins, interviewer. LEGACY Oral History Project, 1993.

DVDs/Videos, as embedded within the course content in Ecollege

Requirements:

Time: Online courses require students to be motivated, self-directed learners and to manage time efficiently. Students should plan on spending three to six hours a week on class work including: readings, media viewings, writing assignments, and participating in threaded discussions.

Technology: Students must have access to a computer with Internet and email capability. Access to the Internet and the ability to send and receive email is essential to participation in an online course. Students must have a functional Rutgers email account that is accessible daily. For additional information, see the Technical Requirements tab under Course Home.

Deadlines: Students must submit all of the assignments on or before the required date and time. There will be an automatic 5 point deduction for Discussion Board Postings that are submitted 1 day late. Any postings beyond that time that will not be graded.

Citations & Writing: This course requires correct citation of dance videos and other web based resources. Please consult the Citation Guidelines under the Course Documents Tab. If you do additional research for your writing assignments, then you must cite all of your sources including video, print text and oral history sources. If your writing is simply a rewriting of established sources (for example, from online encyclopedias or Wikipedia) as opposed to your own original and thoughtful consideration of the course content, then you will receive minimal credit for the assignments. If you need assistance with your writing assignments, please contact the Rutgers Writing Center.

Communication with your Instructor: Before emailing your instructor with a question, please check the FAQ Section under the Course Home, as many of your questions may already be answered there. If you do need to email your instructor, please do so and your questions will be answered as quickly as possible.

Course Grading:

In order to successfully complete the assessment components of the course, including threaded discussions, writing assignments, exams, and the final project, you need to complete ALL of the assigned readings in each of the units.

The course has a total of 1000 points and consists of the following assignments and activities:

Final Grade Calculation

Points/Percentage	Type
180 points	9 Discussion Board Posts at 20 points each
460 points	6 Quizzes
60 points	2 Extension Activities
300 points	Final Project
10 points	Extra Credit
1000 points	TOTAL

Rutgers Grading Scale

Points	Grade	Description
90-100	A	Excellent, superior achievement
85-89	B+	Very good
80-84	B	Good, exceeding all requirements
75-79	C+	Above average
70-74	C	Average, satisfactorily meeting all requirements
60-69	D	Poor , unsatisfactory
59 or lower	F	Failing or withdrawal while doing failing work

This course follows all Rutgers grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted <http://nbregistrar.rutgers.edu/facstaff/regis.htm> (Links to an external site.)Links to an external site. and <http://www.rutgers.edu/academics/catalogs> (Links to an external site.)Links to an external site..

Assessment Measures:

First, let's go over difference between logging on, attendance, and participation.

Logging On

You might be "logged on" and spending time reading or reviewing material throughout the course. Or you may be "logged on" and watching television in another room. eCollege can track how long you have been in the course, but it cannot tell me what you are doing. Being "logged on" is not part of either attendance or participation.

Attendance

Attendance can also be determined by eCollege. If you post messages to a threaded discussion, then you will be in full compliance of course attendance policies. In addition, if you post your weekly assignments by the due date/time, and only by the due date/time, you will meet the attendance requirement.

Participation - Discussion Board Postings

The course week runs from 12:00am Monday to 11:59pm Sunday. Participation represents a significant part of your final grade. Participation is calculated on quantity and quality of the posts in Discussion Board postings, with attention to topic driven and meaningful submissions that contribute to the development of the class discussion AND INCLUDE COURSE CONTENT.

To earn full participation points:

1. Post your initial response (Part One) to all of the discussion prompts by Friday each week (the earlier you post, the easier it is to have original ideas. Waiting until the last minute means you will need to read all posts and work very hard to come up with ideas that don't repeat the thoughts of your peers).
2. Post at least 3 responses to your peers' initial posts (Part Two) by Sunday.
3. All Discussion Board posts are to have a word count of at least 75 words.
4. Use both your original ideas and supportive evidence from the content in your posts.

More than half of your possible points for each Discussion Board assignment are earned by adding your original ideas to your responses AND by connecting these ideas to course content. Remember, this is an assessment of your comprehension of lecture and video content for the unit. How can you use concepts, information and vocabulary from the unit to support and expand your ideas

Note: Any post that is one day late automatically results in a 5 point reduction from total points possible. Late assignments posted beyond that time will not be graded.

Grading Rubrics

Learning Objective/Goal:				
<ul style="list-style-type: none"> Recognize a variety of world dance practices from the history of Western Theater dance, African and African diasporic dance, and Asia <ol style="list-style-type: none"> Appreciate the embodied practices of world dance practices as a legitimate form of research inquiry and presentation of that inquiry Organize those dance practices along a general world history time-line Understand a variety of important print text and videographic representations of world dance practices 				
Assessment Method: Students will complete 9 Discussion Board assignments.				
Criteria	Outstanding (A)	Good (B+-B)	Satisfactory (C+-C)	Unsatisfactory (D-F)
Quality of Posting	(10-9 points) All posts are original and contribute 3 or more new ideas or examples that add significant value to the discussion, AND these examples are supported by evidence from content lecture, readings and video. Responses demonstrate student's critical analysis of the course content and ability to use content to support and expand on original ideas.	(8-6 points) Posts are original and contribute at least 2 new ideas or examples that add value to the discussion. Ideas are supported by some evidence from the content lecture, readings and video	(5-1 points) Posts contribute 1 original idea or example, yet primarily rehashes or rewords already stated concepts or states "I agree" or "I disagree." Idea is not supported by evidence of knowledge from the course content.	(0 points) Does not post an initial response.
Degree of Peer Interactivity	(8-7 points)	(6-4 points)	(3 - 1 points)	(0 points)

	<p>Full participation points earned this week! You posted an initial response and 3 peer responses.</p> <p>All four posts (initial response and 3 peer responses) are 75 words or more!</p>	<p>You posted an initial response and 3 peer responses.</p> <p>Only three posts meet the required minimum of 75 words.</p> <p>One post is too brief.</p>	<p>You posted an initial response and 1-2 peer responses. 1-2 peer responses are missing.</p> <p>OR</p> <p>Only 1-2 posts meet the required minimum of 75 words. 1-2 posts are too brief.</p>	<p>No peer responses posted during the discussion period.</p> <p>OR</p> <p>All posts are less than the required minimum of 75 words.</p>
<p>2 points</p> <p>There are few grammar or spelling errors. All MLA citations are in place.</p>		<p>(1 point)</p> <p>Writing has 4-7 errors in grammar, spelling and MLA citation.</p>	<p>(0 points)</p> <p>Writing is unacceptable due to numerous errors in grammar, spelling and MLA citation.</p>	

Learning Objective/Goal:

1. Understand world dance practices as related to and shaping of their social, cultural and historical contexts
 1. Understand and articulate the role mimesis plays in the generation, cultivation and presentation of world dance in a variety of time periods and locations.
 2. Understand and articulate the role political power plays in the generation, cultivation and presentation of world dance in a variety of time periods and locations.
 3. Understand and articulate the role of intertextuality, colonization, and appropriation of world dance practices in a variety of time periods and locations.

Assessment Method: Students will be complete 2 Extension Activities.

Criteria	Outstanding (A)	Good (B+ - B-)	Satisfactory (C+ - C-)	Unsatisfactory (D-F)
Quality of work	<p>12 – 15 points</p> <p>Work demonstrates creative and critical thinking.</p> <p>Original ideas are expressed, and they are expanded and supported by connections to course content and vocabulary.</p>	<p>8 – 11 points</p> <p>Work demonstrates some creative and critical thinking.</p> <p>Original ideas are expressed, but very little connection to course content is evident. Work could be more developed.</p>	<p>4 - 7 points</p> <p>Work shows some creative and critical thinking, but ideas are undeveloped.</p> <p>There is little evidence of course content knowledge.</p>	<p>0 - 3 points</p> <p>There is no evidence of course content knowledge</p>
Criteria Fulfilled	<p>9 – 10 points</p> <p>All criteria for the assignment are met.</p>	<p>8 – 6 points</p> <p>Almost all of the criteria for the assignment are met.</p>	<p>3 - 5 points</p> <p>Assignment is incomplete.</p>	<p>0 - 2 points</p> <p>Several criteria for the assignment are only partially met, and some are missing.</p>
Grammar, Punctuation & MLA	<p>4 – 5 points</p> <p>There are few spelling errors, grammatical issues, and the presentation of ideas and writing style allows the reader to read it with ease.</p>		<p>2 – 3 points</p> <p>Some grammar and spelling errors are present, however they do not detract from the overall presentation of ideas</p>	<p>0 – 1 points</p> <p>Many grammar and spelling errors make the writing difficult to read.</p>

Learning Objective/Goal:

1. Articulate relationships between world dance practice and context through both oral and written means

1. Analyze and refine their understanding of a singular theory, method or practice as it relates to world movement/dance/or dance-theater in its broader context using print text medium
2. Present their understanding as a blog presentation
3. Research and present their research findings in a well-written and sustained Final Project, using correct research modes of print text writing

Assessment Method: Students will be complete a Final Research Project.

Criteria	Outstanding (A) 60-50 points	Good (B+ - B-) 49-40 points	Satisfactory (C+ - C-) 39 - 30 points	Unsatisfactory (D-F) 29 - 0 points
Content	Engages reader, demonstrates critical thinking, makes individual and societal connections between dance genre and self, makes contributions to material and the application of course content beyond our class. Content is presented with clarity and detail and is supported with examples and evidence.	Engages reader, demonstrates critical thinking between dance genre, content and self. Content is presented with clarity. Content could have more detail and supported with more examples and evidence	Somewhat engaging and some complex connections. Some of conclusions are not sufficiently developed. Content presented is incoherent and/or unclear, making it difficult for the reader to follow.	Little or poor presentation of content. Connections and understanding of contributions remain at a largely superficial level.
Organization	Clearly organized project including writing, images, videos, other sources.	Well-organized. Paragraphing structure is clear.	Adequately organized. Paragraph structure	Organization is not clear, and ideas cannot still be seen. Disorganized presentation.

		Some problems with logical thought	needs improvement. Somewhat disorganized presentation.	
Grammar, Punctuation & MLA	Grammar is impeccable!	Few problems with grammar	Grammar needs improvement	Grammar is unacceptable. Student clearly did not edit work for grammatical errors
Original Thinking	Student did an excellent job at finding new resources, connecting ideas from the course in innovative ways, and creating a compelling blog infused with personal expression.	Ideas of sources are well presented. Strong original thinking from student, but does not include innovative ideas/solutions or personal expression.	Sources are presented, original thinking is minimal, and resources are familiar ones, easily available.	Little to no attempt at original thinking.
Supporting Sources/Visual Appeal Visual sources, videos, links to Web pages, text and academic sources	8-10 sources from differing media (text, video, images, audio recording, audio slide-show, etc.) are incorporated and cited. Citations are correctly formatted.	5-7 sources are cited from differing media. Citations are correctly formatted with no more than 1-2 problems.	2-4 sources are cited – not all media are represented. Citations are not always clear and some are missing	1-0 sources are included and cited. Citations are not clear or are missing completely.

Rutgers University Disability Policy: Rutgers University welcomes students with disabilities into all of the University's educational programs. In accordance with 504/ADA guidelines and 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> (Links to an external site.)Links to an external site..

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form> (Links to an external site.)Links to an external site..

Academic Honesty:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by Rutgers or a course instructor to fulfill academic requirements.

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. The student should review Rutgers guidelines at <http://academicintegrity.rutgers.edu/> (Links to an external site.)Links to an external site.

Rutgers Arts Online courses may use Turnitin and Proctortrack software to authenticate student work.

Self-Reporting Absence Application:

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: <https://scheduling.rutgers.edu/scheduling/academic-calendar> (Links to an external site.)Links to an external site..

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://newbrunswick.rutgers.edu/about/operating-status> (Links to an external site.)Links to an external site..

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> (Links to an external site.)Links to an external site. to indicate the date and reason for your absence. An email is automatically sent to the instructor.

Self-reporting will not be accepted as an excuse in the case of missed submission deadlines for assignments. In this case, you must contact the instructor.

Student Responsibility:

A responsible student is a successful student. At Rutgers, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their instructors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at Rutgers, the State University of New Jersey <http://www.rutgers.edu/academics/catalogs> (Links to an external site.)Links to an external site..

Requirements

Online courses require students to be motivated, self-directed learners who manage time efficiently. Students should expect to invest three to five hours per week reading, listening to music, engaging in threaded discussions, sharing with peers and instructors online, and completing assignments. To do so, students must have access to the internet and a functional email account they can access frequently.

Because this is an online course, there is no equivalent to in-class absence. Students are expected to login regularly and may do so twenty-four hours a day. There is no requirement to be online at specific times except during exam periods, and then the student may take the exam any time within the prescribed window. Coursework must be completed by the dates listed; there are no exceptions. Students should plan their weekly schedules accordingly to accommodate the workload.

To succeed in this course the student must:

- Assignments are expected to be turned in by the assigned due date. *The instructor reserves the right to accept or not accept any late submission. Late submissions, if they are accepted, will be penalized ____ points per day late.*
- Technology failures may not be accepted as a reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to alert the instructor of a technology issue immediately so that the instructor can identify alternative ways to complete or submit an assignment.
- If there is an emergency which prevents the timely submission of an assignment, the student should contact the instructor directly, preferably before the due date. *Do not include information of a private, personal nature. The instructor will provide instructions how to get documentation supporting the event.*

- To prepare for the assessments and written assignments, the student must complete all of the readings. The student must listen to/view all of the media materials if media materials are included as part of the content of the course.
- The content of presentations must adhere to the specific questions and guidelines posed by the instructor or to the thesis developed by the student and approved by the instructor. Written assignments/presentations must utilize media materials (graphic, audio, and video) if required by the instructor.

Students are responsible for all information included in the course. Failure to read all the course documents Academic Honesty Guidelines, Technical Requirements, the Rutgers Disability Policy, and Schedule of Assessment Due Dates, will not excuse anyone from requirements or policies related to the completion of the course.

Rutgers Distance Education:

At Rutgers, The State University of New Jersey, a course delivered through Distance Education is defined according to the Middle States Commission on Higher Education definition. Standard 13 of *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* defines a Distance Education course as an “educational process in which all or the majority of the instruction occurs with the instructor and student in different locations.”

A course is considered to be offered by Distance Education (DE) if students receive more than ½ of the instruction (50%) at a different location than the instructor. A Distance Education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. At Rutgers Arts Online, our distance education courses are offered outside the traditional classroom setting on campus and asynchronously online. Students receive all of their instruction (100%) online. <https://www.msche.org/> (Links to an external site.)Links to an external site.

Technology Requirements:

This course uses a learning management system called Canvas to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. Although Canvas supports the use of mobile devices, the student should intermittently log on to the course using a desktop or laptop computer to be sure that course materials are properly displaying and/or working.

General information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#) (Links to an external site.)Links to an external site.

Net ID retrieval/activation at <http://NetID.rutgers.edu> (Links to an external site.)Links to an external site.

Support Services:

Student assistance and general information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](#) (Links to an external site.)Links to an external site.or the addresses given below

Website: [Canvas Support Center](#) (Links to an external site.)Links to an external site.

Email: help@canvas.rutgers.edu

Phone: 877-361-1134 (Available 24/7)

Live Chat: [Live Chat](#) (Links to an external site.)Links to an external site.

If you cannot purchase or download the suggested software programs, utilize the Rutgers Computing Labs for available computers <https://oit-nb.rutgers.edu/labs> (Links to an external site.)Links to an external site.. There are multiple Computing Labs at Rutgers, for locations and times visit <https://oit-nb.rutgers.edu/labs> (Links to an external site.)Links to an external site.. Software or hardware can be purchased at through the University Software Portal website <https://oit-nb.rutgers.edu/service/university-software-portal> (Links to an external site.)Links to an external site..

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc.) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer ;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Tutorials may be found at:

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows> (Links to an external site.)Links to an external site.

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X> (Links to an external site.)Links to an external site.

Online Student Etiquette:

This course may host synchronous or asynchronous online meetings. During those meetings consider the following:

- *Keep chats on topic.* Avoid inappropriate conversations that may distract others from the course topic or objective.
- *Avoid strong/loud language. Be polite. Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.*
- *Respect privacy of peers.* Do not post someone's personal information online without their expressed permission.
- *Use appropriate dress code on camera.* During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- *Be mindful of background noise and scene/location. Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.*
- *Be helpful.* Assist fellow classmates in understanding course materials.

Student Wellness Services:

[Just In Case Web App](#) (Links to an external site.)Links to an external site.

<http://codu.co/cee05e> (Links to an external site.)Links to an external site.

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

17 Senior Street, New Brunswick, NJ 08901

(848) 932-7884

www.rhscaps.rutgers.edu/ (Links to an external site.)Links to an external site.

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

www.vpva.rutgers.edu/ (Links to an external site.)Links to an external site.

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

Lucy Stone Hall, Suite A145, Livingston Campus,

54 Joyce Kilmer Avenue,

Piscataway, NJ 08854 Tel (848) 445-6800

<https://ods.rutgers.edu/> (Links to an external site.)Links to an external site.

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Scarlet Listeners

(732) 247-5555

<http://www.scarletlisteners.com/> (Links to an external site.)Links to an external site.

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.