

# CUNY SCHOOL OF LABOR AND URBAN STUDIES

# COURSE CATALOG

2020 - 2021





The CUNY School of Labor and Urban Studies is accredited by the [Middle States Commission on Higher Education](#) through the Graduate School and University Center. Last accreditation 2015, reaccreditation scheduled for 2019-2020

The School of Labor and Urban Studies (established 2018) is an outgrowth of the Joseph S. Murphy Institute for Worker Education and Labor Studies (JSMI). Named in honor of former CUNY Chancellor Joseph Murphy, a leader in adult and worker education for nearly 35 years. JSMI was established in collaboration with three New York City unions and began with 52 students. Today, the leaders of 26 labor and community organizations serve on its Advisory Board. More than 1,200 adult and traditional-aged students are currently enrolled in undergraduate and graduate degree and certificates programs in Labor and Urban studies and workforce development programs. The Joseph S. Murphy Institute will continue within the new School, focusing on workforce development programs and housing the School's Community Service unit, with its public programming, research and publications.

The mission for the School derives from its core values: access to education, diversity at every level, social justice, and equality for all. It seeks to expand higher education opportunities for workers; prepare students who aspire to careers in public service and movements for social justice; promote civic engagement; provide leadership development for union and community activists; and help workers achieve greater economic security. Its perspective is unique, addressing the needs of its constituents while helping New York City and State fulfill their needs for a well-educated, highly skilled public and private workforce.

#### Four Pillars of Education

To accomplish its goals, the School has four units – or foundation pillars: Labor Studies, Urban Studies, Workforce Development, and Community Service. Of equal importance, these pillars support a range of intellectual aspirations and practical needs and serve as a gateway to college for many workers and working-class communities.

#### Institutional Learning Goals

##### **Intellectual and Practical Skills, Including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

##### **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

##### **Integrative and Applied Learning, Including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

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# CUNY School of Labor and Urban Studies

## 2020-2021 Catalog

Welcome to CUNY School of Labor and Urban Studies' (SLU) Catalog. This publication lists academic programs and requirements, course descriptions, student rights and University policies, as well as information regarding admissions, tuition and fees, financial aid, academic policies and procedures, and student services.

Please note that while every effort has been made to ensure accurate content, information posted to this course catalog **may be subject to change. All changes will be posted and dated by addendum.**

## [Academic Calendar](#)

### CUNYfirst

In 2017, CUNY began transitioning to a single set of login credentials, called the "CUNY Login," for CUNY-wide applications and services such as Blackboard Office365, Dropbox, Virtual Desk (VDI) and DegreeWorks. The CUNY Login page has been introduced as an entry point for applications and services that use the CUNY Login credentials (CUNYfirst username@login.cuny.edu and CUNYfirst password) for authentication. Additional information can be found [here](#).

### Admissions

The Office of Admissions helps prospective students as they navigate the CUNY School of Labor and Urban Studies application for admission process. The requirements for admission as an undergraduate, graduate or nondegree/visiting student are outlined in the following sections. For admissions questions please email [admissions@slu.cuny.edu](mailto:admissions@slu.cuny.edu).

#### Undergraduate Admissions

Our undergraduate programs are designed to meet the needs of adult students who are returning to college, some after many years, to finish or transition into a bachelor's degree or earn a specialized credential in one of SLU's credit-bearing certificate programs.

Requirements for undergraduate admission:

- Applicants should have a minimum of 24 earned credits from a regionally accredited institution. \*
- A cumulative GPA of 2.5 or better is required for admission.
- We accept a maximum of 90 transfer credits. Our [transfer credit](#) section can tell you more.
- Students who are admitted to CUNY must satisfy the [reading, writing, and mathematics basic skills requirements](#).
- A personal essay is part of the application process.
- Applicants to a certificate program with no prior college, complete the Freshman Application for Admission and pay a \$65 non-refundable application fee.
- Applicants to a certificate or bachelor's degree program with college credit, complete the Transfer Application for Admission and pay a \$70 non-refundable application fee.
- An application will not be reviewed for admission until the application fee is paid. Veterans of the United States Military, active duty service members, and members of the National Guard or Reserves are eligible for an [application fee waiver](#).
- The CUNY Undergraduate application and instructions can be found [here](#).



\*Adopted from practices while under the School of Professional Studies

## Graduate Admissions

CUNY School of Labor and Urban Studies offers both master's degrees and advanced certificates on the graduate level. Students interested in graduate education programs at SLU can access the application and instructions [here](#).

Requirements for graduate admission:

- To be eligible for admission to our master's degree or advanced certificate programs, applicants should have a bachelor's degree and at least a 3.0 GPA from an accredited institution.
- Required application materials are:
  - a \$75 non-refundable application fee.
  - official transcripts from all previous colleges attended.
  - a resume.
  - personal statement; and
  - two letters of recommendation.

Applicants may also be asked to participate in an interview with a member of the admissions committee, either in person or by phone.

## International Applicants

If you are on a temporary visa and educated in a non-English speaking environment, you must demonstrate proficiency in the English language by submitting test scores from TOEFL or IELTS (Academic Level) or PTE (Academic level). Please request to have your official test scores sent to our processing center, CUNY/UAPC and/or list our University code 2950 when registering for the exams. Visit the [TOEFL](#), [IELTS](#) or [PTE](#) website for more information. Graduate applicants should use GRE/TOEFL code: 2113 to have official test scores sent to SLU's Office of Admissions.

In addition to the admission criteria that is listed for SLU's undergraduate and graduate programs, applicants who were educated outside of the United States must submit the following documents:

- An official transcript in the original language from each postsecondary school/university attended in a sealed envelope, and
- An international credential evaluation report that includes a course-by-course analysis indicating the type of degree received, the U.S. equivalency of the degree, the graduation date and a cumulative grade point average from a member of the [National Association of Credential Evaluation Services \(NACES\)](#).

We recommend that documents are submitted to the evaluation service 8-10 weeks ahead of the application deadline to allow for the additional time needed to verify and review credentials. To be considered for a graduate degree or advanced certificate program, the applicant's undergraduate degree must be the equivalent of a U.S. baccalaureate degree.

## Applicants for Non-Matriculation (Non-Degree)

A \$65.00 Non-Degree Undergraduate \$75 Non-Degree Graduate application fee will be added to your tuition bill upon enrollment.

Acceptance to non-matriculated status does not guarantee admittance to courses. Class sections may be filled early during registration, many courses have prerequisites, and some courses and programs are not open to non-matriculants. Applicants for non-matriculated status should confer with the appropriate graduate advisor prior to filing their applications for admission in order to determine their eligibility for the course, the likelihood of their being able to register for the course, and to get the advisor's approval on the admissions application. Non-matriculated students must obtain permission from the graduate advisor each semester before registering.

Graduate non-matriculants, except for those who have a master's or higher degree, or those who are cooperating teachers with tuition waivers may take no more than 9 credits at SLU.

Non-matriculants who wish to matriculate must meet all requirements for admission to the particular program. Students should bear in mind that approval of non-matriculated status does not guarantee subsequent acceptance for matriculation, nor that courses taken as a non-matriculant will be credited toward the degree.

Non-matriculants who have not achieved a B average after completing 9 credits will not be permitted to matriculate.

Please note: Applicants on student or exchange visitor visas (F-1 or J-1) are not eligible to apply for non-matriculated status.

CUNY Policy on the Submission of Fraudulent Documents and the Omission of Information in Support of an Application for Admission can be found [here](#).

## Financial Aid

The School of Labor and Urban Studies is committed to assisting its students with an affordable quality education.

There are many financial aid options for students of all backgrounds. Our financial aid counselors work with students to combine federal and state funds, public and private scholarships, grants, loans, or Veterans benefits to help pay for their education.

Students who are members of union and labor-management organizations may be eligible for other forms of financial support in the form of tuition reimbursement, vouchers or grants through their unions and collective bargaining agreements.

Further, the School of Labor and Urban Studies has its own scholarships and tuition support funds, and an emergency fund for students experiencing hardship.

Lastly, the School of Labor and Urban Studies has a payment plan options to provide flexibility for students to pay tuition. The current provider is Nelnet. More information is available from the Bursar.

## Undergraduate Financial Aid

The Office of Financial Aid administers federal and state funds, as well as those provided by special programs and the School itself, to ensure that you will have an opportunity to pursue higher education at the CUNY School of Labor and Urban (CUNY SLU).

Most award amounts are based on need, and you will have to maintain good academic standing.

There are many options to choose from when considering both government-funded and private sources of financial assistance.

The basic kinds of financial assistance are:

- Grants - Federal and State - Grants do not have to be repaid.
- Loans - Loans do need to be repaid.
- Scholarships - Scholarships are usually based on academic merit and do not need to be paid back.

## Federal Financial Aid Requirements

- You must be enrolled for at least 6 credits each semester.
- You must be in a degree program, in good academic standing, and making satisfactory academic progress as defined by The City University of New York (CUNY).
- Full-time undergraduate students should complete a Baccalaureate degree within six (6) years.
- To remain eligible for financial aid undergraduate students must achieve a GPA (grade point average) of:
  - 1.50 if 1-12.9 credits have been attempted
  - 1.75 if 13.0-24.9 credits have been attempted
  - 2.00 if 25 or more credits have been attempted

- You cannot be in default of any federal educational loans and/or owe a federal grant repayment.

### How to Apply

To receive both Federal and State financial aid as a CUNY student, you must complete two forms: the Free Application for Federal Student Aid (FAFSA) and, if you or your parents (for students under 21 years of age) are New York State residents and you are a full time student (12 credits or more), the New York State Tuition Assistance Program (TAP) application.

Both forms can be completed online. The FAFSA is available at [studentaid.gov](http://studentaid.gov). If you have questions while completing the FAFSA form you may contact the FAFSA help line at 800.433.3243 [or the Office of Financial Aid at 212.817.7460](#). You will be directed to the TAP application after completing the online FAFSA. For additional TAP information visit <https://www.hesc.ny.gov/>.

We urge you to apply for financial aid for each upcoming academic year before the deadline of April 15. Funds are awarded on a first come, first served basis.

*The FAFSA Title IV Code is 04765*

*The school code for TAP is 1422*

When filling out your FAFSA, please note that CUNY School of Labor and Urban Studies shares a Title IV code with the CUNY Graduate School and University Center and will appear as “CUNY GRADUATE SCH & UNIV CTR”.

## Graduate Financial Aid

There are many options to choose from when considering both government-funded and private sources of financial assistance.

The basic kinds of financial assistance are:

- Loans - Loans do need to be repaid.
- Scholarships - Scholarships are usually based on academic merit and do not need to be paid back.

### Federal Financial Aid Requirements

- You must be enrolled for at least 6 credits each semester.
- You must be in a degree program, in good academic standing, and making satisfactory academic progress as defined by The City University of New York.
- Full-time graduate students should complete a master’s degree within three (3) years. Students must earn at least two-thirds of the credits that are attempted.
- Graduate students must maintain a 3.00 GPA.
- You cannot be in default of any federal educational loans and/or owe a federal grant repayment.

### How to Apply

To receive both Federal and State financial aid as a CUNY student, you must complete the Free Application for Federal Student Aid (FAFSA).

The FAFSA form is available at [studentaid.gov](http://studentaid.gov). If you have questions while completing the FAFSA form you may contact the FAFSA help line at (800) 433-3243 [or the Office of Financial Aid at 212.817.7460](http://www.cuny.edu/office-of-financial-aid).

We urge you to apply for financial aid for each upcoming academic year before the deadline of April 15. Funds are awarded on a first come, first serve basis.

When completing **the FAFSA, the Title IV Code is 004765**. When filling out your FAFSA, please note that CUNY School of Labor and Urban Studies shares a Title IV code with the CUNY Graduate School and University Center and will appear as "CUNY GRADUATE SCH & UNIV CTR".

Most award amounts are based on need, and you will have to maintain good academic standing.

### Employer and Union Vouchers

Many employers and most unions have funds available to support worker education and skills upgrades. Talk with your employer or union representative. The School of Labor and Urban Studies can provide course registration documentation for you.

## SLU Scholarship Opportunities

### Joseph S. Murphy Scholarship for Diversity in Labor Program

The Joseph S. Murphy Scholarship for Diversity in Labor Program is dedicated to the purpose of fostering diverse leadership in the labor movement and in the academic discipline of labor studies.

In supporting students committed to diversity and excellence, the scholarship program seeks to make a significant contribution toward redressing existing imbalances in these fields.

### Scholarship Application

The Scholarship [application](#) is available to both current students at the CUNY School of Labor and Urban Studies and other applicants currently not enrolled at CUNY SLU.

To be eligible for this scholarship, admission to the CUNY School of Labor and Urban Studies is required prior to scholarship application.

The Joseph S. Murphy Scholarship awards two-year scholarships of up to \$30,000 (graduate students) and up to \$20,000 (undergraduate students), pro-rated on the basis of enrollment status. This scholarship is open to students applying to the MA in Labor Studies program or the BA in Urban and Community Studies program with a concentration in labor studies. To be eligible, undergraduate students must have earned 60 or more credits at a prior college with at least a 2.5 GPA, and graduate students must have earned at least a 3.0 cumulative GPA in their prior undergraduate level work. Questions about the application process should be directed to the Murphy Scholarship Coordinators at [scholarships@slu.cuny.edu](mailto:scholarships@slu.cuny.edu)

### Master's Degree Tuition Scholarship

Full and part-time students enrolled in a master's degree Program at SLU are eligible to apply for a tuition scholarship. For consideration students must complete a FAFSA. Scholarship amounts vary and are dependent on financial need. Scholarships are credited directly to recipient's tuition liability by the CUNY SLU Bursar.

## Registrar

### Immunization Records:

It is the responsibility of Office of the Registrar to maintain CUNY's compliance with **Public Health Law 2165** which requires all students born after 12/31/1956 to present proof of immunizations against measles, mumps, and rubella. The immunization requirements are as follows:

1. Proof of two (2) doses of live measles virus vaccine given after 1968. The first dose should be administered on or after your first birthday and the second dose must be administered at least 28 days after the first dose. A blood test showing immunity to measles will also satisfy this requirement.
2. One dose of live mumps vaccine administered on or after your first birthday, or a blood test showing immunity.
3. One dose of live rubella vaccine administered on or after your first birthday or a blood test showing immunity.

#### Acceptable Proof of Immunization:

- ② vaccination card from childhood (i.e. yellow book signed and stamped):
- ② immunization records from your doctor's office (**SIGNED and STAMPED with your doctor's license number by your doctor or clinic**).
- ② high school or prior college's immunization records.
- ② blood test (**ORIGINAL LAB REPORT IS REQUIRED**) proving immunity to measles, mumps, and rubella (MMR titer).
- ② certificate of immunization from INS or country of origin (for international students) \*; or
- ② honorable discharge papers from military service, within 10 years of discharge\*.

*\*typically, these sources demonstrate only ONE dose of measles vaccine, so you might be required to provide additional materials documenting a second dose of measles vaccine.*

In addition, New York State Public Health Law 2167 requires that all students (**regardless of age**) complete a **Meningococcal Meningitis Vaccination Response Form** to indicate that they have read and received information about **Meningococcal Meningitis** prior to registering for classes.

**It is very important to submit these documents on time; failure to do so will prevent you from registering.**

For more information about Immunization Requirements, click [here](#). Click [here](#) for the CUNY SLU Immunization Record form. If you have any questions about the immunization requirements at CUNY School of Labor & Urban Studies, please call us at **646-313-8409** or email us at [Healthservices@slu.cuny.edu](mailto:Healthservices@slu.cuny.edu)

## Registration

Prior to Enrollment Date: Please log into your CUNYfirst account and review any holds you may have. All students **must** complete the Meningitis Acknowledgement in self- service. **Also please note:** If you are registering for six or more credits you must submit your [immunization record](#).

Before the registration period, students **must** consult with their program advisor; plan a schedule of courses; and remove all holds (Bursar, Immunization, and Financial Aid).

**Schedule Builder** is an application tool that enables students to plan and register for courses that meet their schedules and other needs. This application shows courses listed in the University's course schedule (i.e., CUNYfirst) and allows students to select those courses based on desired time, location, availability and other factors.

Before logging into Schedule Builder, please review the [Schedule Builder Glossary](#)

#### *Schedule Builder Access*

- Log into Student Center through CUNYfirst with your credentials
- Click the "Launch Schedule Builder" link to access the Schedule Builder application. (Be sure to allow pop-ups in the browser).
- Once the application opens, Schedule Builder's welcome page should appear.
- Next, Select the term in which you would like to search for classes directly on the welcome page.

#### [Schedule Builder Quick Guide](#)

View Class Schedule:

To see your current class schedule, select HR/Campus Solutions from the first menu after login, then look under "Self Service --> Student Center" (NOT "Self Service ---> Enrollment."). [Click here for detailed instructions on how to see your class schedule visit.](#)

#### ePermit

Students who are currently enrolled in a degree program at a CUNY campus starting with the Spring 2019 may register for CUNY courses through [ePermit](#). In many cases, CUNY SLU courses are considered equivalent to and may be substituted for courses in CUNY degree programs. Through ePermit, students file an online request to take a CUNY SLU course. As part of the ePermit process, registrars and faculty advisors at the student's home college must approve this request. Students are kept informed via email of the status of their permit requests. If the student's home college rejects the request, he or she is notified via email, with the reason indicated in the email message.

#### DegreeWorks

DegreeWorks is an online advisement tool for undergraduate students and their advisors that shows student progress toward completion of degree requirements. All currently registered CUNY SLU undergraduate students have a DegreeWorks account.

DegreeWorks functions as a self-advisement tool that allows students to regularly track their degree progress as well as to plan for future registrations. Students will be able to see how specific College requirements have been met and what courses they need to take to fulfill the requirements that are remaining.

What are the benefits of using DegreeWorks?

- ❑ Determine what requirements you need to fulfill in order to complete your degree.
- ❑ View individual course grades, cumulative grade-point average (GPA), and major average.
- ❑ Determine which courses you have taken or transferred, and which ones count as electives.
- ❑ View transfer credits, waivers, and exemptions applied towards your degree.
- ❑ See how your coursework could be applied toward another major, minor, certificate or major

concentration using the “What if” option.

- ❑ Confirm your academic standing.
- ❑ Estimate how many semesters it will take you to graduate.

For questions about your DegreeWorks audit, please contact the registrar at CUNY School of Labor and Urban Studies [registrar@slu.cuny.edu](mailto:registrar@slu.cuny.edu).

For questions about course selection or your academic plan, please contact your academic advisor.

## Graduation

All students must apply for Graduation on CUNYfirst, instructions to apply are available [here](#).

Deadline to apply:

Fall Semester	November 1st
Spring/Summer Semester	March 1st

If you have questions about whether you are on track to graduate, contact your academic advisor directly.

Only after the application has been submitted will a student be invited to participate in the graduation ceremony. The commencement ceremony information for the CUNY School of Labor and Urban Studies will be updated [here](#).

## Textbooks and Course Materials

Students of SLU have access to find course books and materials for their class at Akademos Virtual [Bookstore](#).

## Academic Records and Transcripts

Academic enrollment records are maintained by the CUNY School of Labor and Urban Studies (CUNY SLU). Students can review their records at any time by logging into their CUNYfirst account.

Request for **official** School of Labor and Urban Studies transcripts are fulfilled online through Credentials Solutions. Current and Alumni students can request official transcripts directly through [SLU Transcripts](#). [Click here](#) to view the Quick Reference Guide.

An **unofficial, or student copy**, of your transcript can be accessed on CUNYfirst. Be sure to enable pop-up windows in your browser settings. [Click here](#) to view the Quick Reference Guide.

*If you have a hold that prevents the release of your transcript, we cannot process your request until the hold is cleared. Please check your Student Center to verify whether you have any holds preventing the release of your transcript. For more information on CUNY transcript policies, [click here](#).*

### Withholding Student Records

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan



Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, are not permitted to complete registration, or issue a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated office, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

## Credit Hours

### **CUNY School of Labor and Urban Studies – Credit Hour Policy and Compliance**

The CUNY School of Labor and Urban Studies degree and certificate programs are approved by the New York State Education Department (NYSED). The CUNY School of Labor and Urban Studies credit hour calculations for degree and certificate programs follow NYSED guidelines, which are based on the U.S. Department of Education's definition of *credit hour*.

- ❑ The faculty of the CUNY School of Labor and Urban Studies is responsible for all aspects of the curriculum and degree program requirements. Each school has a faculty curriculum committee that reviews proposed new and revised courses and degree programs, including the credit hours associated with each.

### **NYSED – Credit Hour Definition**

All courses and degree programs at the School must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations:

- ❑ *Semester hour* means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

Source: NYSED Commissioner's Regulations Concerning Program Registration: 50.1 Definitions

<https://govt.westlaw.com/nycrr/Document/Ieca5c8abc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28 sc.Default%29>

### **United States Department of Education – Credit Hour Definition**

The U.S. Department of Education defines *credit hour* as: An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- ❑ 1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
- ❑ 2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

### **Middle States Commission on Higher Education**

The Middle States Commission on Higher Education expects all candidate and accredited institutions to demonstrate that they use acceptable and consistent methods for assigning credit hours to all courses and

programs of study. The credit hour is defined by the U.S. Department of Education as a basic institutional measure of the level of instruction and academic rigor that establishes eligibility for federal funding.

Source: MSCHE Credit Hour Policy Effective August 23, 2012 Rev. October 30, 2012

1 credit = 15 hours per semester

3 credits = 45 hours per semester

4 credits = 60 hours per semester

Credit hours = 750 minutes per semester 50 minutes x 15 weeks.

Credit hour [policy](#)

## Readmission

Who should apply? Undergraduate and Graduate Students that previously were granted admission and attended CUNY SLU, have not graduated and have not been enrolled for one or more consecutive semesters.

Please complete the [online readmission application](#) if seeking to return to CUNY SLU as a degree seeking

Master's candidate. A student can only be readmitted to the same master's program in which they were formerly accepted. (Those who have never applied nor been admitted to a CUNY SLU Master's program should submit a new application for graduate admission.)

Readmission requirements and instructions:

First, verify that you are in good financial standing: Please contact the Bursar's office to ensure that you do not have an outstanding balance at [bursar@slu.cuny.edu](mailto:bursar@slu.cuny.edu), **646-313-8420**.

If you have attended any other institution after you left the CUNY School of Labor and Urban Studies, send an official transcript from each school attended to:

CUNY School of Labor and Urban Studies  
Attn: Office of Registrar  
25 West 43rd Street, 19th Floor  
New York, NY 10036

Students who have already earned a certificate or degree from CUNY SLU and are now interested in pursuing a new degree program, should submit an admissions application for the new program in which they are interested.

Certificate students (undergraduate or graduate level) who previously attended CUNY SLU and are now seeking to return to finish their program should contact their respective academic department for information on returning to CUNY SLU.

## Withdrawal Policy

Students who wish to withdraw from a course can do so in CUNYfirst. A grade of W will post on the students record. Effective Fall 2020 the last date to withdraw is the last day of classes.

## Student Accounts and Payment Services (Bursar)

Student Accounts and Payment Services is the clearinghouse for all tuition revenue and the primary gatekeeper of your financial information. Our business operations are guided by courteous and efficient support to students, faculty, staff, and external organizations. We pride ourselves on integrity and accountability, enforcing appropriate fiscal practices throughout the campus community. The department is compliant with The City University of New York (CUNY), New York State (NYS), and the U.S Department of Education (USED).

The department includes:

**Bursar:** [bursar@slu.cuny.edu](mailto:bursar@slu.cuny.edu)

- Student accounting, billing, and cashiering
- Student refunds
- Payment plans and programs
- Financial records and maintenance: 1098-T, direct deposit
- Delinquent debt and external collections

**Scholarships and Third-Party Contracts:** [studentaccounts@slu.cuny.edu](mailto:studentaccounts@slu.cuny.edu)

- Institutional scholarships: authorization, disbursement, and reporting
- Outside scholarship/third-party accounting, billing, and cashiering
- Third-party contracts

### Accounts Receivable

- Remote deposit systems
- Payments to institutional depositories
- Funds tracking

### One-Stop

- Cross-trained specialists delivering high-quality customer service
- CheckMate Solutions: Distribution of faculty/paychecks and stubs ([CheckMate@slu.cuny.edu](mailto:CheckMate@slu.cuny.edu))

## Tuition and Fees

<http://www2.cuny.edu/financial-aid/tuition-and-college-costs/tuition-fees/>

A college education is a worthwhile investment and the CUNY School of Labor and Urban Studies is committed to making your education attainable and affordable. Our low tuition rates and varied financial aid options,

including state and federal support, scholarships, and grants, ensures you have every opportunity to complete your college degree.

As part of The City University of New York we are a CUNY Value Plus institution, offering quality, affordability, and value. With 2020-2021 tuition rates at \$305 per credit for undergraduate students, 80% of our undergrads graduate debt free. Our graduate tuition, at \$470 per credit, is among the lowest in the North East.

CUNY's affordable tuition is part of a successful, long-term financial partnership between the University, state and city governments, philanthropists, alumni, and students. Enduring value increases lifelong opportunities for our students to pursue their educational, professional, financial, and personal goals.

**Effective Fall 2020**

*Please note that tuition and fees are subject to change without notice pursuant to City University Board of Trustee resolution*

### Undergraduate Degree Students Tuition

	Full-time students (12 or more credits)	Part-time students
New York State residents	\$3,465 per semester	\$305 per credit
Out-of-State residents and foreign students on temporary visas	\$620 per credit	\$620 per credit

### Graduate Degree Students Tuition

	Full-time students (12 or more credits)	Part-time students
New York State residents	\$5,545 per semester	\$470 per credit

Out-of-State residents and foreign students on temporary visas	\$855 per credit	\$855 per credit
Maintenance of matriculation (Resident)	\$225	
Maintenance of matriculation (Non-resident)	\$370	

## Undergraduate Credit, Non-Degree Students Tuition

	Per Credit or Equivalent
New York State residents	\$445
Out-of-State residents and foreign students on temporary visas	\$915

## Graduate Credit, Non-Degree Students Tuition

	Per Credit or Equivalent
New York State residents	\$455
Out-of-State residents and foreign students on temporary visas	\$830

## General Fees

These fees are applicable to all undergraduate, graduate, degree, and non-degree students

Application Fee (one-time, non-refundable fee to the CUNY School of Labor and Urban Studies)	Undergraduate: \$70 Graduate: \$75
CUNY SLU non-matriculated courses registration fee per term	Undergraduate: \$65 Graduate: \$75
CUNY SLU Student Activity Fee	To be determined
University Student Senate Fee	\$1.45
CUNY Consolidated Services Fee (per semester)	\$15

CUNY Technology Fee (per semester)	Full-time (12 or more credits) - \$125 Part-time (11 or less credits) - \$62.50
Transcript Fee (per copy)	\$7
CUNY SLU ID Replacement Fee	\$10
Diploma Replacement Fee (original or affidavit of loss must accompany the check)	\$30
Readmission Fee	\$20
Late Registration Fee	\$25
Change of Course Fee	\$18
Late Payment Fee	\$15
Returned Check Fee	\$20 per check

### Senior Citizen Charges

Individuals who satisfy the New York City/State residency requirements and are 60 years of age or older are permitted to enroll in undergraduate courses on a space-available basis. Tuition will not be charged provided credit is not given for the courses. An administrative fee will be charged in addition to other applicable fees (such as the CUNY Consolidated Fee per term).

Administrative Fee	\$65.00
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### Non-Credit Tuition and Fee Schedule

For non-credit course tuition and fees please call the contact listed on the program page.

All tuition charges and fees listed herein, or in any registration materials issued by the CUNY School of Labor and Urban Studies, are subject to change by action of the Board of Trustees of The City University of New York without prior notice. In the event of any increase in tuition charges and fees, payments already made to the CUNY School of Labor and Urban Studies will be treated as partial payment.

CUNY degree students taking a School of Labor and Urban Studies course on permit do not pay the application fee and only pay tuition to their home college.

## Refund Policy

Students are not held financially responsible for tuition or fees for courses dropped prior to the first official day of the semester or those that were cancelled by the CUNY School of Labor and Urban Studies. Students are financially responsible for courses they cancel as of the first official day of the semester and any day after. Tuition is proportionately charged per the date a student cancels their class or classes. Prorated tuition charges are set by the [Academic Calendar](#) and programmed in CUNYfirst. Once the proration period is over, tuition is billed at 100%. Fees are never prorated.

- Drop courses before the official first day of the semester – 100% refund, 0% liability
- Drop courses on the first official day of the semester through the end of the proration period – billed at 25%, 50%, or 75% of the tuition cost.
- Withdraw from courses after the proration period – 0% refund, 100% liability.

For mailed requests, the postmark date determines qualification for the refund. Students enrolled under special program initiatives may have adjusted refund dates. No fees are refunded due to withdrawal.

This schedule is not applicable to withdrawals due to the military, Peace Corps, or leaves for other national service, and is subject to change by action of the Board of Trustees of The City University of New York (CUNY).

For courses that meet for less than 7 weeks: the refund policy will be published with the class schedule.

## Employer and Union Vouchers

Third-party billing is the process by which the College obtains payment from a sponsor that has agreed to pay for all or part of your tuition costs. Students or their sponsor must submit a valid billing authorization (aka letter of credit, voucher) each semester. For students, see: [Third-Party Deferral](#); For third-parties, see: [Instructions for Sponsors](#)

## Online Payments

To make a payment online:

- [Log on to your CUNYfirst account](#)
- Click on the **Self-Service** tab
- Click on the link to the **Student Center**
- Under the **Finances** tab Click **Make a Payment**
- Select **View and Pay Accounts** or **Payment Plan\***

\*Enrolling in a payment plan after the balance has entered a past-due status does not qualify for hold clearance. A zero bill is required\*

**We accept American Express, Visa, MasterCard, and Discover.** Please note, there is 2.65%, non-refundable service fee applied to each transaction.

An **electronic check (eCheck)** is accepted with no service fee or additional cost to the student. An eCheck performs the same function as a conventional paper check. If an eCheck is returned, the student will be



charged a \$20.00 returned check fee. Students will also be prevented from using paper/electronic personal checks in the future.

### Pay by Mail

Checks and money orders should be made payable to the School of Labor and Urban Studies (CUNY SLU). Please write your student ID number on your check. Postdated checks will not be accepted.

For your privacy, we recommend security lined envelopes.

#### MAIL TO:

Student Accounts and Payment Services  
School of Labor and Urban Studies, 19th FL  
25 West 43 Street | New York, NY 10036

If a check is returned by the bank, the student will be charged a \$20.00 returned check fee. Students will also be prevented from using paper/electronic personal checks in the future.

### Pay In-Person

Students who wish to make in-person payments may do so by visiting the 19th-floor Connect Center during office hours. The following types of payment are accepted: checks, money orders, and third-party vouchers. Payments collected will be applied to prior debts first. Partial payments on registration transactions are not accepted. All checks must be made payable to the School of Labor and Urban Studies and have a current date. Postdated checks are not accepted.

**Credit card payments are not accepted in-person. Additionally, The School of Labor and Urban Studies is a cashless campus. Under no circumstances will cash be accepted.**

### Tuition Payment Plan

**Payment Plans are available during eligible enrollment periods and provide a budget friendly option for students and families.** A one-time, non-refundable sign-up fee (\$40) is added to your first installment payment. You may only enroll in one payment plan per semester.

Note:

- The first payment is due upon enrollment.
- Payment is automatically debited from your bank account or credit card on the 5th of each month (or the next business day)
- After the 7th day of the semester, payment plan amounts will be adjusted to take into account financial aid awards. Any change to your financial obligation will change your total payment plan balance
- There is a \$30 returned payment fee per occurrence of a returned payment.

For more information, visit the [My College Payment Plan](#) or contact Nelnet at 888-470-6014.

### **Enroll in Payment Plan**

1. Students must log into their CUNYfirst account.
2. From the Enterprise Menu, select HR/Campus Solutions.
3. Navigate to Self Service > Student Center. Under Finance, select Enroll/Manage Payment Plan.

## Academic Policies

### General Education

The General Education Curriculum, also called Common Core Curriculum, is an educational experience shared by all CUNY School of Labor and Urban Studies (CUNY SLU) students. The CUNY SLU General Education Curriculum is part of CUNY's [Pathways General Education Framework](#), requirements that undergraduate students across CUNY must satisfy. The three elements of this framework: the Required Common Core, the Flexible Common Core, and the CUNY SLU College Option Core, foster knowledge of human culture and the natural world (in science, social science, mathematics, humanities and the arts), intellectual and practical skills (in communication, quantitative reasoning, information literacy, critical thinking and inquiry), and individual and social responsibility (civic engagement, ethical reasoning, and intercultural awareness).

**Students may discuss with their advisor other courses from other CUNY schools that may fulfill their General Education requirements.**

Categories	Overview & Curriculum	Credits
<b>Required Core</b>	<p>The Required Core classes provide a foundation in vital critical thinking skills. They develop your ability to write clearly, problem-solve, analyze, interpret information, research, apply numerical data to a range of situations, and think creatively while using different methodologies. These courses prepare you for the challenges of higher-level coursework.</p> <p><a href="#">English Composition (2 courses)</a></p> <p><a href="#">Mathematical and Quantitative Reasoning (1 course)</a></p> <p><a href="#">Life and Physical Sciences (1 course)</a></p>	12
<b>Flexible Core</b>	<p>The Flexible Core classes continue to develop your critical thinking and communication abilities as you learn about not only the amazing diversity within our own country but also study the interactions between the U.S. and other nations and cultures around the world. You'll look at a range of issues while exploring the role of individuals in society, the significance of creativity to human life, and how scientific methods, discoveries, principles, and tools impact us on numerous levels.</p> <p><a href="#">World Cultures and Global Issues (1 course)</a></p> <p><a href="#">U.S. Experience in Its Diversity (1 course)</a></p> <p><a href="#">Creative Expression (1 course)</a></p> <p><a href="#">Individual and Society (1 course)</a></p>	18

	<a href="#">Scientific World (1 course)</a> Students must also complete three credits in any of the above categories (1 course)	
<b>College Option Core</b>	As a central part of the new curriculum, each senior CUNY college offers special courses relevant to its mission. College Option Core is the heart of our General Education curriculum, with courses designed to focus on digital literacy, writing, critical thinking, and quantitative reasoning.  <a href="#">College Option Core (1-4 Courses)</a>	3-12

### Transfer Credit Evaluation

Undergraduate transcripts from other institutions are carefully evaluated to give applicants credit for courses taken elsewhere that fulfill Common Core requirements. If you have concerns about how courses completed at another institution have been evaluated for transfer credit, please contact your **advisor** to review your Transfer Evaluation Credit Report. If, after appealing your Transfer Evaluation Credit Report, CUNY SLU determines that additional credit is not warranted, SLU will issue its decision in writing within fifteen business days. If you wish to appeal CUNY SLU’s decision, you may submit your appeal to **CUNY’s Office of Academic Affairs**.

For more information about student rights and responsibilities under the Pathways Common Core Curriculum, click [here](#).

### Transfer Credit Policy for Bachelor of Arts

All bachelor’s degree candidates are eligible to transfer up to 90 academic credits from previous educational institutions. Students must successfully complete at least 30 academic credits after matriculation to the degree in the BA in Urban and Community Studies at the CUNY School for Labor and Urban Studies.

During the transfer evaluation process, courses taken at other institutions are used to fulfill CUNY SLU requirements, where possible. The credit value of transferred courses is assigned to match the credit value of the equivalent course. Other acceptable forms of transfer credit include credit for college-level subject-area examinations such as CLEP, UExcel or DANTES/DSST; and credit for ACE-evaluated corporate or military training.

Official transfer credit evaluations are made after CUNY SLU has received all final and official transcripts from all institutions attended, and a student is accepted into the program. All transfer credit evaluations must be approved by the Chair of the Department of Urban Studies. Students can expect to receive the official transfer credit evaluation prior to registering for their first term of enrollment. Transfer credit grades do not compute into the bachelor’s degree grade point average.

### Transfer Credit Policy for Master of Arts

Once admitted into the MA in Labor Studies or Urban Studies, students may transfer from 3 to 12 academic credits from previous graduate programs into the degree, provided that the courses were completed with a

grade of B or higher within five years of the time of application and are equivalent to comparable courses in the program.

Newly enrolled students should work with their academic advisor in the first semester to complete the transferal process. Students applying to transfer credits must provide a course description and syllabus. The Department Chair will review these materials and evaluate transfer credits for their equivalence to specific courses and consistency with program learning objectives, standards, and norms.

Exceptions to these requirements may be considered under special circumstances, but students must present authoritative evidence of sufficient and current competence in the learning objectives of the courses whose credits the student wishes to transfer.

### Grading Policies – Undergraduate

The undergraduate grades reflect assessment by the instructor of key course components. The following grades URB

Letter Grade	Ranges %	GPA
A	93-100	4
A-	90 - 92.9	3.7
B+	87 - 89.9	3.3
B	83 - 86.9	3
B-	80 - 82.9	2.7
C+	77 - 79.9	2.3
C	73 - 76.9	2
C-	70 - 72.9	1.7
D	60 - 69.9	1
F	<60	0

AUD - Auditor, listener.

INC - Incomplete. This is a temporary grade. The outstanding work must be completed by end of the following fall or spring semester. If the work is not completed by the end of the following semester, the INC is converted to a permanent grade of FIN on the record. When the course work is completed and the final grade received, the INC grade will be replaced.

W - Withdrawal. A permanent grade requested by the student after the Add/Drop period, and before the deadline in the academic calendar.

WA - Administrative Withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

WN - Never attended. Calculated as the equivalent of a "W" in the GPA.

WU - Unofficial Withdrawal. Used when class participation has been established at least once in a term. Calculated as the equivalent of "F," in the GPA.

Note: Some programs have additional grade requirements. Refer to the program curriculum pages for specific requirements.

### **University Policy Concerning the Repeat of Courses in Which A Student Has Earned A Grade Of "F" or "WU"**

When an undergraduate student receives the earned academic grade of "F," "FIN," "WU," or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade of "F" will no longer be computed into the cumulative grade point average. The "F" will remain on the transcript. The number of failing credits that can be deleted from the grade point average calculation shall be limited to 16 for the duration of the student's undergraduate enrollment in the institutions of The City University of New York (CUNY).

### **Satisfactory Academic Progress**

Students are expected to make satisfactory academic progress. Generally, undergraduate programs throughout CUNY expect applicants to present an academic record with a minimum 2.0 GPA. A student is considered in good academic standing and making good academic progress when he/she has completed all coursework and exams in accordance with faculty instructions, no later than the last day of the examination period and has earned a GPA of at least 2.0. In certain circumstances, a student may find it necessary to request a grade of Incomplete (INC), in accordance with the rules above. All INC grades must be completed by the end of the following fall or spring semester or the grade will be converted to FIN. If the course is repeated, it will be a new registration and a second grade on the academic record.

When a student has accumulated more than one incomplete or a GPA below 2.0, he or she may be ineligible to continue in the program since satisfactory academic progress is not being made. Under certain circumstances, a student may be required to carry a reduced course load to improve the GPA or be required to postpone further registration until the INC grades are completed. Typically, students may register for additional courses with one INC grade. Of course, all such academic reviews take into consideration individual circumstances and the potential for improvement.

In addition to academic consequences, failure to make satisfactory academic progress may have implications for the award of financial aid.

## Grading Policies – Graduate

The graduate student's CUNY SLU grade (A, B, C, or F) reflects assessment by the instructor of key course components. The following grades are assigned:

Letter Grade	Ranges %	GPA
A	93-100	4
A-	90 - 92.9	3.7
B+	87 - 89.9	3.3
B	83 - 86.9	3
B-	80 - 82.9	2.7
C+	77 - 79.9	2.3
C	73 - 76.9	2
F	<70	0

AUD - Auditor, listener.

INC - Incomplete. This is a temporary grade. The outstanding work must be completed by end of the following fall or spring semester. When the course work is completed and the final grade received, the INC grade will be replaced. A graduate student has until the last day of final exams after two regular semesters to finish an outstanding INC grade. Specifically, Fall incomplete grades should resolve by the end of the following Fall, Spring by the end of the following Spring, and Summer by the end of the following Spring as well.

W - Withdrawal. A permanent grade requested by the student after the Add/Drop period, and before the deadline in the academic calendar. This grade is assigned by the Registrar and Student Services at the written request of the student. It does not affect the grade point average.

WA - Administrative Withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

WN - Never attended. Calculated as the equivalent of a "W" in the GPA.

WU - Unofficial Withdrawal. The grade is calculated as an "F" and the student may be barred from future registrations. It is assigned by the instructor if the student stops participating.

## Satisfactory Academic Progress & Appeals

The minimum passing grade in a graduate course is a C. Students need a B or better average in order to graduate with a master's degree at CUNY and must maintain a B or better average every semester attending. If the GPA in any semester falls below a B, the student will be placed on probation until such time as the average is raised above a B. Conditions for students on probation that will enable them to raise their GPA will be determined by the graduate degree program they are seeking.

Students who receive a failing grade (F, WU, or an INC that reverts to an FIN if not completed) can repeat the same course at CUNY SLU. If the grade obtained is a B or better, the student may petition the Registrar to drop the grade of F from the computation of the GPA. The failing grade remains on the transcript. The F-Replacement option can be used for only **one** graduate course at CUNY SLU. This F-Replacement option cannot be used for an F resulting from an academic integrity violation.

### Incomplete Grade Policy

A student may request a grade of incomplete for a course from their faculty member. To be eligible, the student must have completed over 50 percent of the work required for the course by the time the request is made. If the faculty member agrees to grant an incomplete, the student and faculty member must fill out a [form](#) stating the due date for the remaining material owed in the class. The faculty member will submit an incomplete grade (“INC”) for that semester. Extraordinary circumstances will be reviewed by the Office of Academic Affairs.

An INC is a temporary grade. If the work is not completed on time, the INC is converted to a permanent grade of FIN on the record. The course instructor may grant the INC at the request of the student if participation requirements have been met and the only outstanding work is a paper, project, or examination.

### Grade Appeals

In the academic community, grades are a measure of student achievement toward fulfillment of course objectives. The responsibility for assessing student achievement and assigning grades rests with the faculty, and, except for unusual circumstances, the course grade given is final.

The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of error, or that the method of assigning the grade is inconsistent with the method of assigning grades to other students.

### Policy

The CUNY School of Labor and Urban Studies (CUNY SLU) is responsible for determining the requirements and standards of performance for courses and for qualifying examinations. CUNY SLU course instructors retain considerable discretion in these matters. The instructor is under obligation, however, to ensure that her/his course syllabus is consistent with the goals of the curriculum of the course. The grading standards in a given course shall reflect levels of difficulty related to the educational objectives of the program.

Instructors have an obligation to students to make clear the basis of evaluation (e.g., reading assignments, student's written submissions, contributions to class discussions, and presentations) at the start of each course so that students are not surprised by unexpected or untimely demands. Grades on examinations or for work in a course are the responsibility of the instructor.



## Grade Appeal Procedures

A student who wishes to appeal a grade must initiate the process in the full semester following the semester in which the contested grade was received. Spring and Summer Session courses must be appealed during the following Fall semester, while Fall and Winter session courses must be appealed during the following Spring semester before the last day to withdraw and receive a “W” grade. Appeals that are not initiated by these deadlines will not be considered.

If a student believes that an error was made in the assignment of a grade, she/he should engage in Level 1 of the grade appeal process: speaking with the instructor of the course within 30 days following the posting of the grade. An email message or note requesting an appointment and explaining the problem will give the faculty member an opportunity to gather the appropriate course materials, papers, exams or other submissions so that the ensuing conversation can be meaningful. As a result of this conversation, a faculty member may correct an error and change the grade. If the problem is not resolved between the student and faculty member, the student may then elevate the communication to include the department chair, which constitutes **Level 2** of the grade appeal process.

If, after Levels 1 and 2 of the grade appeal process, the issue remains unresolved, the student may initiate a formal grade appeal by completing and submitting a [Level 3 Grade Appeal Form](#) to [grade.appeal@slu.cuny.edu](mailto:grade.appeal@slu.cuny.edu).

This written Level 3 appeal must be received within 15 days after the completion of Level 2: thus initiating a process with the Academic Appeals Committee. The Academic Appeals Committee will make a decision within 30 days of meeting with all pertinent stakeholders. This Level 3 decision by the Academic Appeals Committee is final.

Be aware that the grade appeal process may result in the awarding of a lower grade than that which the student originally received.

## Undergraduate Academic Probation and Dismissal Policy

### Good Academic Standing

The cumulative grade point average (GPA) is the numerical equivalent of a letter grade. Students are expected to maintain a cumulative 2.0 GPA. Students whose cumulative GPA falls below 2.0 will be placed on Academic Probation.

### Academic Probation

Students will be placed on academic probation at the end of the fall/spring semester in which the cumulative GPA falls below 2.0. While on academic probation, students may only register for 2 courses per semester until the cumulative GPA is raised to 2.0 or higher.

### Academic Dismissal

Students whose cumulative GPA remains below 2.0 for three consecutive semesters will be dismissed at the end of the fall/spring semester for a period of one academic year. Students may apply for [readmission](#) at the end of the academic year.

## Academic Honors and Awards

### Dean's List

#### *Full Time Students*

The Dean's list notation will appear on the transcript of full-time students (those taking 12 or more credits per term) in the term they achieve a GPA of 3.5 and above.

#### *Part Time Students*

The Dean's list notation will appear on the transcript of part time students for each accumulation of 12 credits if they achieve a GPA of 3.5 and above.

### Degree Honors for General Excellence

Latin Honors are computed using only those courses taken in the CUNY School of Labor and Urban Studies and awarded when students have completed their baccalaureate degree with a final grade point average as follows:

- Cum Laude (with praise) 3.50
- Magna Cum Laude (with great praise) 3.75
- Summa Cum Laude (with highest praise) 3.85

Valedictorian are selected for having the highest GPA of the graduating class.

## Student Resources

### Computer Lab

Students have access to two computer lab workspaces, where printing services are available. Located at 25 West 43<sup>rd</sup> Street, CUNY School of Labor and Urban Studies has computer lab access on a drop-in basis. Our on-campus lab is located on the 19th floor directly, on the classroom side of the building. Our workstations have all the latest applications necessary for completing coursework. Just present your ID to the receptionist and then use our lab. Remember, there are no reservations. Use is on a first come, first serve basis. SLU also has a loaner inventory of laptops, available for use at the Self-Serve Kiosk. The SLU IT Helpdesk is staffed to provide assistance as needed.

Additional computer workstations are available in the Mina Rees Library at the Graduate Center. These workstations have Microsoft Office applications, internet access for access to research databases and an E-Reserve system where professors can post class related content. As with on campus workstations, there are no reservations. It is first come, first serve.

## Library Services

The home library for the CUNY School of Labor and Urban Studies is the Mina Rees Library at the [Graduate Center](#) located at 365 Fifth Avenue at 34<sup>th</sup> Street. The Graduate Center Library provides students with an easy, quick way of accessing computer-based library materials through its internet-based resources. These include electronic research databases and an E-Reserve system where professors can post class related content.

In addition to the Graduate Center Library, students of the CUNY School of Labor and Urban Studies with a valid CUNY SLU ID have access to the 20 libraries of The City University of New York system. To enter any of the libraries, including the Graduate Center Library, students must present their SLU ID Card.

## Writing Center

The CUNY SLU Writing Center offers students one-to-one help on any writing project, at any stage of the writing process.

One of just a few writing centers in the country designed specifically to meet the needs of working adults, the CUNY SLU [Writing Center](#) is staffed by [professional consultants](#) who encourage your work and help you build on your strengths.

A Writing Center consultation can take many forms – from brainstorming an argument to polishing a references page. Usually, though, a writing consultant will read and respond to your work, offering concrete advice and, crucially, encouragement. Our writing consultants are all experienced classroom teachers, but, unlike your professors, they won't give you a grade. Instead, they'll give you what almost any writer needs in order to do his/her best work – a compassionate first read that identifies strengths as well as areas to develop. Consultations can be in-person, on the phone, or online, via chat. Students enrolled in any SLU program are welcome to use the Writing Center and its resources. The Writing Center is located at 25 West 43<sup>rd</sup> Street. For additional information contact **646-313-8326**.

## Student Affairs

The CUNY School of Labor and Urban Studies (CUNY SLU) offers a comprehensive array of services to assist students to achieve their academic goals. From writing assistance, advisement, career services, veteran services, accessibility services, and counseling, the Student Services Division is here to work with students to meet their needs.

If you need to contact the Office of Student Services, please send an email to: [StudentServices@slu.cuny.edu](mailto:StudentServices@slu.cuny.edu)

## New Student Orientation

Each fall and spring semester, the CUNY School of Labor and Urban Studies has orientation for new students to introduce them to the school, our programs, services, policies, and procedures, all to help students in their path to success. This opportunity also gives students a chance to meet their peers, faculty, advisors, and other important support staff. Knowing what to expect from this new challenge not only helps alleviate stress, it creates a positive learning space and a chance to start building student community. If you want to know more about new student orientation, please email [StudentServices@slu.cuny.edu](mailto:StudentServices@slu.cuny.edu).

## Academic Advising

Academic advisement is an integral part of student success at the School of Labor and Urban Studies (SLU). The advisement relationship serves as a space for students to identify their academic, professional, and activist goals, and connect them to strategic program points, such as research, internship, fieldwork, organizing and leadership courses. Advisors serve as a resource for support in navigating the degree and certificate programs, and a wide range of academic and professional opportunities. Students can also work with their advisors in assessing their developing skillsets and draw on related student support through the writing center, career services and counseling.

The guiding principles of Academic Advisement at SLU are the following:

- Facilitate student development through academic plans created in collaboration with the student, advisor, and faculty.
- Support a student-centered process that takes into account different levels of the student's prior experience to support achievement of educational and personal goals.
- Foster smooth transitions by creating academic support initiatives that are continuously adjusted to fulfill different needs as students successfully navigate degree completion, as well as fulfilling their personal and professional goals. Events like New Student orientation, Student Forum, as well as customized advising sessions, and referrals to program support services help students navigate our educational institution.

## Accessibility/Disability Services

The CUNY School of Labor and Urban Studies (SLU) is committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University.

Through assistance from the Graduate Center, we provide and coordinate reasonable accommodations and support services to students with disabilities, as mandated by the [Americans with Disabilities Act of 1990](#) (ADA) and [Section 504 of the Rehabilitation Act of 1973](#), and strive to increase the level of disability awareness among all members of the CUNY SLU community.

Early planning is essential for many of the resources and accommodations provided. Please contact us at the earliest possible date in order for us to assist with your needs at: [accessibility@slu.cuny.edu](mailto:accessibility@slu.cuny.edu)

For more information about disability related resources at CUNY and beyond, please visit the CUNY Central Office of Student Affairs

webpage: <http://www.cuny.edu/about/administration/offices/sa/services/disabilities.html>

## Counseling and Wellness

The CUNY School of Labor and Urban Studies offers counseling services to provide a safe space for students to talk about personal issues or challenges that prevent personal and academic growth. Counseling Services provides individual counseling, crisis intervention, and referral to the CUNY School of Labor and Urban Studies student body. To contact counseling services, please send an email to [counseling@slu.cuny.edu](mailto:counseling@slu.cuny.edu).

## Career Services

The CUNY School of Labor and Urban Studies offers career services to help career goal setting and assist students in obtaining necessary resources in support of their career plans. We work with students in creating

and developing resumes, cover letters, portfolios, interviewing skills and other tools required to conduct a successful job search. Career services present workshops and seminars in resume writing, interviewing techniques, job search strategies, communication, employer expectations, networking and social media, and other career-related topics. To contact Career Services, please email [careerservices@slu.cuny.edu](mailto:careerservices@slu.cuny.edu).

## Voter Registration

Under the National Voter Registration Act (NVRA) of 1993, in connection with the provision of student disability services by the Student Services office, the office of disability services, is an agency-based voter registration site where voter registration application forms and information are available, and where students will be offered the opportunity to register to vote. If you would like more information on voter registration application forms or voter registration assistance of any kind, please call at **646-313-8321** or email at [accessibility@slu.cuny.edu](mailto:accessibility@slu.cuny.edu). Voter registration information and application forms are also available at the website for the [State Board of Elections of the State of New York](#).

## Veteran Services

Advisement for veterans is handled through the Office of the Enrollment Services and Registrar. Veterans and active duty military personnel are encouraged to contact Veteran Services Coordinator, Padraig O'Donoghue at [veterans@slu.cuny.edu](mailto:veterans@slu.cuny.edu) or **646-313-8321**.

The CUNY Office of Veterans Affairs is dedicated to fostering a sense of community and to developing a channel of communication among veteran and reservist students, and with faculty, staff and administration. The City University of New York welcomes and supports veterans and reservists on its campuses and recognizes the contribution that they make as citizens and students. CUNY is proud of the level of diversity and academic excellence that veterans and reservists bring to our campuses.

The [Veterans Affairs](#) section of [cuny.edu](http://cuny.edu) is a virtual one-stop source of information regarding services for veterans, reservists and their dependents and survivors. It is a guide to educational benefits, entitlements, counseling and advocacy resources, which will assist veterans in pursuing their academic and civilian careers. [Download CUNY's comprehensive brochure for veterans](#).

## Public Safety

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires colleges and universities to publish an annual security report. The report contains information regarding campus security including topics such as: emergency procedures, crime prevention, university law enforcement authority, crime reporting policies, [Title IX, sexual assault prevention](#), disciplinary procedures and other matters of importance related to security on campus. It also contains crime statistics for the previous three calendar years. Please click [annual report 2019-SLU](#) to read or download a copy of the report.

If you would like to receive a hard copy of the Annual Security Report, please visit the Room 1801 at the CUNY SLU Campus at 25 West 43rd Street, New York, NY 10036 or call **646-313-8311**.

## CUNY Alert

SLU students and faculty should sign up for CUNY Alert using their SLU emails, to be notified of any SLU emergencies or weather-related closings on campus. More information and how to subscribe can be found [here](#).

### IT Help Desk

The CUNY School of Labor and Urban Studies IT Service Desk Helpdesk can be reached at [ithelpdesk@slu.cuny.edu](mailto:ithelpdesk@slu.cuny.edu) or 646-313-8444. You can also submit service tickets by using the [Helpdesk Portal](#).

Service desk hours of operation are:

Monday – Thursday	8:00 AM – 9:45 PM
Friday	8:30 AM – 5:30 PM
Saturday	8:00 AM – 4:00 PM

IT Service desk will assist with access needs and password resets, as well as support students and faculty with Blackboard, Office 365, Virtual Desktop, Dropbox, CUNYfirst, GC Library access, and other school sanctioned technology platforms. Service desk also assists student’s other technology needs, such as borrowing laptops or tablets as needed.

Blackboard Administrator hours in person and online, Tuesday, Wednesday and Thursday 5:00-9:00 PM.

## Academic Programs

	DEGREE	CIP	HEGIS
Undergraduate Programs			
<a href="#"><u>Bachelor of Arts in Urban and Community Studies</u></a>	<b>BA</b>	45.1201	2214.00
Graduate Programs			
<a href="#"><u>Master of Arts in Labor Studies</u></a>	<b>MA</b>	52.1004	0516.00
<a href="#"><u>Master of Arts in Urban Studies</u></a>	<b>MA</b>	45.1201	2214.00
Certificate Programs			
<a href="#"><u>Advanced Certificate in Community Leadership</u></a>	<b>ADVCT</b>	44.0201	2214.00
<a href="#"><u>Advanced Certificate in Leading Change in Healthcare Systems</u></a>	<b>ADVCT</b>	51.0702	1202.00
<a href="#"><u>Advanced Certificate in Labor Relations</u></a>	<b>ADVCT</b>	52.1002	0516.00
<a href="#"><u>Advanced Certificate in Labor Studies</u></a>	<b>ADVCT</b>	52.1002	0516.00
<a href="#"><u>Advanced Certificate in Public Policy Administration &amp; Public Policy</u></a>	<b>ADVCT</b>	44.0401	2102.00
<a href="#"><u>Certificate in Community Leadership</u></a>	<b>CERT</b>	44.0201	2214.00
<a href="#"><u>Certificate in Healthcare Leadership and Advocacy</u></a>	<b>CERT</b>	51.9999	5299.00
<a href="#"><u>Certificate in Labor Relations</u></a>	<b>CERT</b>	52.1002	5099.00
<a href="#"><u>Certificate in Labor Studies</u></a>	<b>CERT</b>	52.0201	5004.00
<a href="#"><u>Certificate in Public Policy Administration &amp; Public Policy</u></a>	<b>CERT</b>	44.9999	5508.00

## Program Descriptions

### Labor Studies Undergraduate

### Certificate in Labor Relations

Email [LaborStudies@slu.cuny.edu](mailto:LaborStudies@slu.cuny.edu)

#### The Program

The Certificate in Labor Relations provides members, officers, staff and activists of NYC- area unions, worker centers and other community-based organizations with practical knowledge, skills, and resources needed to be effective leaders in the field of labor and industrial relations.

The program is designed to provide students with skills in the area of collective bargaining, organizing, labor law, arbitration, contract negotiation, organizational administration and leadership development. The certificate helps prepare students for careers in the areas of union organizing, labor relations, strategic research, employment law, and mediation.

#### Admissions Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or a High School Equivalency (HSE) diploma from New York State (also known as TASC or GED).

#### Program Requirements

16 credits are required for the certificate, as follows:

##### Union Leadership and Administration

One course from the following:

**LABR 304 - Unions and Labor Relations (4 Credits)**

**LABR 320 - Collective Bargaining (4 Credits)**

**LABR 328 - Leadership and Administration: Power, Politics, and Organizational Change (4 Credits)**

**LABR 337 - Contract Administration (4 Credits)**

##### Labor and Employment Law

One course from the following:

**LABR 324 - Labor and Employment Law (4 Credits)**

**LABR 325 - Arbitration (4 Credits)**

**LABR 334 - Public Sector Labor Law (4 Credits)**

##### Electives

Students must complete eight credits (2 courses) from the following (or any course not already taken from those above):

**LABR 302 - Contemporary Labor Issues (4 Credits)**

**LABR 330 - Issues in Labor Organizing (4 Credits)**

**LABR 331 - Health and Safety in the Workplace (4 Credits)**

**LABR 339 - Understanding Labor and the Economy (4 Credits)**

**LHIS 301 - U.S. Labor History (4 Credits)**

**LHIS 311 - The History of Public Sector Workers in the United States (4 Credits)**

**LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)**

**URB 451 - Urban and Community Studies Special Topics (4 Credits)**



## Certificate in Labor Studies

Email [LaborStudies@slu.cuny.edu](mailto:LaborStudies@slu.cuny.edu)

### The Program

The Certificate in Labor Studies is designed for individuals who want to study the social, political and cultural impact that the organization of work has on employees and their communities. The certificate offers students an understanding of work, workers and labor organizations.

The program provides students with skills and knowledge in the areas of labor history, politics, economics and organizing. It helps prepare students for careers in union organizing, public policy, social action research and law.

### Admissions Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or a High School Equivalency (HSE) diploma from New York State (also known as TASC or GED).

### Program Requirements

16 credits are required for the certificate.

Students must complete eight credits in the following courses:

**LABR 302 - Contemporary Labor Issues (4 Credits)**

**LHIS 301 - U.S. Labor History (4 Credits)**

Students must also complete eight credits from among the following courses:

**LABR 304 - Unions and Labor Relations (4 Credits)**

**LABR 399 - Labor and Workplace Studies Field Work (4 Credits)**

**LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)**

**LPOL 302 - Contending Ideas and Forces in U.S. Politics (4 Credits)**

**LPOL 303 - Campaigns and Elections (4 Credits)**

**LPOL 309 - Power and Democracy in the Nation (4 Credits)**

**LSOC 301 - Sociology of Work (4 Credits)**

## Graduate

### Master of Arts in Labor Studies

Email [LaborStudies@slu.cuny.edu](mailto:LaborStudies@slu.cuny.edu)

#### The Program

The 30-credit MA in Labor Studies draws on the knowledge and methodologies of the social sciences- particularly from the fields of sociology, law, economics, and political science - to examine the issues facing workers in their workplaces and communities.

The program is designed to provide students with skills in critical thinking, research and analysis. Students also develop content knowledge in the areas of history, labor law, organizing, transnational labor issues, politics and public policy.

#### Admissions Criteria

Candidates for admission to master's degree program must possess a bachelor's degree with a 3.0 GPA or higher from an accredited undergraduate institution. Applicants will write a personal statement, upload a resume, and provide two letters of recommendation. An individual interview may be required. In addition to the admission criteria for graduate degree programs, a background in labor, related fields, and/or social science is an advantage but not essential.

#### Program Requirements

30 credits are required to complete the Master's Degree in Labor Studies.

Students must complete 21 required credits and 9 elective credits as follows:

#### Core Requirements

Students must complete 15 credits in the following courses:

**LABR 602 - Research Methods (4 Credits)**

**LABR 605 - Perspectives on the Labor Movement (4 Credits)**

**LABR 698 - Capstone Project Planning (1 Credit)**

**LABR 699 - Capstone Course (3 Credits)**

**LHIS 601 - U.S. Labor History (3 Credits)**

#### Global Perspectives:

One course from the following:

**LABR 601 - Labor in the Era of Globalization (3 Credits)**

**LABR 609 - Comparative Labor Movements (3 Credits)**

**LABR 614 - Labor and Immigration (3 Credits)**

#### Practical Applications:

One course from the following:

**LABR 603 - Labor-Management Relations (3 Credits)**

**LABR 604 - Labor Law (3 Credits)**

**LABR 608 - Issues in Organizing (3 Credits)**

**LABR 620 - Collective Bargaining Theory and Practice (3 Credits)**

**LABR 624 - Labor Law: A Case-Study Approach (3 Credits)**

**LABR 630 - Union Organization and Function (3 Credits)**

**LABR 669 - Selected Topics in Labor Studies (3 Credits)**

**Electives:**

Students must also complete 9 elective credits from the following courses:

**LABR 601 - Labor in the Era of Globalization (3 Credits)**

**LABR 603 - Labor-Management Relations (3 Credits)**

**LABR 604 - Labor Law (3 Credits)**

**LABR 606 - Labor Studies Field Work/Internship (3 Credits)**

**LABR 607 - Labor and the Economy (3 Credits)**

**LABR 608 - Issues in Organizing (3 Credits)**

**LABR 609 - Comparative Labor Movements (3 Credits)**

**LABR 610 - Policy Analysis (3 Credits)**

**LABR 614 - Labor and Immigration (3 Credits)**

**LABR 620 - Collective Bargaining Theory and Practice (3 Credits)**

**LABR 622 - Strategic Research Methods (3Credits)**

**LABR 624 - Labor Law: A Case-Study Approach (3 Credits)**

**LABR 630 - Union Organization and Function (3 Credits)**

**LABR 649 - Independent Study (1-3 Credits)**

**LABR 669 - Selected Topics in Labor Studies (3 Credits)**

**LPOL 601 - Labor and Politics (3 Credits)**

**LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)**

## Advanced Certificate in Labor Relations

Email [LaborStudies@slu.cuny.edu](mailto:LaborStudies@slu.cuny.edu)

### The Program

The Advanced Certificate in Labor Relations offers students the opportunity to develop the practical skills necessary for participation in collective bargaining, conflict resolution, and contract administration. It also provides a theoretical and historical understanding of labor law, public policy and the role of worker organizations in employment relations.

The program is designed to provide students with skills and knowledge in the areas of collective bargaining, organizing, labor law, arbitration, contract negotiation, organizational administration and leadership development. It will help prepare students for careers in the areas of union organizing, labor relations, contract administration, employment law and conflict resolution.

### Admissions Criteria

Candidates for admission to advanced certificate programs must possess a bachelor's degree with a 3.0 GPA or higher from an accredited undergraduate institution. A personal statement is also required.

### Program Requirements

12 credits are required for the certificate as follows:

#### Required Core

6 credits (two courses) from the following:

- LABR 603 - Labor-Management Relations (3 Credits)**
- LABR 620 - Collective Bargaining Theory and Practice (3 Credits)**
- LABR 630 - Union Organization and Function (3 Credits)**
- LHIS 601 - U.S. Labor History (3 Credits)**

#### Employment and Labor Law

3 credits (one course) from the following:

- LABR 604 - Labor Law (3 Credits)**
- LABR 623 - Comparative Labor and Employment Law (3 Credits)**
- LABR 624 - Labor Law: A Case-Study Approach (3 Credits)**

#### Electives

3 credits (one course) from the following or courses not completed from those above:

- LABR 608 - Issues in Organizing (3 Credits)**
- LABR 609 - Comparative Labor Movements (3 Credits)**
- LABR 619 - Comparative Labor Relations Models (3 Credits)**
- LABR 622 - Strategic Research Methods (3 Credits)**
- LABR 669 - Selected Topics in Labor Studies (3 Credits)**

## Advanced Certificate in Labor Studies

Email [LaborStudies@slu.cuny.edu](mailto:LaborStudies@slu.cuny.edu)

### The Program

The Advanced Certificate in Labor Studies serves the educational needs of seasoned labor leaders, professional union staff, as well as union members and activists who want to advance their careers and enhance their contributions to the labor movement.

The program is designed to develop skills and knowledge in the areas of history, organizing, leadership development, transnational labor issues, and public policy. It helps prepare students for careers in the areas of union organizing, public policy, social action research, and law.

### Admissions Criteria

Candidates for admission to advanced certificate programs must possess a bachelor's degree with a 3.0 GPA or higher from an accredited undergraduate institution. A personal statement is also required.

### Program Requirements

12 credits are required for the certificate.

### Required Courses

Students must complete three credits (one course) from among the following Global Perspectives courses:

**LABR 601 - Labor in the Era of Globalization (3 Credits)**

**LABR 609 - Comparative Labor Movements (3 Credits)**

**LABR 614 - Labor and Immigration (3 Credits)**

### Elective Courses

Students must also complete nine credits (3 courses) from among the following courses:

**LABR 603 - Labor-Management Relations (3 Credits)**

**LABR 604 - Labor Law (3 Credits)**

**LABR 606 - Labor Studies Field Work/Internship (3 Credits)**

**LABR 607 - Labor and the Economy (3 Credits)**

**LABR 614 - Labor and Immigration (3 Credits)**

**LABR 649 - Independent Study (1-3 Credits)**

**LHIS 601 - U.S. Labor History (3 Credits)**

**LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)**

# Urban Studies

## Undergraduate

### Bachelor of Arts in Urban and Community Studies

Email: [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

#### The Program

The BA in Urban and Community Studies is designed for students with interests in urban, social, economic, and political issues, especially as they relate to diverse working-class communities. The program explores the dynamics of urban life, public policy and administration, the structure of urban government and agencies, the delivery of social services, and community and labor organization.

The field of urban and community studies draws on sociology, economics, political science, and anthropology to analyze our global economy and culture. Students in the program have opportunities for experiential and applied learning, including fieldwork and workplace-based projects in New York City. They study with nationally known faculty from CUNY as well as with expert practitioners in the fields of public and health care administration, municipal politics, workforce development, labor, and community organizing. Additionally, students develop their special interests within the field by selecting one of three areas of concentration: Urban Studies, Community Studies, or Labor Studies.

Note: Contingent upon the availability of General Education classes during a given semester, students may need to enroll in courses to fulfill General Education curriculum requirements.

#### Admissions Criteria

Applicants must possess at least 24 transferrable credits from an accredited institution with a minimum GPA of 2.5 on a 4.0 scale. Applicants need to demonstrate basic proficiency in reading, writing, and math.

#### Program Requirements

120 credits are required for the B.A. in Urban and Community Studies.

General Education - See below

Urban and Community Studies Courses - 36 credits

Core requirements - 20 credits

Concentration - 16 credits

Free Electives - 42-48 credits.

Note: The required number of [College Options credits](#) and free elective credits each student will be required to take will be dependent upon his/her transfer credit evaluation.

#### General Education Requirements

12 credits Required Core

18 credits Flexible Core

6-12 credits College Option

**URB 200 – Social Justice in the City (3-4 Credits)**

**LHIS 301 – U.S. Labor History (4 Credits)**

#### Required Courses

Note: Courses are four (4) credits except where indicated.

**URB 310 - Introduction to U.S. Social and Economic Policy (4 Credits)**

- URB 320 - Urban Populations and Communities (4 Credits)**
- LABR 201 - Introduction to Labor Studies (4 Credits)**
- URB 351 - Research Methods for Urban and Community Studies (4 Credits)**
- URB 499 - Urban and Community Studies Capstone (4 Credits)**

### Concentration Courses

Students select one of the following three concentrations:

#### Urban Studies

Students who select the Urban Studies track must complete two courses in the following:

- URB 340 - Contemporary Urban Problems (4 Credits)**
- PADM 211 - Government, Politics and the Policy-Making Process (4 Credits)**

Students must also complete two courses from the following:

- HCA 306 – Foundations for Healthcare Leaders (4 Credits)**
- HCA 307 – Urban Health Issues and Public Policy (4 Credits)**
- LABR 305 - Labor Relations in Transportation (3 Credits)**
- PADM 201 - Public Administration (4 Credits)**
- PADM 221 - Public Issues and Public Policy (4 Credits)**
- URB 339 - Urban and Community Studies Field Work (4 Credits)**
- URB 341 - Metropolitan Transportation and Urban Development (3 Credits)**

#### Community Studies

Students who select the Community Studies track must complete two courses in the following:

- URB 321 - Community Organizing and Community Organizations (4 Credits)**
- URB 322 - Social Movements (4 Credits)**

Students must also complete two courses from the following:

- URB 210 – Criminal Justice: Causes and Consequences of Mass Incarceration**
- LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)**
- URB 323 - Community Development (4 Credits)**
- URB 324 - Introduction to Nonprofit Leadership (4 Credits)**
- URB 339 - Urban and Community Studies Field Work (4 Credits)**

#### Labor Studies

Students who select the Labor Studies track must complete two courses in the following:

- LHIS 301 - U.S. Labor History (4 Credits) or LHIS 311 – Public Workers in the US (4cr)**
- LABR 302 - Contemporary Labor Issues (4 Credits)**

Students must also complete two courses from the following:

- LABR 304 - Unions and Labor Relations (4 Credits)**
- LABR 320 - Collective Bargaining (4 Credits)**
- LABR 334 - Public Sector Labor Law (4 Credits)**
- LABR 339 - Understanding Labor and the Economy (4 Credits)**
- LABR 330 - Issues in Labor Organizing (4 Credits)**
- LSOC 301 - Sociology of Work (4 Credits)**

General Electives:

- HCA 105 Social Justice and Health Equity (4cr)**
- HCA 308 – Advocacy for Healthcare Change (4 Credits)**
- HCA 309 – Applied Research Methods in Healthcare Organizations (4 Credits) (Formally HCA 302)**
- HCA 306 – Foundations for Healthcare Leaders (4 Credits)**
- HCA 307 - Urban Health Issues and Public Policy (4 Credits) (Formally HCA 301)**
- LABR 305 - Labor Relations in Transportation (3 Credits)**

**PADM 201 - Public Administration (4 Credits)**  
**PADM 221 - Public Issues and Public Policy (4 Credits)**  
**URB 341 - Metropolitan Transportation and Urban Development (3 Credits)**  
**LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)**  
**URB 323 - Community Development (4 Credits)**  
**URB 324 - Introduction to Nonprofit Leadership (4 Credits)**  
**LABR 304 - Unions and Labor Relations (4 Credits)**  
**LABR 320 - Collective Bargaining (4 Credits)**  
**LABR 334 - Public Sector Labor Law (4 Credits)**  
**LABR 339 - Understanding Labor and the Economy (4 Credits)**  
**LABR 330 - Issues in Labor Organizing (4 Credits)**  
**LSOC 301 - Sociology of Work (4Credits)**  
**URB 210 – Criminal Justice: Causes and Consequences of Mass Incarceration (4 Credits)**  
**URB 339 - Urban and Community Studies Field Work (4 Credits)**  
**URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)**  
**URB 451 - Urban and Community Studies Special Topics (4 Credits)**



## Certificate in Community Leadership

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The curriculum of the Certificate in Community Leadership draws on a variety of academic disciplines to provide students with the knowledge and experience needed to address issues facing urban residents through community level work. Students will learn how communities are organized, how nonprofits serve constituents, and will gain the skills needed to foster community engagement that can result in social progress and political power. Students who complete the program may apply their certificate credits towards the [BA in Urban and Community Studies degree program](#).

### Admissions Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or a High School Equivalency (HSE) diploma from New York State (also known as TASC or GED). Applicants are also required to write a personal statement and upload a resume.

### Program Requirements

**Note:** A minimum grade of a C will be required in all courses. Students must complete the following courses:

**URB 321 - Community Organizing and Community Organizations (4 Credits)**

**URB 324 - Introduction to Nonprofit Leadership (4 Credits)**

### Electives

Students must also complete 4 credits from the following:

**LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)**

**URB 323 - Community Development (4 Credits)**

**URB 451 - Urban and Community Studies Special Topics (4 Credits)**

Students must also complete 4 credits from the following:

**PADM 231 - Research Seminar on Public Policy (4 Credits)**

**URB 339 - Urban and Community Studies Field Work (4 Credits)**

**URB 399 - Urban and Community Studies Independent Studies (4 Credits)**

## Certificate in Health Care Leadership and Advocacy

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The Certificate in Health Care Policy and Administration provides a basic academic foundation and professional development for administrative and professional workers in New York City's health care industry. An important professional credential, the certificate offers health care employees in both public and private health care systems an opportunity to advance their careers and serve the public more effectively.

Students will gain a rich understanding of the theory and practice of health care policy and administration while developing advanced analytic, research, writing and presentation skills.

The certificate is a valuable educational and professional credential for those working in government, non-profit organizations, and the private health care system. It is ideal for those currently employed within the field or interested in pursuing careers as health care managers and administrators, as well as public policy analysts and advocates.

### Admissions Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or a High School Equivalency (HSE) diploma from New York State (also known as TASC or GED).

### Program Requirements

15 - 16 credits are required for the certificate. Students must complete 15 - 16 credits from the following courses:

**HCA 105 - Social Justice and Health Equity (3 Credits)**

**HCA 306 – Foundations for Healthcare Leaders (4 Credits) (New Course)**

**HCA 307 - Urban Health Issues and Public Policy (4 Credits) (Formally HCA 301)**

**HCA 308 – Advocacy for Healthcare Change (4 Credits) (New Course)**

**HCA 309 – Applied Research Methods in Healthcare Organizations (4 Credits) (Formally HCA 302)**

## Certificate in Public Administration and Public Policy

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The Certificate in Public Administration and Public Policy provides students with a basic understanding of government agencies, social services, and the policy making process. The certificate is a valuable educational and professional credential for workers in the public and non-profit sectors, and for students interested in government, interest groups and political decision-making.

Students gain insight into the structure of government, organizational theory and behavior, the major problems facing American cities and the policies designed to address them. The program enables students to develop and enhance advanced analytic, research, writing and presentation skills.

The certificate is ideal for workers in the public sector, or non-profit advocacy groups, who wish to acquire a better understanding of government agencies. The certificate provides a basic academic foundation for students interested in careers as policy makers and analysts, researchers and planning specialists, or journalists.

### Admissions Criteria

Candidates for admission to undergraduate level certificate programs must possess a high school diploma or a High School Equivalency (HSE) diploma from New York State (also known as TASC or GED). Applicants are also required to write a personal statement.

### Program Requirements

15 credits are required for the certificate. Students must complete 16 credits from the following courses:

**PADM 201 - Public Administration (4 Credits)**

**PADM 211 - Government, Politics, and the Policy-Making Process (4 Credits)**

**PADM 221 - Public Issues and Public Policy (4 Credits)**

**PADM 231 - Research Seminar on Public Policy (4 Credits)**

## Graduate

### Master of Arts in Urban Studies

Email Contact: [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

#### The Program

The 30-credit MA in Urban Studies is designed for students pursuing both scholarly and professional interests in the political, economic, and social dynamics of modern urban life. It offers a particular emphasis on urban problems, public policy, community organization, the urban workforce, the administration of public agencies, and the delivery of public services.

The field of Urban Studies draws on the perspectives and methods of social science disciplines such as sociology, economics, political science and anthropology to analyze the modern city. Urban Studies students explore how cities grow and evolve, govern themselves, distribute goods and services, serve the public, and employ their residents. In addition, by selecting one of three Urban Studies tracks (Public Policy and Administration, Health Care Policy and Administration or the Urban Workforce) students will gain advanced knowledge and skills in their particular area of interest.

Students in the Master's Degree in Urban Studies program have the opportunity to learn from and work with nationally known faculty from The City University of New York, as well as with expert practitioners in the fields of public and health care administration, municipal politics, workforce development, labor and community organizing.

#### Admission Criteria

In addition to the admission criteria for graduate degree programs, a background in labor, related fields, and/or social science is an advantage but not essential.

#### Program Requirements

30 credits are required to complete the Master's Degree in Urban Studies. Of these, 15 must come from the core Urban Studies requirements. Nine credits must be completed in the selected track. The remaining six credits are electives.

#### Core Requirements

Students must complete fifteen credits in the following courses:

**URB 600 - Classical Approaches to Urban Studies (3 Credits)**

**URB 601 - Urban Public Management (3 Credits)**

**URB 610 - Research Methods in Urban Studies (3 Credits) or PADM 651 Research Methods Seminar (3 credits)**

**PADM 611 - Social and Economic Policy in the United States (3 Credits)**

**URB 699 - Capstone Course (3 Credits)**

#### Tracks

Students must complete 9 credits from one of the following three tracks:

##### Public Policy and Administration

**PADM 601 - Public Administration (3 Credits)**

**PADM 621 - Policy Analysis (3 Credits)**

**PADM 701 - Practices in Public Administration (3 Credits)**

**URB 620 - Urban Public Finance (3 Credits)**

**URB 621 - Delivery of Urban Public Services (3 Credits)**

## Health Care Policy and Administration

**HCA 600 – Fundamentals of Healthcare Systems and Organizations (3 Credits)**

**HCA 601 - Health Disparities (3 Credits)**

**HCA 602 - The Politics of Health Care (3 Credits)**

**HCA 603 - Evaluation of Healthcare Policies and Programs (3 Credits) new**

**HCA 604 – Leading Change in Turbulent Times (3 Credits) new**

## The Urban Workforce

**LABR 603 - Labor-Management Relations (3 Credits)**

**LABR 607 - Labor and the Economy (3 Credits)**

**LABR 614 - Labor and Immigration (3 Credits)**

**LPOL 601 - Labor and Politics (3 Credits)**

## Electives

Students must complete 6 credits from the following courses:

**URB 620 - Urban Public Finance (3 Credits)**

**URB 621 - Delivery of Urban Public Services (3 Credits)**

**URB 630 - Urban Social Identity (3 Credits)**

**URB 635 - Community Organization (3 Credits)**

**URB 639 - Fieldwork (3 Credits)**

**URB 649 - Independent Study (3 Credits)**

**URB 651 - Special Topics (3 Credits)**

**HCA 600 - Health Care Administration (3 Credits)**

**HCA 601 - Health Disparities (3 Credits)**

**HCA 602 - The Politics of Health Care (3 Credits)**

**HCA 603 - Evaluation of Health Care Policies and Programs (3 Credits)**

**HCA 604 – Leading Change in Turbulent Times (3 Credits)**

**LABR 603 - Labor-Management Relations (3 Credits)**

**LABR 607 - Labor and the Economy (3 Credits)**

**LABR 614 - Labor and Immigration (3 Credits)**

**LPOL 601 - Labor and Politics (3 Credits)**

**PADM 601 - Public Administration (3 Credits)**

**PADM 621 - Policy Analysis (3 Credits)**

**PADM 701 - Practices in Public Administration (3 Credits)**

**LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)**

## Advanced Certificate in Community Leadership

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The curriculum of the Advanced Certificate in Community Leadership draws on a variety of academic disciplines and combines theory with practical applications in order to prepare students for leadership roles in community change organizations. Students learn how communities are organized, how nonprofits serve constituents, how to analyze the contemporary forces and trends in the field of community development and social change and build the skills necessary for fostering community empowerment. Students who complete the program may apply their certificate credits towards the [MA in Urban and Studies degree program](#).

### Admissions:

To qualify for the certificate, students must possess a B.A. or a B.S. with at least a 2.5 GPA or higher from an accredited undergraduate institution. Applicants will be required to write a personal statement.

### Requirements:

Students will complete 12 credits, as outlined below.

### Program Requirements

**URB 622 - Nonprofit Governance and Management (3 credits)**

**URB 635 - Community Organization (3 Credits)**

### Electives

Students must also complete 3 credits from the following:

**URB 612 - Urban Social Problems and Community Development (3 credits)**

**URB 651 - Special Topics (3 Credits)**

**LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)**

Students must also complete 3 credits from the following:

**PADM 651 - Research Methods Seminar (3 Credits)**

**URB 639 - Fieldwork (3 Credits)**

**URB 649 - Independent Study (3 Credits)**

## Advanced Certificate in Leading Change in Healthcare Systems

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The Advanced Certificate in Health Care Policy and Administration provides professional development for administrative and professional workers in New York City's health care industry. An important professional credential, the advanced certificate provides health care employees in both public and private health care systems an opportunity to advance their careers and serve the public more effectively.

Students will gain a rich understanding of the theory and practice of health care policy and administration while developing advanced analytic, research, writing, and presentation skills.

Graduates from the program may pursue careers as health care managers and administrators, as well as public policy analysts and advocates. The advanced certificate is a valuable credential for those working in government, non-profit organizations, and the private health care system or for those with a scholarly interest in health care.

### Admissions Criteria

Candidates for admission to advanced certificate programs must possess a bachelor's degree with a 3.0 GPA or higher from an accredited undergraduate institution.

### Program Requirements

12 credits are required for the certificate. Students must complete the following courses for 12 credits:

**HCA 600- Fundamentals of Healthcare Systems and Organizations (3 credits)**

**HCA 601 - Health Disparities (3 credits)**

**HCA 602 - The Politics of Health Care (3 Credits)**

**HCA 603 - Evaluation of Health Care Policies and Programs (3 Credits) (Name Change)**

**HCA 604 – Leading Change in Turbulent Times (3 Credits) (New Course)**

## Advanced Certificate in Public Administration and Public Policy

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The Advanced Certificate in Public Administration and Policy (Level I) provides a graduate-level education for students interested in legislation, government agencies, and social services. The certificate is a valuable professional credential for workers in the public and non-profit sectors, and for students pursuing scholarly interests in government affairs at the federal, state and municipal levels.

Students gain a rich understanding of the theories behind government policy and public-sector management, while learning how to critique their implementation and make effective recommendations. The program enables students to develop and enhance advanced analytic, research, writing and presentation skills.

Graduates may pursue careers as managers in the public sector, policy analysts, researchers and planning specialists, or as journalists covering government and public policy.

### Admissions Criteria

Candidates for admission to advanced certificate programs must possess a bachelor's degree with a 3.0 GPA or higher from an accredited undergraduate institution. Applicants are also required to write a personal statement.

### Program Requirements

12 credits are required for the certificate. Students must complete 12 credits from the following courses:

**PADM 601 - Public Administration (3 Credits)**

**PADM 611 - Social and Economic Policy in the United States (3 Credits)**

**PADM 621 - Policy Analysis (3 Credits)**

**PADM 641 - Practicum: Analysis of Public Policy Issues (3 Credits)**

**PADM 651 - Research Methods Seminar (3 Credits)**



## Transportation (Undergraduate)

Email [UrbanStudies@slu.cuny.edu](mailto:UrbanStudies@slu.cuny.edu)

### The Program

The continued modernization of public transit systems has important implications for urban communities and for the workforce that supports the transit industry. Offered by The School of Labor and Urban Studies at the request of the Transport Workers Union Local 100/New York City Transit Authority Training and Upgrading Fund, courses such as 'The Development of Mass Transit in New York City: The Industry and its Workers' and 'Worker Health and Safety' are designed to provide transit workers with an enhanced understanding of their working environment and to prepare them for promotional opportunities within the industry.

### Courses

NYTWU 301 - The Development of Mass Transit in New York City: The Industry and its Workers (3 Credits)

NYTWU 302 - Worker Health and Safety (3 Credits)

(NYTWU Courses available to Transit Works only)

## Course Descriptions:

### HCA - Health Care Administration Courses

#### **HCA 105 – Social Justice and Health Equity (3 Credits)**

Prerequisite: None

Health care workers in large urban centers such as New York City encounter people from a great diversity of backgrounds. This can present challenges but ultimately lead to profound and even life-changing personal and professional growth. This course provides a framework for health workers to address issues of difference from the perspectives of power, privilege, health disparities, and social justice in the United States. Through the frequent use of group exercises, case studies, and professional reflections, students will examine and analyze these concepts as well as the concept of social construction of difference. Students will explore the overlap and differences among cultural awareness, cultural sensitivity, cultural competence, cultural proficiency, and cultural respect and humility. The course will not focus on beliefs, behaviors, or customs of specific cultural groups since, in urban centers, health care workers simply cannot become familiar with the many cultures with which they are likely to interact, nor can culture and difference be simplified into clear-cut categories. The course will help students identify their own cultures, acknowledge their own biases and ways they stereotype others, recognize how privilege and power interfere with cultural respect and humility, and develop a framework for relating to people from diverse groups. The course borrows and incorporates materials from various fields including medicine, nursing, dentistry, allied health, psychology, health education, general education, and sociology.

#### **HCA 300 - Urban Health Services and Institutions (4 Credits)**

Prerequisite: None

This course will use New York City as the context within which to examine a variety of urban health services and institutions, reviewing their historical development, financing mechanisms and regulatory and legislative oversight. Service provision in private and public institutions will be compared and contrasted, and the impact of services examined within a wide range of health contexts, including HIV/AIDS services, mental health, disabilities services, reproductive services, elder care, child health, and more. The course will also analyze how class, race/ethnicity, gender and sexuality affect provision of and access to services. Policies that influence the delivery of services and the functioning of institutions, such as the development of managed care, will be critically analyzed.

#### **HCA 306 Foundations for Healthcare Leaders (4 Credits)**

Prerequisite: None

This course is designed to support student engagement in an academic setting and to connect students to external and internal resources to foster success in exploring various healthcare issues and opportunities. The course will explore healthcare settings in both the U.S. and abroad in terms of issues of leadership, advocacy, and contemporary labor-management relationships. Students will establish a baseline of personal, interpersonal, and professional competencies through self-assessment, and will establish goals for further development. Through self-reflection and instructor feedback, students will enhance their professionalism and fundamental skills critical for success in the classroom and in the workplace. Assigned readings highlight the diverse settings in which healthcare staff work. Through this course, students will also learn how to take advantage of resources of our School.

#### **HCA 307 - Urban Health Issues and Public Policy (4 Credits) Formally HCA 301**

Prerequisite: None

This course will present a range of key health issues and problems that confront urban communities in the U.S. Students will examine the impact of these issues on the health of urban residents, with attention to variations in impact related to race, ethnicity, gender and class. Issues include environmental health, homelessness, urban substance abuse, access to care among disabled health care populations, infectious diseases, immigrant health, urban violence, occupational health for urban workers, among others. Policies that have been enacted or proposed to address each of these issues will be presented and critically evaluated throughout the course.

#### **HCA 308 - Advocacy for Healthcare Change (4 Credits)**

Prerequisite: None

The course “Advocacy for Healthcare Change” is an overview of the role of advocacy in changing healthcare at multiple levels of influence including individual, organizational, and community. Advocacy includes using a broad range of activities, tools, models and strategies that seek to influence a specific process, policy, or cause. Healthcare professionals including union leaders play critical roles in the advocacy process by identifying issues, researching solutions, developing advocacy goals, mobilizing stakeholders, building coalitions, and lobbying. The purpose of this course is to deepen students’ understanding of advocacy tools, critically assess advocacy efforts, and gain proficiency in using advocacy in their workplace and community. Examples from active advocacy campaigns, broad-based action, and peer-reviewed and other literature will expose students to inspiring examples of current advocacy work. Students will be encouraged to identify issues within their own organizations or communities and work collaboratively to critique an existing advocacy campaign that addresses that issue and suggest how to adapt or improve those advocacy efforts.

### **HCA 309 - Applied Research Methods in Healthcare Organizations (4 Credits) Formally HCA 302**

Prerequisite: None

This course is a seminar in health policy that will focus on the topic of health services research and the role of research in supporting, creating, or challenging health policy. Each week, a component of research methodology will be presented. In addition, assigned readings consisting of published research on health services will be utilized as a springboard for class discussion. Readings will be chosen for their usefulness in illustrating the research methodology under discussion. In addition to critically evaluating each of these research reports in class discussions, students will work in teams to: identify a researchable problem based on their workplace experiences; formulate the research question and hypothesis; identify the variables to be studied and apply a conceptual or theoretical framework to the research question; conduct a comprehensive and critical literature review related to the research question; and choose an appropriate research methodology and defend this choice. The work of research teams will result in both a class presentation and a final paper.

### **HCA 600 – Fundamentals of Healthcare Systems (3 Credits)**

Prerequisite: None

This course will examine critical issues confronting health care administration, focusing on the public and not-for-profit sectors. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies. Students will analyze theoretical questions of health care administration and will address the real-world experience of health care employees, both managers and staff. Students will examine and evaluate academic literature on current and future trends in health care human resources, including: evaluation of employee performance and motivation of employees; health care financing, including the impact of managed care and the role of third party payers; union-management relations and collective bargaining; quality improvement in health care; training and staff- development; the nursing shortage; organizational justice; and diversity management. Students will draw on both their practical experience and the scholarly literature discussed in the course to develop a research proposal that addresses an administrative challenge relevant to their work.

### **HCA 601 - Health Disparities (3 Credits)**

Prerequisite: None

This course will examine in detail the manifestations of health disparities and inequalities in the U.S., with particular reference to their relevance to health care policy and practice in New York City. Evidence of inequalities will be presented with regard to major health indicators, including: incidence and prevalence of disease; differential screening, diagnosis, treatment, and outcome; exposures to risk factors and preventive measures; access to and utilization of health care services; issues relating to the clinical encounter; biases in health research; and health of selected populations. Disparities will be studied through the lenses of race, class, gender, age, residence, and sexual orientation, as well as through the interactions of these factors. A variety of theoretical frameworks will be critically evaluated for their contribution to the explanation of the existence and distribution of health disparities. Although the course will focus on contemporary health disparities, some historical issues will be presented, particularly as these relate to the development of a contemporary research agenda free from the biases of the past. Within each area, strategies and policies for reducing or eliminating the particular health disparity and inequity will be discussed and analyzed. At the end of the course, an analysis and evaluation of broader policy issues will be presented.

### **HCA 602 - The Politics of Health Care (3 Credits)**

Prerequisite: None

This course will approach the politics of health care in the U.S. by examining and analyzing the interests of the major stakeholders in the system of care delivery. These stakeholders will include the federal, state and local governments; hospitals; insurance companies; the pharmaceutical, tobacco, and food industries; organized labor; health providers and professional organizations, the public health movement, and consumer health movements. Among the issues to be considered are financial gain, control of health care resources, and process and power in decision making. The historical conditions that set the stage for the current role of each stakeholder will be discussed. Relationships among the various stakeholders will be assessed as will their contributions to fostering or thwarting universal access to care, equitable health treatment, health promotion and disease prevention, and health research free from bias. At the conclusion of the class, several case studies that demonstrate how politics actually works in the practice of setting health care policy will be presented.

### **HCA 603 - Evaluation of Health Care Policies and Programs (3 Credits)**

Prerequisite: None

This course will present a variety of compelling issues and problems that confront the U.S. health care system today. It will examine policies that have been enacted or promulgated to address each of these issues as well as present alternative policies that address access to care and equity in services. These policies will include legislation at the federal, state, and local levels, regulations and guidelines issued by agencies at each governmental level, and positions or strategies offered by advocacy groups. Each policy will be examined in terms of how it came to be and whose interest or interests it serves. Policies will also be analyzed and evaluated in terms of their effectiveness as solutions to the problems they address, their feasibility, and their relationship to the concepts of health as a basic human right, equity in health care delivery, and health promotion and disease prevention. Throughout the course, specific examples of policies that have been successful and unsuccessful to varying degrees in achieving these goals will be discussed and evaluated. In each policy discussion, analysis of how competing forces shape policies will be provided, such as how market forces compete with public need and how profit-making businesses and institutions affect health policy.

### **HCA 604 - Leading Change in Turbulent Times (3 Credits)**

Prerequisite: None

In the context of the need for radical changes in healthcare organizations, this course provides an overview of leadership, management, and organizational behavior, reflecting both the uniqueness and fluidity of this sector. Based-on current developments to improve our healthcare system this course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives. Assigned readings highlight organizational change theory, large system interventions leadership strategies, contemporary human resources practices, as well as the sociological and applied psychological theories that underpin these practices. Approaches to leadership will include current practices, methods to engage and motivate the workforce, and nurturing the importance of meaningful work in oneself and others.

## **LABR – Labor Studies Courses**

### **LABR 201 - Introduction to Labor Studies (4 Credits)**

Prerequisite: None

This course is designed to provide a broad, inter-disciplinary overview of labor studies, covering topics that are fundamental to the study of work, workers, and worker organizations. These include labor history as well as contemporary challenges facing the U.S. labor movement. Students in the course will examine the purposes and structure of unions, the political and economic landscape within which unions must operate, organizing strategies and the nature of employer resistance to unions, alternative forms of worker organization, and the impacts of globalization. Students will assess the legacy of labor as it relates to questions of gender, race, sexuality, and immigration and will look at proposals and strategies for building worker power and revitalizing the labor movement through coalitional organizing and cross-border alliances.

### **LABR 302 - Contemporary Labor Issues (4 Credits)**

Prerequisite: None

This course examines the social, economic, political, and organizational issues confronting the U.S. labor movement today. As an ever-changing economy and political climate impact workers and the labor movement, unions face challenges that require changes in the visionary, structural, functional, and strategic aspects of their organizations. Students in this course consider how the external environment-globalization, shifts in the economy, employer resistance, political and legal obstacles-has shaped the current state of the union movement in general and affected union density, economic power, and political influence in particular.

#### **LABR 304 - Unions and Labor Relations (4 Credits)**

Prerequisite: None

This course focuses on unions and their role in labor-management relations. Students will examine the purpose, structure and function and governance of unions in the United States. Emphasis will be placed on how unions function in the collective bargaining process and in contract administration. Topics will include: sources and uses of bargaining power, the negotiation process, the content and language of labor contracts, and the role and function of grievance procedures and labor arbitrations. The study of union and labor relations will be studied in the context of a capitalist economy, and throughout the course, comparisons will be made between the private and public sectors, between craft and industrial model unionism, and between US models of unions and those in other parts of the world.

#### **LABR 305 - Labor Relations in Transportation (3 Credits)**

Prerequisite: None

In this course, students will learn the fundamental concepts of labor relations in the field of public transportation and will analyze practices in the field. Topics in the course include the contractual, statutory and legal implications of labor relations in transportation. These issues will be examined and analyzed through lecture and discussion, case studies and simulations, and the participation of guest speakers. Collective bargaining agreements will be analyzed, with particular attention to grievance processes involving contractual and disciplinary issues. Workplace legislation involving safety and health, family medical leave, the Americans with Disabilities Act, and Equal Employment Opportunities (EEO) will also be discussed. Topics will be developed in a historical context. Students will examine the 1966, 1980, and 2005 NYC transit strikes and analyze the roles played by management and labor during those disputes. Students will have opportunities to study comparative labor relations in transit, including examples from San Francisco's Bay Area Rapid Transit (BART) and the Washington, D.C. Metro.

#### **LABR 320 - Collective Bargaining (4 Credits)**

Prerequisite: None

This course is designed to give students an understanding of the practices and activities related to the negotiation of union contracts. It identifies key concepts, techniques, and bargaining issues, especially those that have emerged in recent years. Students will develop an understanding of the similarities and differences between public- and private-sector bargaining and how this has affected tactics and strategies employed by the parties involved. They will analyze fundamental and sometimes varying structures, scope, and legal dimensions of the bargaining process. They will also gain a historical perspective on public and private employment and on the evolution of state and federal bargaining theory and practice found in both the private and public sectors.

#### **LABR 324 - Labor and Employment Law (4 Credits)**

Prerequisite: None

This course will introduce students to the fundamentals of law governing labor relations and employee rights in the workplace. The course begins with an examination of the major areas of law as they apply to workers and unions. Topics covered will include the National Labor Relations Act, employee representation, the grievance process, labor's right to organize, the ground rules for collective bargaining, legal aspects of strikes, Weingarten rights, obligation to bargain, and the duty of fair representation. The second part of the course will focus on employment rights at the workplace including statutes regarding discrimination, family medical leave, and workplace privacy. Students will debate and analyze the strengths and weaknesses of labor law in terms of protections for workers and workers' rights and will discuss potential reform of current law.

**LABR 325 - Arbitration (4 Credits)**

Prerequisite: None

This course is designed to provide students with an understanding of contract grievances and arbitration procedures. The course will consider discipline and discharge, seniority rights, subcontracting and work preservation disputes, wage and benefit issues, and the role of past practice in establishing binding conditions of employment and in interpreting contract language. Emphasis will be placed on the principle's arbitrators have developed and applied to resolve disputes involving provisions commonly found in contracts. Through in-class discussions, mock exercises and readings of actual legal decisions on employment relationships, students will develop an appreciation for the process and scope of labor arbitration.

**LABR 328 - Leadership and Administration: Power, Politics, and Organizational Change (4 Credits)**

Prerequisite: None

Today, the power of unions is challenged by globalization and rapidly emerging technologies as well as by changes in the law and in the structure of industries and work. These developments have spawned urgent demands for stronger, more visionary leadership in all institutions, including those of labor. As a result, there has been a surge in research about leadership and the role of leaders in maintaining effective organizations. Drawing on a considerable body of social science and historical research, this course applies leadership and organizational theories to a union context in order to examine and analyze the leadership models, practices, and approaches we find in contemporary unions. Students will examine the labor movement in the context of current economic, political and legal conditions. Topics in the course include organizational structure and group dynamics, motivating membership, ethical decision-making, strategic planning, and resolving conflict.

**LABR 330 - Issues in Labor Organizing (4 Credits)**

Prerequisite: None

This course examines the development of theory and practice in labor organizing as it has emerged over the course of a century. It addresses organizing in both the public and private sector, through certification elections, recognition actions and alternative methods of organizing. Students discuss the determinants of successful organizing campaigns, including targeting, tactics, and styles of organizing. The subject of organizing is studied in a historical, social, and political context, allowing students to analyze the evolution of an organizing mission and the emergence of various strategic initiatives over time. Students review differing theories of organizing and analyze worker attitudes as well as employer strategies and tactics. In addition, students examine the body of law (National Labor Relations Act) that regulates labor organizing in the US and consider methods of organizing outside the parameters of existing labor law. Students also examine union infrastructures administrative practices that affect how campaigns are financed and staffed.

**LABR 331 - Health and Safety in the Workplace (4 Credits)**

Prerequisite: None

This course provides a detailed look at historical and current workplace safety and health issues in the United States. Through course readings and discussions, students examine a range of topics, including occupational health hazards; the development and implementation of applicable Federal (OSHA) and State (PESH) regulations; the setting of standards for safety and health and enforcement; industrial hygiene; workplace medical screenings and surveillance; and the provision of occupational health services. The class will also examine subjects related to OSHA, such as workers' compensation and disability; health benefits (ERISA labor-management funds); and other worker-rights programs. Case studies will be used to highlight problems and solutions.

**LABR 334 - Public Sector Labor Law (4 Credits)**

Prerequisite: None

This course will provide students with a fundamental understanding of the constitutional, statutory, and collective bargaining rights of public employees. The course begins with a study and analysis of the historical development of the legal status of public employees in the U.S. and in New York, specifically. In particular, the course will examine the development and role of the Public Employee's Fair Employment Act (the Taylor Law) and the New York City Collective Bargaining Law as they relate to public employees' rights to self-organization, union representation, collective bargaining, mandatory subjects of bargaining and unfair labor practices.

**LABR 337 - Contract Administration (4 Credits)**

Prerequisite: None

This course explores the history of contract-based unionism, examining strategies and practices of contract administration as well as alternative approaches to traditional methodologies. In the course of this examination, students will analyze the role of union leaders, stewards, and members in dealing with the union contract. The course will also examine the theory behind contractual dispute resolution mechanisms, focusing on the role played by union stewards and first line-supervisors in these processes. In addition to readings, students will engage in mock sessions, designed to familiarize them with the range of issues and practices central to grievance and arbitration procedures. Students will also examine the distinction between contract violations and grievances that can be adjudicated outside the contractual dispute-resolution process.

**LABR 339 - Understanding Labor and the Economy (4 Credits)**

Prerequisite: None

This course provides students with a solid understanding of the structure and direction of the U.S. economy, within a context of globalization. Students learn basic economic principles and concepts through an examination and analysis of labor markets. They analyze and compare competing perspectives and differing explanations of the political economy of

work and examine how unemployment rates, global trade, wage inequality, and the growth of the service sector affect worker's bargaining power.

### **LABR 601 - Labor in the Era of Globalization (3 Credits)**

Prerequisite: None

This course will examine the impact of the globalization of production on work itself, as well as on workers and international labor movements. It will present globalization as a central problem for both developed and developing economies and as a dilemma for U.S. workers and their unions. Students will analyze the history and function of the World Trade Organization, the International Monetary Fund, and the World Bank, including how these institutions influence the global flow of capital and labor, as well as goods and services. The course covers topics essential for understanding workers' issues and rights in contemporary economies, such as: the impact of global outsourcing; the rise in women workers around the world and the implications for gender issues; organizing in a multi-national context; increasing poverty and inequality; and the decreased regulatory powers of states relative to multinational corporations as a result of free-trade agreements and neo-liberal development policies. All topics will be infused with a historical perspective that traces the development of capitalism from its beginnings in nation-states to its current hegemony in the global marketplace. Students will study responses of the labor movement to capital flight and to the movement of jobs and production across national borders, including efforts at cross-border organizing. They will examine the extent and effectiveness of global labor strategies, and the potential of broad-based coalitions to protect workers' rights.

### **LABR 602 - Research Methods (4 Credits)**

Prerequisite: None

This course examines the various methods of research employed to produce accurate data on topics of concern to workers and unions. Students will learn the importance of formulating and framing research questions; what types of research methodologies can be utilized; why and when to use particular methodologies; how to compile and analyze statistical data and how to utilize qualitative and quantitative research methods. They will also learn how to analyze research findings in order to judge the reliability of data. Students will discuss the principal theoretical and operational issues in the research process. In order to develop analytic skills, they will critique and evaluate case studies, taken from a range of published research reports. Ultimately, students will develop tools and techniques for doing both quantitative and qualitative research.

### **LABR 603 - Labor-Management Relations (3 Credits)**

Prerequisite: None

This course covers the development of labor relations in the United States, from the period preceding collective bargaining through the emergence of theories of management and corresponding stages of labor relations practice in the 20th century. The latter include: the rise of contract unions; industrial relations in an era of unionization and collective bargaining; the crisis resulting from increased competition and globalization; and the subsequent transformation of American labor-management relations. Students will develop a comparative perspective by studying labor-management relations across advanced capitalist economies. Finally, the course will examine the future of labor-management relations, exploring the extent to which they will be adversarial or cooperative, and considering alternative models of worker representation.

### **LABR 604 - Labor Law (3 Credits)**

Prerequisite: None

This course examines the statutes, procedures, and legal remedies as interpreted by the National Labor Relations Board (NLRB) and courts concerning the unionization of employees; the collective bargaining process; and the relationship between workers and employers and between employees and their union. The course begins by examining the doctrines of labor law in the nineteenth and early twentieth centuries and continues with an exploration of the statutory bases of labor law. In subsequent sessions, case law concerning organizing and union recognition; unfair labor practices; collective bargaining; the right to strike and concerted action; arbitration; the duty of fair representation; and discrimination will be analyzed and discussed. Finally, the course will examine and evaluate various interpretations of



the political/economic origins of modern labor law and its impact on unions and contemporary labor-management relations.

### **LABR 605 - Perspectives on the Labor Movement (4 Credits)**

Prerequisite: None

This course is organized as an introduction to the field of Labor Studies and theories of the labor movement. Students will be introduced to the basic theoretical concepts in labor studies and the study of work. We will read historical and contemporary scholarship and students should leave the class familiar with the structure of the labor movement and historic debates about the purpose of unions and working-class organizations. Fewer than one out of every ten workers belong to a union in the U.S. today. Yet unions have been one of the only vehicles for workers to achieve economic justice in the workplace and in society. Are unions still relevant in today's global economy? What do unions do, and what should they do? Are unions part of the solution for improving the lives of workers, or are they part of the problem? The course readings are interdisciplinary and draw on a number of fields, including history, sociology, economics, political science and women's studies. Finally, the course will explore how and whether theories of the labor movement contribute to resolving labor's internal debates and revitalizing its power in an era of globalization. The class is reading and writing intensive so that students can develop the skills to excel at the graduate level.

### **LABR 606 - Labor Studies Field Work/Internship (3 Credits)**

Prerequisite: None

Students in this course will combine a 16-week internship at a labor union or labor-related organization with readings on and analysis of the U.S. labor movement in a contemporary national and global context. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected labor issues. In addition to union structure and governance, these issues will include union jurisdiction and industry analysis; organizing and collective bargaining; union democracy and rank-and-file participation; demographics of leadership and membership; dynamics of class and power relations; diversity and multiculturalism; the effects of globalization on work and workers; and alternative paradigms for worker organization. Through the combination of field work and scholarly analysis, students will explore the relationship between theory and practice and will acquire multiple perspectives on union structure, practice and principles as well as on a broad range of union activities.

### **LABR 607 - Labor and the Economy (3 Credits)**

Prerequisite: None

This class is designed to provide anyone working for a union, NGO, workers' rights organization or for social change a solid foundation in economics: basically, it is labor economics for practitioners and activists. The course offers an overview of capitalism as an economic system, focusing on the principles and logic that underlie American capitalism in particular. Students will explore the roles of production and profits; competition and concentration; technology; and control and conflict in the workplace. The course is set up for students to expand their literacy regarding the main labor issues related to the economy, such as employment, wages (including minimum wage and living wage), labor market discrimination, globalization and trade. We will consider the mainstream, or neo-classical, theory that explains how the economy functions, as well as examine some alternative theories.

### **LABR 608 - Issues in Organizing (3 Credits)**

Prerequisite: None

This course deals with current debates concerning the future of organized labor in the United States. Students will examine a wide range of opinion, both within the labor movement and among scholars of the labor movement, concerning several key questions: Considering current socio-political conditions in the global economy, are unions still relevant? If so, is growth possible? If not, what other forms of worker organization are possible? To answer these questions, students will examine arguments advanced by top U.S. labor leaders and students of the labor movement. These arguments will be posed against a range of theoretical and historical perspectives, starting with Marx and Commons and including the work of contemporary scholars and researchers. Students will grapple with current issues and problems in organizing, including attitudes of workers; employer anti-union tactics; legal impediments; and

alternative venues for union certification in both the public and private sector. They will discuss the importance of strategic research and media outreach. Finally, they will develop a set of criteria for evaluating the success of organizing initiatives.

### **LABR 609 - Comparative Labor Movements (3 Credits)**

Prerequisite: None

This course will examine labor movements in the advanced industrialized economies of Western Europe as well as in the industrializing economies of Latin America, Africa and Asia. The course will focus on differences and similarities among and between these labor movements and the U.S. labor movement in terms of union density, collective bargaining structure, and industrial relations at the plant level. Among the main topics addressed in this course is globalization and its impact on labor movements throughout the world. The course will address critical issues confronting labor movements in the industrializing economies, particularly the “Southern cone” (Chile, Argentina and Uruguay); Mexico; Brazil; South Africa; China; and India. Particular attention will be paid to the relationship between unions and political systems in the U.S. and other nations. The course will explore relationships between workers and works councils in Western Europe; the relationship between unions and political action; the challenges of immigration, diversity and declining union power globally; and strategies for revitalization of labor movements in the industrialized democracies.

The course will also study labor movements under authoritarian regimes and military dictatorships, examining the role of unions in struggles for democracy.

### **LABR 610 - Policy Analysis (3 Credits)**

Prerequisite: None

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect “delivery” of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social institutions and social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public-policy analysis in three areas of concern to workers and the labor movement.

### **LABR 614 - Labor and Immigration (3 Credits)**

Prerequisite: None

This course explores the dynamics of immigration to the U.S., past and present, with a particular focus on its implications for the labor movement. The course covers a range of topics that are vital to understanding the impact of immigration on labor, such as: the “push” and “pull” factors that shape migration flows; the characteristics of the distinctive waves of migration to the U.S. over the past two centuries; the varying skill levels and world views of immigrants from different parts of the world; the historical and contemporary tensions between immigrants and U.S.- born workers; the role of immigrant social networks in chain migration and in immigrant labor organizing; changing notions of citizenship and the emergence of “illegal” immigration; the changing gender composition of the immigrant workforce; changing employer policies toward immigrant labor; the development of the modern immigrant rights movement; and the politics of the current immigration reform debate. Students will explore the ways in which the labor movement has responded to immigration in the past and currently and examine the conditions under which efforts to organize immigrant workers have been successful and those under which they have failed. The growth of worker centers as alternative models for immigrant organizing will also be examined.

### **LABR 619 - Comparative Labor Relations Models (3 Credits)**

Prerequisite: None

This course will introduce students to the labor relations systems in a number of countries and provide a framework for examining labor relations systems globally. Participants will discuss the varied socioeconomic and political environments in which labor relations systems have developed and explore how they are responding to the challenge of globalization and capitalism in the 21st century. Particular emphasis will be placed on union strategies for growth and revitalization.

By studying the labor relations systems of various countries, it is possible to gain a broader perspective and thus better understand labor movements more generally and the forces that

### **LABR 620 - Collective Bargaining Theory and Practice (3 Credits)**

Prerequisite: None

This course will provide students with a theoretical understanding of the collective bargaining process in the U.S. In addition to studying union and management theories of bargaining, students will analyze contemporary and historically significant bargaining scenarios in the private and public sectors and will develop advanced knowledge of labor relations in a variety of workplace environments. Students will examine the legal framework of collective bargaining and will study the evolution of public policy governing labor relations. In addition to studying the bargaining process and methods of contract enforcement, students will discuss alternative models of worker representation in a global economy. They will gain practical understanding by designing and participating in mock bargaining sessions.

### **LABR 624 - Labor Law: A Case-Study Approach (3 Credits)**

Prerequisite: None

This course will examine the body of law governing union organizing, labor relations, and employee rights through the study of case law and legal precedents. The course will cover federal labor law, embodied in the National Labor Relations Act and the Railway Labor Act, as well as state laws regarding the public sector and the legal environment in "right-to-work" states. In studying precedent-setting case law, students will analyze the impact of U.S. labor law on the right to organize, the collective bargaining process, contract enforcement, and dispute resolution. They will debate the strengths and weaknesses of current law in terms of protections for workers and will evaluate the range of strategies employed by unions to circumvent obstacles presented by the law, including third-party card check in organizing and efforts to pass reform of current law.

### **LABR 630 - Union Organization and Function (3 Credits)**

Prerequisite: None

This course will provide students with an advanced understanding of social science concepts and organizational theories that are designed to analyze the structures, functions, and practices of unions. Students will examine the main functions of unions, including collective bargaining, political action, and organizing, and explore the ways in which various types of union structures are matched to industry structures. Topics will include workforce demographics, diversity, models of union leadership, governance and decision-making, power relations, conflict, and diversity in union membership and leadership. In analyzing how unions are built and sustained, students will examine such factors as motivation, commitment and personality as well as the behavior of individuals and groups in unions. Unions, like other organizations, are under substantial pressure from the external environment to adapt to changing industrial and economic conditions. Concepts related to the change process, such as stakeholder analysis, resistance to change, and participative design will be discussed and applied to case studies of union transformation.

### **LABR 649 - Independent Study (1-3 Credits)**

Prerequisite: **Permission of the Department Chair**

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Department Chair in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

### **LABR 669 - Selected Topics in Labor Studies (3 Credits)**

Prerequisite: **Permission of the Department Chair**

This course will offer qualified students the opportunity to study special topics within the scope of Labor Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could

include study of particular industries or particular global regions of production; examinations of working-class experience; demographic research; uses of technologies in organizing and other mobilizations; worker centers and other alternative organizations for non-unionized workers; alliances between labor organizations and other advocacy organizations.

### **LABR 698 - Capstone Project Planning (1 Credit)**

Prerequisite: None

This seminar is the first in a two-part capstone sequence for M.A. in Labor Studies students. With assistance from the instructor and from their peers, students will choose the research question for their individual research project, develop hypotheses and appropriate research methodology, prepare an annotated bibliography, and plan the research itself. By the end of the semester each student will have written a full research proposal for her/his capstone project.

### **LABR 699 - Capstone Course (3 Credits)**

Prerequisite: LABR 602 and LABR 698

This course, which should be taken in the student's final semester, is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Labor Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The project may take various forms, including an independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and a 20-25 page analytic essay. Classroom sessions will alternate with independent supervised research and project development.

## **LHIS – Labor History Courses**

### **LHIS 301 - U.S. Labor History (4 Credits)**

Prerequisite: None

This course examines working class life and the evolution of the U.S. labor movement within the larger framework of U.S. history, with specific regard to class formation, industrial development, immigration and the major developments of the organized labor movement. Students in this course also explore the relationships of workers to unions, formal and informal economies, race and gender, technology, the American state; and cultural, political and social movements. Emphasis is placed on the issues that gave birth to the labor movement, the development of working-class consciousness, and the milestones in the labor movement's progress during the last century. (College Option)

### **LHIS 311 - The History of Public Sector Workers in the United States (4 Credits)**

Prerequisite: None

Public sector works account for 40% of the unionized workforce in the U.S., outpacing the private sector by almost two-to-one. This course will examine the history and development of labor in the public sector. Beginning in early part of the 20th century, the course will trace the evolution of public sector worker organization, examining the distinctive nature of public sector employment and class formation in the public sphere. Students will consider the role, effect, and growth of public sector labor law and the effects that public sector bargaining has had on the development of both wage and non-wage issues.

### **LHIS 601 - U.S. Labor History (3 Credits)**

Prerequisite: None

Students in this course will examine U.S. labor history from several perspectives, seeking to understand how the experience of workers and the nature of working-class institutions have evolved in the context of larger historical developments. In this process, the course will try to account for patterns of growth and decline in the labor movement, paying particular attention to: industrialization and deindustrialization; patterns of migration and immigration; and the

historical relationships between organized labor and other movements for social justice. Students will explore how the ideologies and structures of organized labor have been shaped by major economic, political and social forces as well as diverse cultural expressions. At every level of analysis, students will address issues of race, gender, and sexual orientation, especially as these categories of social identity relate to class and class formation. Assigned texts reflect a range of scholarship and differing points of view. Thus, students will become familiar with historiographical debates about topics covered in this course.

#### LPOL – Labor Politics Courses

##### **LPOL 301 - Work, Culture, and Politics in New York City (4 Credits)**

Prerequisite: None

This course explores the work, culture and politics of New York City, examining where New Yorkers live and work, how communities develop, and questioning whether or not the cultural and political institutions of New York adequately serve the city's diverse population. Major topics covered include the history of New York, New York's key industries, trends in immigration, economic development, public policy, public and private space, high culture, popular culture, urban social identity, community organizations, and labor's contributions to building the city's institutions.

##### **LPOL 302 - Contending Ideas and Forces in U.S. Politics (4 Credits)**

Prerequisite: None

This course will examine the often-opposing ideas and social forces that have shaped current U.S. political practice, beginning with debates about the nature of democracy and controversies that pre-occupied framers of the constitution—freedom, liberty, equality, and property. The course will cover the origins and development of contending political ideologies from modern liberalism and left-liberal thought to classical and neo-liberal conservatism and ideologies of the new right. Within these theoretical frameworks, students will examine a wide range of social issues, political platforms, and political formations that emerged in the 19th and 20th centuries. Particular attention will be given to examining the historical roots as well as the contemporary political expression of movements for race, gender, and economic equality. Students will also consider a number of contemporary issues that challenge conceptions of democracy: the imperial presidency, the foreign policy of pre-emption, the war on terror and civil liberties, and neo-liberalism and globalization. Finally, students will consider the political potential of new and emerging ideas and social forces.

##### **LPOL 303 - Campaigns and Elections (4 Credits)**

Prerequisite: None

This course will examine political campaigns and the electoral process in the United States and will explore critical issues concerning the character and vitality of American democracy. Students will examine the concept of American Exceptionalism, seeking to explain why America has a two-party rather than multiparty political system and what has prevented the emergence of a viable third party, proportional representation and a parliamentary system. This course will address the structural factors that influence the organization and characteristics of American political parties and will analyze public perceptions of party politics. It will explore current issues, practices, and forces that shape particular elections. In the process, students will examine the nomination system, campaign financing, negative campaigning, and the role of media in framing issues and shaping opinion. Students will also discuss the role of interest groups, focusing on a case study of labor and political action. Finally, the course will examine the transformation from a party-based system of American politics to a system driven by media, marketing, and money.

##### **LPOL 309 - Power and Democracy in the Nation (4 Credits)**

Prerequisite: None

In this course, students will explore the concept of power in a constitutional democracy and analyze the relationship between democracy and political power in contemporary U.S. society. The course will introduce students to the historical foundations, structures and current practices of U.S. government, building a framework for understanding

democracy and political power on the federal level. In studying the evolution of American democracy, students will examine the Constitutional framework, debating such key issues as separation of powers; expansion of the presidency; political influence of the judiciary; government regulation of the economy; and the role of social welfare in a democratic system. Students will also examine constraints on democracy, including uneven access to power and inclusion in the political system in terms of race, gender and economic class.

### **LPOL 601 - Labor and Politics (3 Credits)**

Prerequisite: None

This course will examine approaches to political action employed by unions, in the United States. In addition to studying traditional approaches to electoral politics, the course will examine alternative forms of political behavior, including third-party movements; labor-party initiatives; independent politics; and direct action. Students will analyze the logic and practice of these various political strategies, evaluating their strengths and limitations. The course will provide a historical context, beginning in the United States with reform labor unionism and syndicalism. Students will discuss conservative principles of “pure and simple” unionism and “pure and simple politics” as well as more radical attempts to build a labor/socialist party. Finally, they will focus on the history of labor’s alliance with the Democratic Party, starting with the New Deal and continuing to the present. A number of case studies will be analyzed.

### **LPOL 602 - Work, Culture, and Politics in New York City (3 Credits)**

Prerequisite: None

This course is designed to provide an interactive overview of the constantly changing worlds of work, culture and politics in New York City. We will learn about where New Yorkers live and work, how specific urban communities develop, and assess how the cultural and political institutions of New York serve the city’s diverse population. The class uses an historical frame to situate the contemporary city, spending equal time on past and present inquiries. Field trips to significant spaces, and visits to and from NYC organizers, policy makers, artists and scholars will take place on a near weekly basis. Throughout, we will learn about New York’s key industries, trends in immigration, economic development, public policy, public and private space, popular culture, urban social identity, community organizations, and labor’s contributions to building the city’s institutions.

## **LSOC – Labor Sociology Courses**

### **LSOC 301 - Sociology of Work (4 Credits)**

Prerequisite: None

This course introduces students to the sociology and political economics of work, workers, and worker organizations. It begins with an exploration of the meaning of work, an examination of the organization and control of the labor process, and a survey of the changes in the composition of the labor force over the last century. It then explores some of the challenges facing workers at the beginning of the 21st century, including the emergence of new forms of employment; increased gender, ethnic, and racial diversity in the labor force; the impact of technology; developments in labor management; and the emergence of a global economy.

## **NYTWU – New York Transit Workers Union Courses (These courses are only available to NYTWU)**

### **NYTWU 200 - Computer Applications and Data in Public Transportation (3 Credits)**

Prerequisite: None

This course provides students with an understanding of the uses of information technology in transit planning, policy development, and administration of services. It combines theory, concepts and practice by promoting student competence in applying office software applications to transit problems. It explains how and why digitization of data matters for the effective and efficient operation of transit systems, and how such “civic” data is enabling new expectations and behaviors among the general public.

### **NYTWU 210 - Operations Management in Public Transportation (3 Credits)**

Prerequisite: None

This course focuses on engineering systems and public administration theories, concepts and tools used in both daily transit operations as well as long term operations planning. Starting with a brief review of urban mass transit's history, the course compares transit modes in terms of vehicle and control system technologies, right-of-way requirements, capacity and demand, and workforce utilization. The course examines transit's relationship to urban development as mediated by topography, geography, demography and other local characteristics. It also places transit operations into broader policy and fiscal context.

### **NYTWU 220 - Financial Planning, Policy and Administration (3 credits)**

Prerequisite: None

This course examines theories, concepts, processes and techniques of financial planning and administration, budget development, administration and fiscal control. The course focuses on both operations and capital finance. Theory and concepts are drawn from applied case material from transit systems, especially NYC Transit. Students will also examine finance and ethics within the public sector, especially in the context of procurement and contracting for services.

### **NYTWU 230 - Organizational Behavior in Public Transportation (3 Credits)**

Prerequisite: None

The course prepares students as professionals and leaders in public transit organizations. It applies theories and practices of social psychology and public administration to organizational behavior and development. The course focuses on developing the concepts and skills needed when employees work both individually and collaboratively in modern bureaucracies. Subject matter includes: planning and administration of organizational development, skills and steps necessary; exercising leadership for progressive organizational development, examples and components of effective leadership; problem solving in government organizations, differences in milieu in nonprofit structures; managing and motivating others in unionized settings, restrictions and opportunities for managers in dealing with organized labor; managing conflict, how to approach cultural differences and differences of opinion and how to build consensus.

### **NYTWU 301 - The Development of Mass Transit in New York City: The Industry and its Workers (3 Credits)**

This course provides an overview of key issues in contemporary public transportation for the New York City Transit Workers Union, Local 100, and its members. These issues include: the organization, development, and financing of the industry, and the union's development in this context; global and historical comparisons of transit systems and labor's role within these; the public-private hybrid nature of public authorities, such as the Metropolitan Transit Authority and New York City Transit, which manage New York City's public transit system; an overview of labor relations in New York City transit; the impact of transit policy on urban communities and on transit workers; and changing transit technology and the development of Intelligent Transportation Systems.

### **NYTWU 302 - Worker Health and Safety (3 Credits)**

This course addresses all aspects of workers' health and safety in the urban mass transportation industry, with the goal of offering students a beginning understanding of the complete field of occupational safety and health. Specifically, the following areas of concern will be covered: legal and contractual requirements in regard to worker health and safety; New York City Transit Workers Union Local 100 perspectives; New York City Transit/MTA Policy Instructions; workers' compensations, disability, health benefits and pensions; and, specific risks and hazards in the public transit workplace in New York City, i.e., asbestos, lead, and ergonomics.

**PADM 202 - Public Management and the Delivery of Public Services (4 Credits)**

Prerequisite: None

This course introduces students to the subjects of public management and the delivery of public services. It combines theoretical and practical approaches, allowing students employed in public service organizations to apply their own experiences in analyzing the operations of public-service agencies and evaluating how these bureaucracies meet the needs of diverse urban populations. Students identify the range of human services required by city dwellers and examine the social agencies and institutions that deliver those services. In doing so, they seek to understand what public managers do and how they do it. They analyze the structure and operation of local bureaucracies; evaluate fundamental theories and styles of leadership and decision-making; and explore strategies for making organizational change. They also examine the influence of public-sector unions in determining the nature and structure of public management and the delivery of public services. In the latter half of the course, students examine concepts and theories of social welfare and the development of social welfare policy in the U.S. Topics include: the role of government and government regulation, the role of social-service professionals, and the privatization of public services. Students will identify challenges in service delivery; discuss legal and ethical questions confronting service providers; and identify the professional and technical skills required to function effectively as service providers.

**PADM 211 - Government, Politics and the Policy-Making Process (4 Credits)**

Prerequisite: None

This course will explore the policy-making process in a range of public institutions and will introduce students to the approaches, methods, tools and techniques of decision making. The role of conventional political institutions, as well as alternatives to conventional politics will be studied. In the process, students will identify official, as well as unofficial, political actors, including those in the executive, legislative and judiciary branches of government; social and political activists; the media; and the public. Finally, the course will examine several models of the policy-making process.

**PADM 221 - Public Issues and Public Policy (4 Credits)**

Prerequisite: None

This course will provide an overview of the major problems facing American cities and will examine the federal, state and local policies that address urban poverty and inequality. Students will explore a range of economic and social policies, including: taxation; minimum wage; social security; immigration; education; the environment; crime; social welfare; discrimination; and civil rights. Students will also examine the political and intellectual debates over policy initiatives to regulate social and private life. Finally, students will discuss pluralist and elitist perspectives on public policy and policy debate. Readings will include diverse points of view and will often emphasize developments in New York City.

**PADM 231 - Research Seminar on Public Policy (4 Credits)**

Prerequisite: None

This course is a seminar in public-policy analysis, including full class sessions as well as supervised independent research. The seminar will focus on a single topic, such as health care, housing or criminal justice, which will change each semester. Using a task force model, students will survey the literature in the topic under consideration and work in teams to work on particular aspects of the social problem and policy. The task for each team is to identify, analyze and evaluate an existing policy or set of policies related to the selected topic. Students will develop criteria for evaluation and assemble data to support an argument concerning the viability and effectiveness of policies under examination. The goal for each task force is to recommend modifications or alternatives to existing policy that effectively address the needs and concerns of various constituencies and interest groups in the decision-making process. During the term, task force groups will make oral presentations based on their research. Each group will present a final report that incorporates policy analysis and policy recommendations. In preparation for the task-force project, the seminar will provide an overview of the topic under examination and will review methodologies for policy analysis.



### **PADM 601 - Public Administration (3 Credits)**

Prerequisite: None

This course will examine critical issues confronting government and public administration. Readings and discussions will cover a broad range of topics and will include comparisons of public and private bureaucracies as well as proposals for “reinventing” government. Students will analyze theoretical questions of public administration and address the real-world experience of public sector employees, both managers and staff.

Students will evaluate academic literature on current and future trends in public-sector labor relations, including material on performance management and the Government Performance Results Act, as well as “post-bureaucratic” models of the public-sector workplace. In this process, students will examine such key managerial issues as evaluation of employee performance; motivation of employees; organizational justice; diversity management; training and staff- development; union-management relations; and collective bargaining. The course will conclude with a participatory workshop on managing in the public sector, in which students will draw on both their practical experience and the scholarly

### **PADM 611 - Social and Economic Policy in the United States (3 Credits)**

Prerequisite: None

This course will explore the economic and political aspects of critical social issues, discussing a range of policies and policy alternatives that address these issues at both the national and local levels. To provide a framework for these discussions, we will examine the relationship between government, the economy, and the variety of policy approaches historically employed to address social issues. Students in the course will focus on specific urban issues such as poverty; welfare; housing; healthcare; public education; and urban crime. The course will conclude with an analysis of the public- sector labor force and the future of municipal unions. While the main focus of this course is on municipal issues and policies, students will examine both federal and local policies for economic growth, seeking to understand the relationships between national and local economic policy.

### **PADM 621 - Policy Analysis (3 Credits)**

Prerequisite: None

This course will introduce students to theories and techniques of policy analysis and will help them acquire the basic skills necessary to do analytic work. The course will begin by defining policy analysis and the various social models that underlie differing analytic and evaluative frameworks. It will examine the institutions, interests, and forces that shape policy debate and affect “delivery” of policy initiatives. Students will explore several models of analysis and consider their limits as well as their strengths. They will explore the role of government in implementing public policy and allocating resources. In that process, students will address a key question: How do the interests of social groups combine with access to the political process to determine who gets what and when? Finally, students will examine case studies of public policy analysis in three selected areas of study.

### **PADM 641 - Practicum: Analysis of Public Policy Issues (3 Credits)**

Prerequisite: None

This practicum is designed to give students the opportunity to develop and execute an independent analytic project for a real-world “client”-a public employee, working in a decision-making capacity, who has volunteered to work with students on this project. Students will work in groups. Together with a client, each group will identify an issue or problem the client wishes to address. The student’s task is to research and analyze the issue, coming up with a recommendation in the form of a “client memo,” organized, written, and argued persuasively. To assist students in completion of the memo, the course is organized in several steps: finding a client; identifying and refining the client’s issue or problem; and selecting an appropriate analytic method to address the issue. The course is divided between class meetings and independent, supervised research. Class discussions, based on readings, will explore relevant public policy and public administration issues and will examine a range of appropriate research methods and analytical approaches.

During the semester, groups will meet independently with the instructor to assess progress and discuss research

problems. At intervals during the term, students will make oral presentations, based on their research. The final client memo will be presented and discussed in class.

### **PADM 651 - Research Methods Seminar (3 Credits)**

Prerequisite: None

This course examines research methods used to produce accurate data on a range of important public policy and public administration issues. Students will learn the importance of formulating research questions and how to frame them; the range of methodologies that can be employed and why and when to use them; and the tools of research methodology and how to utilize them. They will also learn how to analyze data in order to produce research reports in which conclusions are supported by reliable data. In this seminar, students will discuss the theoretical and operational issues critical to doing research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific research studies and will make presentations, posing questions for group discussion. Finally, students will develop an operational familiarity with computer-based programs for statistics and data analysis. Several class sessions will be scheduled in a computer lab for SPSS training.

### **PADM 701 - Practices in Public Administration (3 Credits)**

Prerequisite: None

This course begins with an overview of the social, political and economic conditions that determine the nature of public administration in American cities. Students will discuss the varieties of public organizations; the roles and behaviors of managers in the public sector; and the bureaucratic constraints that affect management policies and implementation. The course examines these issues from the perspective of managers themselves, seeking to understand concretely the actual skills, capabilities and competencies managers must possess in order to be successful. These include a range of personal, interpersonal and group skills, designed to communicate, motivate and empower employees in the public-sector workplace. Students will focus on problem-solving, leadership, and decision-making skills as well as team-building and delegating authority. In the second half of this course, students will analyze and practice models of conflict resolution in the workplace. They will take a practical approach, analyzing and evaluating a number of case studies in conflict resolution.

## **URB – Urban Studies Courses**

### **URB 101 - Statistics for Social Change (3 Credits)**

Prerequisite: None

An introduction to descriptive and inferential statistics used to understand social and political concepts, changes, and representations. Topics include: measures of central tendency, distribution, probability, significance testing, hypothesis testing, linear regression and data visualization. This course covers the fundamentals of how statistics are developed and analyzed by academics and professionals who have an interest in social change. (Course satisfies Required Core: Mathematical and Quantitative Reasoning)

### **URB 102 - Writing 1: Language, Literacy, and Culture (3 Credits)**

Prerequisite: None

Writing 1 introduces students to college-level reading and writing. This course is designed to prepare students for their work at CUNY and in their professional lives, through the lens of economic and social justice. Students engage in substantial assignments that build writing, reading, critical analysis, rhetorical, and research skills through regular practice. Emphasis on revision, rhetorical context, developing academic vocabulary, syntactic variety and control, editing for grammar and style, and ethical attribution and citation. Thematic emphasis on labor, urban, and language awareness studies. (Course satisfies Required Core: English Composition)

### **URB 103 - Writing 2: The Nature of the City (3 Credits)**

Prerequisite: None

Writing 2 is an advanced college-level reading and writing course. Students continue to practice a variety of academic writing genres, engaging in substantial assignments that build writing, reading, critical analysis, rhetorical, and research skills through regular practice. In the course students will explore the nature of the city through the lens of urban and labor studies, with an emphasis on social justice. Emphasis on revision, rhetorical context, academic vocabulary, syntactic variety and control, editing for grammar and style, research methods, and ethical attribution and citation. The course will culminate in a 6-8-page research paper. Thematic emphasis on labor, urban, and environmental justice studies. (Course satisfies Required Core: English Composition)

### **URB 200 – Social Justice in the City (3-4 Credits)**

Prerequisite: None

This course is premised on a simple observation -- that cities are as much sites of creativity and opportunity as they are sites of profound struggle. Over the course of the semester, students will examine a handful of those struggles -- from those that arise over the use of public space to those over redevelopment, transportation and affordable housing. In each case, students will be asked to place such struggles within a broader set of debates on justice, rights, and equity. What rights do people in cities have to public space? What rights should they have? What does equity in housing policy and transportation policy entail? What does a “just city” look like? Alternatively, what does an unjust one look like? Over the course of the semester students will not only seek answers to such questions but they will be forced to think critically about how cities are produced, the work that goes into producing them, and how the benefits of urban life are distributed across different populations. Within urban studies, of course, questions of social justice have spawned a wide-ranging literature. Where some of this literature is steeped in a commitment to distributive justice, there is also long tradition of literature committed to a broader critique of the urban political economy itself. Focusing on this latter critique, the goal of the course is to introduce students to the concept of “the right to the city” and its application to debates on a wide array of urban topics. Students will leave the class with a broad understanding of these debates as well as what they mean for both how we study cities as well as how we go about securing justice in them. (College Option)

### **URB 210 - Criminal Justice: Causes and Consequences of Mass Incarceration (4 Credits)**

Prerequisite: None

The US incarcerates more people than any other country on earth. This course examines why that is, and what are the impacts on people and communities. Students will learn about the policies and practices throughout the system that contribute to the growth of the people affected by the carceral system. Students will learn how individuals enter the system through policing and the court system, and what happens when they exit the system and try to make their lives on the outside. This all occurs against a contentious backdrop of local and national crime policies that fundamentally reshape communities.

### **URB 310 - Introduction to U.S. Social and Economic Policy (4 Credits)**

Prerequisite: None

This course will introduce students to basic economic concepts and political theories that have influenced the development of U.S. social and economic policy. Students will explore the ways national policy and political practice have historically affected the policies and practices of urban government, the structures of urban institutions, and the allocation of resources to urban communities. Students will evaluate how national and local policies address problems created by unequal distribution of income and wealth. In this context, students will discuss such topics as education, housing, health care, employment and labor relations, criminal justice, social welfare, and the environment. Students will also consider the ways globalization has altered the local as well as national economy and the ways in which it has affected social structures and social policies.

### **URB 320 - Urban Populations and Communities (4 Credits)**

Prerequisite: None

Nearly half the world’s population lives in cities. This course will introduce students to the history of urbanization and the development of urban communities and enclaves. Students will examine the various economic, social, and political

factors that stimulate global immigration and internal migrations, including the shift from an industrial to a service economy that marks contemporary cities such as New York. Using New York as an example, students will explore multiple meanings of community—what defines and constitutes a community; what is the impact of race, class, ethnicity, gender, and sexuality; how do communities participate in the social and political life of the city? In addressing these questions, students will examine conflicts and contradictions between the concept of assimilation and the maintenance of social and cultural identity. Students will consider the ways in which structural inequalities affect employment, the development of public policy, and the delivery of public services. They will identify the various public and non-profit institutions that advocate for working-class communities and under-served populations, including worker centers, unions, and other non-profit organizations.

### **URB 321 - Community Organizing and Community Organizations (4 Credits)**

Prerequisite: None

This course will examine the historical development and contemporary practice of community organization. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services; to acquire resources for development; and to improve their quality of life. Through readings, students will develop a historical and theoretical perspective on community organization and explore the range of issues around which communities organize. They will gain familiarity with various models and strategies of community organizations in New York City and will acquire practical knowledge and skills for effective grassroots organizing. They will also examine the effectiveness of coalitions and alliances, including relationships between community organizations, public agencies, and labor unions. Weekly sessions will periodically include guest speakers; site visits will be scheduled, allowing students to learn first-hand about specific strategies or issues. Following each guest presentation or site visit, students will submit brief reflection papers relating experiential learning to theoretical concepts encountered in class readings.

### **URB 322 - Social Movements (4 Credits)**

Prerequisite: None

This introductory course explores the role of social movements in the U.S. as they relate to urban and community issues and organizations. The course will include an examination of social movement literature. Through readings and class discussion, students will analyze the interactions among civil rights, labor, women's, student, and global justice movements. The course will also examine working-class movements that deal with such issues as welfare and tenant rights.

### **URB 323 - Community Development (4 Credits)**

Prerequisite: None

Community development is a term used to describe strategies for improving the standard of living in low-income communities, often, but not always, in urban environments. The term is used widely and in varied contexts—sometimes applied to physical infrastructure; sometimes to quality-of-life issues. In this course, topics covered under the rubric of community development include: housing and infrastructure, economic activity, education, commercial outlets, access to healthy food, and public safety. The course will examine the way the term “community development” has been defined and used historically in the U.S. It will address the role of government and policy in community development, including the role of Community Development Corporations. Students will explore concepts of community development, focusing on current theories and empirical data to evaluate the effectiveness of different strategies for community development. They will seek to answer central questions, concerning community development: who sets goals; who has agency; how are diverse interests and needs balanced-or not balanced. Students will analyze case studies of specific community development projects. These case studies will provide the basis for a final research paper.

### **URB 324 - Introduction to Nonprofit Leadership (4 Credits)**

Prerequisite: None

This course provides an introduction to the field of nonprofit management. The class will cover issues that arise for leaders of these kinds of organizations, including governance and boards, strategic planning, fundraising and philanthropy as well as grant-writing, administration, personnel management, and ethical questions. The class will focus on nonprofits broadly but investigate variations in the sector. The class will emphasize issues related to best practices needed for nonprofit leaders to successfully meet the mission of their organizations. Students will be required to engage in discussion and exercises that explore the relationship between theories and practices of nonprofit leadership and management.

#### **URB 339 - Urban and Community Studies Field Work (4 Credits)**

Prerequisite: **Permission of the Department Chair**

This course augments traditional classroom-based learning with experiential learning through an internship or field project at a public agency, city government office, community organization or public-sector union. The field work is guided and supervised by a mentor. Students will meet regularly with the course instructor—either individually or in class—in order to reflect analytically on the field experience and to discuss related readings.

#### **URB 340 - Contemporary Urban Problems (4 Credits)**

Prerequisite: None

Urban centers like New York City are very complex and diverse, increasingly affected by globalization, and always in a state of flux. While this description conveys the vitality and energy of cities, it also points to a host of challenges faced by city dwellers and communities as well as civic institutions, service providers, and local government. This course explores the major challenges faced by U.S. cities in light of population shifts, widening disparities in income and wealth, restructuring of work, persistent unemployment, and diminishing resources for low-income and working-class populations. Though the majority of this course will focus primarily on urban issues in the US, the course will highlight a comparative selection of urban problems in developing nations.

#### **URB 341 - Metropolitan Transportation and Urban Development (3 Credits)**

Prerequisite: None

This course focuses on the way's transportation, especially mass transit, has influenced urban development in the New York metropolitan area from the late 19th century to the present, with comparisons between New York and other world cities. Students will examine the operations of mass transit, its characteristic infrastructure, and its impacts on urban development. Themes recurring throughout the course include: the effects of demographic patterns and land use on both transportation demand and transit system development; the ways improved technology has led to expanded development opportunities; comparisons of low density (automobile-oriented) and high density (transit-oriented) development patterns; intersections between politics, transportation and development; evolution in mass transit from private to public sector; ongoing conflict between pro- and anti-transit forces and its effects on urban and metropolitan development. The course is divided into six modules, each incorporating and historicizing a set of related topics.

#### **URB 351 - Research Methods for Urban and Community Studies (4 Credits)**

Prerequisite: **URB 310**

This course provides students with the tools necessary to conduct research on issues related to urban and community studies. It will introduce students to the fundamental concepts of qualitative and quantitative research methods, inductive and deductive reasoning, causality, and generalizability. Students will learn how to formulate a research question and construct a research design and will learn basic statistics. The course includes an introduction to various research methods, including in-depth case studies, historical research, and surveys. Course materials will provide a research perspective on race, gender, class and sexuality. Students will develop skills necessary to pursue research projects in their major as well as to enter careers that require basic research skills.

#### **URB 399 - Urban and Community Studies Independent Studies (1 - 4 Credits)**

Prerequisite: **Permission of the Academic Director**

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and

rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Department Chair in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

#### **URB 451 - Urban and Community Studies Special Topics (4 Credits)**

Prerequisite: **Permission of the Academic Director**

This course will be developed to provide students with an opportunity to study particular topics within the multi-disciplinary field of Urban and Community Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; case studies of particular community or political mobilizations, comparative regional studies, examinations of working-class experience; demographic research; environmental issues, urban and community coalitions with labor and other advocacy groups.

#### **URB 499 - Urban and Community Studies Capstone (4 Credits)**

Prerequisite: **Permission of the Academic Director and URB 351**

In the Capstone course, students sum up and synthesize the body of knowledge they have acquired in courses leading to completion of the B.A. in Urban and Community Studies. Working with the instructor, students will develop an interdisciplinary or multi-disciplinary project that demonstrates an understanding of subjects and literature covered in the major. The project may take various forms, including group or individual research and presentations. Each student in a Capstone project will be required to submit an analytic research paper, including a bibliography. As part of each project, students will present 10-minute summaries of their final papers at an end-of-semester forum open to JSMI students and faculty.

#### **URB 600 - Classical Approaches to Urban Studies (3 Credits)**

Prerequisite: None

This course is designed to familiarize students with central ideas and debates in the field of Urban Studies. Students will do close readings of classic critical texts and will write response papers of varying types and lengths. In this process of reading and responding, students will advance their understanding of the literature and will enhance their analytic skills. As they “write across texts”—analyzing differing concepts, theories, and arguments—they will identify and evaluate various research methods used by scholars in the field. In this writing-intensive course, students will also hone their ability to develop reasoned, defensible arguments about critical questions related to a range of urban topics, including the effects of globalization and immigration on the contemporary city and its workforce. Students will make class presentations and critique one-another’s work, including periodic drafts of a final research paper.

#### **URB 601 - Urban Public Management (3 Credits)**

Prerequisite: None

This course examines the scope and range of urban public management, with the aim of defining and evaluating how services are delivered through local government and nonprofit agencies. The focus will be on government managers, public-sector employees, and public-sector unions. Topics will include the difficulties of providing human services through street level bureaucracies, theories and styles of leadership, strategies for making organizational change, and how to achieve innovation in government and the nonprofit sector. These subjects will be considered in both an historical and contemporary context, with special emphasis on the effect of the political climate on the management of public organizations. Using a case-study approach, students will learn what public managers actually do and will analyze and evaluate the effectiveness of differing practices in leadership and decision-making. Through case simulations, they will develop decision-making skills necessary for working effectively in public agencies, government departments, and nonprofit organizations.

#### **URB 610 - Research Methods in Urban Studies (3 Credits)**

Prerequisite: **URB 600.**

The Prerequisite may be waived by permission of the Department Chair.

This course examines research methods used to produce and analyze accurate data on a range of urban issues. Students will learn how to frame research questions; which methodologies can be employed to answer them and why and when to use them; and what tools of research are available and how to use them. They will learn how to analyze data to produce research reports with conclusions supported by reliable data. Students will discuss the theoretical and operational issues critical to doing urban research and will develop tools and techniques for conducting both quantitative and qualitative research. Students will critique and evaluate specific urban research studies and will make presentations, posing questions for group discussion. Finally, students will become familiar with statistical programs for data analysis. One week of class sessions will be scheduled in a Computer Lab for basic SPSS training. For their final project, students will work in groups to prepare a proposal for an urban research project. The topic must be approved in advance by the instructor. Drawing upon material from the course, groups will outline the research question (or questions); develop hypotheses; explain the methods used to investigate the question and test hypotheses; and justify the use of particular methodologies. In addition to submitting the proposal, each group will make a brief class presentation.

### **URB 612 - Urban Social Problems and Community Development (3 credits)**

Prerequisite: None

“Community development” refers to strategies in which neighborhood residents come together to generate and implement solutions to shared problems, and this course will explore the theory and practice of community development. The main emphasis of the course is a broad examination of the issues that have confronted communities since the mid-20th century. First, it studies the historical development of urban communities and the structural roots of urban social problems. Second, it traces the community development movement from its historic connections to the civil rights movement and the War on Poverty to its present-day manifestations. Third, it introduces students to various community development approaches and the complex constraints residents, activists, and organizations face as they confront common challenges. Finally, this course will use New York City as its main “case,” relying on New York-focused studies to illuminate the theoretical and practical issues outlined above. This course of study will provide students with basis for a final research paper.

### **URB 620 - Urban Public Finance (3 Credits)**

Prerequisite: None

This course explores theories, principles, practices, and problems of public financing in the context of urban economics. Focusing on the City of New York and its budget process, students identify and analyze sources of public revenue, including taxation, as well as types of public expenditures and how they are administered. In studying the budget process, students examine the factors that determine how public funds are allocated, including the impact of national socio-economic policy, problems of social and economic inequality, the role of state and local governments, the political actors and the influence of various constituencies and interest groups. During the term, each student will make a class presentation, utilizing a case study from recent New York City history that illustrates a controversial or problematical issue in public financing or public budgeting. The student’s case study will be the basis for a final paper, analyzing the issues in debate and arguing for a resolution based on sound principles of public financing.

### **URB 621 - Delivery of Urban Public Services (3 Credits)**

Prerequisite: **URB 600**

This course examines concepts and theories of social welfare and the development of social welfare policy, focusing on the scope and variety of contemporary human services and the urban institutions that deliver those services. The course combines both theoretical and practical learning, allowing students to draw on their own experiences as service providers in New York City or as recipients of public services. Students analyze the nature and function of public-service bureaucracies and evaluate how they meet the needs of a diverse and multi-faceted client population. In addressing this question, students consider the broad political and socio-economic context and the impact of social inequality, the role of government and regulatory bodies, and the movement toward privatization of public services. A central topic of this course is the role of social-service professionals, the range of legal and ethical questions they confront, and the array of

technical and professional skills required to function effectively as a service provider in a complex urban environment. Students will complete final group projects that examine a selected urban public service provision sector and site. They will outline the service's function regarding social welfare, historical development as a public service, and its place within larger bureaucratic structures. They may conduct interviews with practitioners; engage in observation of the service delivery site; and apply their own experiences as practitioners. Based on this research and course readings, students will produce an analytic paper, and make a presentation, summarizing their conclusions, including an assessment of management practices and ethical dilemmas for practitioners.

### **URB 622 - Nonprofit Governance and Management (3 credits)**

Prerequisite: None

This course focuses on basic issues of governance, accountability, and strategic leadership in non-profit management, power relationships within and outside of non-profits, stakeholder identification, management techniques, organizational skills, and the relationship between non-profits and social movements.

### **URB 630 - Urban Social Identity (3 Credits)**

Prerequisite: None

This course will identify and examine multiple and often overlapping forms of social identity, including race, gender, ethnicity, and sexuality. Through readings, films, and other forms of cultural expression, students will explore the ways in which social identities are shaped and informed by the urban environment and - conversely - how the design and function of cities have been influenced by factors of social identity. In considering both cultural and economic aspects of urban social identity, students will address a number of key questions: How do the various factors of social identity intersect and how do they relate to class and class relations in the urban environment? How is social identity reflected in the nature, function and design of cities? How are public and private space defined and organized by factors of race, gender, sexual identity and class? How is social identity expressed or encountered in the workplace? How do social and government services address the needs of differing social groups and constituencies? In answering these questions, students will consider the relationship of urban social identity to issues of equality and discrimination, poverty and affluence, and power relations in the political, social, and work lives of urban inhabitants.

### **URB 635 - Community Organization (3 Credits)**

Prerequisite: None

This course will examine the historical development and contemporary practice of community organizing. Students will examine why and how people in urban communities and neighborhoods have organized to protect their rights and their entitlements to public services, to acquire resources for development, and to improve their quality of life. Students will develop a historical and theoretical perspective on community organizing and will explore the range of issues around which communities organize. They will acquire practical knowledge and skills for effective grassroots organizing, including coalition-building and alliances between community organizations and labor. Through readings and presentations by guest speakers, they will gain familiarity with various models and strategies of community organizations in New York City. Following each presentation by a guest speaker, students will submit a 1-2 page paper, reflecting on a key theoretical or practical concept in the presentation.

The course is divided into three parts: I. History and Theory of Organizing, II. Organizing Tools and Techniques, and III. Issues and Case Studies. As a final project, students will work in groups to design a grass-roots campaign to address a particular issue or problem. Each group will make a presentation and submit a written report, summarizing the project and its desired outcomes. In doing so, students should utilize class readings and discussions and refer to historical, theoretical, and political models and examples.

### **URB 639 - Fieldwork (3 Credits)**

Prerequisite: **Permission of the Department Chair**

Class meets for a total of 16 instructional hours.

A minimum of 6 hours per week of faculty approved internship is required.



Students in this course will combine a 15-week internship with readings and analysis appropriate to the mission and practices of the host organization. Host organizations could include municipal administrative agencies, government offices, unions, community organizations, and other urban-based institutions. In eight two-hour class meetings, students will reflect on their internships, comparing their experiences with those of other students and discussing them in relation to course readings on selected urban issues. Through a combination of field work and scholarly analysis, students will explore the relationship between urban theory and practice, and will acquire multiple perspectives on administrative structures and urban policy, including the policy-making process and the role of interest groups and various urban constituencies and communities.

### **URB 649 - Independent Study (3 Credits)**

Prerequisite: **Permission of the Department Chair**

The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The Instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Department Chair in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

### **URB 651 - Special Topics (3 Credits)**

Prerequisite: **Permission of the Department Chair**

This course will offer qualified students the opportunity to study special topics within the scope of Urban Studies that are not covered, or are only partially covered, in courses offered. Topics may vary from semester to semester and could include in-depth study of particular urban issues or problems; comparative studies of urban regions; examinations of urban working-class experience; demographic research; neighborhood environmental problems; urban coalitions with labor and other advocacy groups; case studies of particular community or political mobilizations for urban justice.

### **URB 699 - Capstone Course (3 Credits)**

Prerequisite: **Permission of the Academic Director and URB 610; To be completed in the student's last semester**

This course is an opportunity for students to integrate and synthesize the body of knowledge acquired in courses leading to completion of the M.A. in Urban Studies. Students will work with the instructor to develop an interdisciplinary or multi-disciplinary capstone project that demonstrates the student's command of subject matter and literature covered in the courses. The project may take various forms, including independent or group research; an annotated literature review; or a media presentation. All projects must include an extensive bibliography and an analytic essay. Classroom sessions will alternate with independent supervised research and project development, including periodic submission.

## **Community Engagement**

### **The Murphy Institute for Public Engagement**

The Murphy Institute for Public Engagement at SLU was **established approximately 30 years ago to stimulate discussion and debate within the labor and allied organizations and to contribute to the body of knowledge about work, workers, and working-class communities.**

Toward that end, the institute:

- organizes **monthly forums and annual conferences**
- publishes ***New Labor Forum***, a national journal of research, analysis, and debate
- develops **non-credit classes and workshops in civic participation & leadership development**
- convenes meetings with **international labor leaders and activists**, and conduct research to support their **efforts at addressing the crisis of climate change**
- hosts the **Community and Worker Ownership Project**, which provides research, public forums, and training regarding worker-owned cooperatives, economic democracy and community planning.

### **Public Programming**

SLU's conferences and forums take on the most important challenges of the day with the candor and intellectual rigor they deserve, attracting **over 1,500 participants** annually, as well as thousands more through livestreaming. Speakers have included:

- Prominent Murphy Institute and CUNY faculty;
- Nationally renowned scholars, including Manning Marable, Lani Guinier, Rodolfo de la Garza, Adolf Reed, and Marie Gottschalk;
- National and International current and former Elected Officials, including Nydia Velazquez, Ruth Messenger, Fernando Ferrer, Melissa Mark-Viverito, British Member of Parliament John Eatwell, and former Brazilian President Dilma Rousseff;
- Civil and human rights leaders Reverend Al Sharpton, Benjamin Jealous, and Charlene Mitchell;
- And the leaders of the U.S., Iraqi, French, Indian, Guatemalan and South African labor federations.

### New Labor Forum

SLU's award-winning journal, ***New Labor Forum***, was established in 1997 in the wake of the historic, contested elections at the AFL-CIO, seeking to make use of the space created by the ensuing rapprochement between labor leaders and left intellectuals, and social movement activists. During its decades of publication, ***New Labor Forum*** has provoked debate and informed discussion on the most crucial challenges confronting workers, working-class communities and organized labor.

### Civic Participation Programs at the Murphy Institute

In the wake of the *Citizens United* Supreme Court Decision, CEOs and lobbyists have gained increasing power in our national and local politics. The voice of poor and working-class Americans has diminished in comparison to the overwhelming political influence of corporate power in our political system. With the goal of elevating the participation of poor and working-class people in local and national politics, SLU offers a range of non-credit civic participation education and training programs.

Workshop and course topics include:

- ***Pivotal Movements at Pivotal Moments in U.S. History***
- ***Engaging Power Mapping as a Guide to Action and Analysis***
- ***Advocacy, Organizing, and Coalition-Building in Electoral & Non-Electoral Contexts***
- ***Engaging Political Parties in the Policymaking Process***

### **International Program on Labor, Climate Change, & the Environment**

The International Program for Labor, Climate Change & the Environment serves as a hub for education, research, dialogue, and projects concerning organized labor and the environment. The program engages the international and domestic labor community around economic alternatives, environmental sustainability, and climate protection.

### **Program Activities:**

- Publish research reports for unions and environmental organizations
- Production of scholarly articles
- Fact sheets on labor, climate and environmental issues
- Conduct workshops and non-credit customized training for labor and community-based organizations

- Sponsor [Trade Unions for Energy Democracy](#) a global, multi-sector initiative to advance democratic direction and control of energy to address the climate crisis, energy poverty, the degradation of both land and people, and the repression of workers' rights and protections.
- The Global Labor Institute Network (GLI Network), a network of unions and democratic think tanks focused on developing a reform agenda for the international trade union movement
- Organize and host annual international conferences and monthly meetings, bringing unions, scholars and activists to present best practices in organizing, education, and policy development related to major climate and environmental issues

## Community and Worker Ownership Project

The Community and Worker Ownership Project is intended to support a range of efforts percolating around the nation and the city focused on worker-owned cooperatives, economic democracy and community planning. In this age of burgeoning inequality, and pervasive challenges to political and workplace democracy, this project seeks to support undertakings in worker participation and control, as well as grassroots leadership in development. The Project (CWOP) will provide research, public forums, training and education in collaboration with University partners and a broad array of organizational stakeholders, including unions, worker centers, community-based organizations, businesses and worker cooperatives.

### Program Activities:

- ☐ Non-credit courses and workshops for existing and potential cooperative worker/owners
- ☐ Capacity building for participants of the Network of Worker Coops
- ☐ Provide training for constituents of workforce, community and business development agencies
- ☐ Spur the design of for-credit courses for certificate and degree programs in the areas of economic democracy and cooperative ownership
- ☐ Support expansion of coop businesses with organized labor, worker centers, community-based organizations and industry sectors
- ☐ Conduct research to evaluate economic and social justice impact of cooperative ownership and democratic engagement

## Worker Education

The Murphy Institute's Worker Education at the CUNY School of Labor and Urban Studies Email: [WorkerEducation@slu.cuny.edu](mailto:WorkerEducation@slu.cuny.edu)

Through providing the resources and inspiration necessary for success, [Worker Education at the Murphy Institute](#) supports union members and adult learners in achieving their academic and career goals. Our initiatives are designed to reach those seeking career advancement, college preparation, access to higher education, and/or skills training, and our experienced staff is eager and ready to work with all individuals in any phase of the process.

Worker Education's services include:

## Continuing and Professional Education

- **College Preparation Courses:** Free math and English classes for adults aged 21 and older with a high school diploma or equivalency, offered in collaboration with [the Consortium for Worker Education](#). All students receive free, one-on-one tutoring services along with career and college admissions advisement that highlights clear pathways to CUNY's academic programs. Classes meet twice a week; day and evening schedules available.
- **Basic Skills Education:** Enhanced math and English classes combining credit-bearing courses with supplemental basic skills. Currently offered in collaboration with Queens College. Unlike other basic skills and developmental courses, these classes help students improve their reading, writing, and math skills while simultaneously allowing them to earn college credits. Our model includes small class sizes, team teaching, additional instructional hours, and embedded academic support.
- **Cohort-Based Skills Training Classes:** In direct collaboration with community partners and CUNY faculty, Worker Education creates customized curricula for cohort-based classes focused on the specific needs of students within a union, employer, or agency.
  - **Business Writing for Operating Engineers:** In collaboration with the International Union of Operating Engineers IUOE Local 94 Training Fund, SLU offers a tailored, 24-hour writing course for Local 94 operating engineers. This activity-based course covers reporting incidents, summarizing information, creating effective emails, submitting daily and weekly work logs, and drafting complaint messages, request messages, project reports, and policies and procedures.
- **Workshops and Courses for Future Teachers:** SLU's Worker Education offers free NY State teacher certification exam preparation workshops. All workshops teach: techniques for approaching multiple choice questions specific to each test; constructing a written response; and general test-taking strategies. Workshops include:
  - **Educating All Students (EAS) Exam Preparation Workshops:** Offered at SLU and available to all LEAP to Teacher participants and UFT members.
  - **Combined Early Childhood and Childhood Multi-Subject Content Specialty Test (CST) Preparation Workshops:** Offered at SLU and College of Staten Island, available to all LEAP to Teacher students, and UFT members.

SLU's Worker Education also offers free courses that provide additional skills for future teachers. These courses not only improve students' skills but also prepare them for the teacher certification exams.

Offered at SLU for LEAP to Teacher students and UFT members.

- **Math for Elementary Teachers Certificate Program:** A free, 32-hour, non-credit course focusing on how to efficiently teach Pre-K and elementary mathematics. This course reviews the basic concepts of: how to teach problem solving, numbers theory and negative numbers, fractions, decimal, percentage, geometry, measurements, data analysis, and algebraic reasoning. Course might not be offered every semester; please check website or contact us for more information.
- **Writing for Future Teachers Certificate Program:** A free course designed to reinforce literacy skills necessary for effective teaching. This course includes the key features of the writing process and how to write analytical and argumentative essays, as well as a writing studio with computer-based, in-class assignments. Course might not be offered every semester; please check website or contact us for more information.

## Academic and Administrative Support Programs for Union Members

- **CUNY-Wide Adult College Access Initiative:** Information sessions on SLU's and CUNY's offerings and one-on-one, pre-admission guidance appointments for adults interested in returning to school. Worker Education's experienced advisors cater each session to participants' specific needs, focusing on career exploration, college admission advisement, and matching career goals to current, CUNY academic programs. Offered at various locations across NYC, including union halls, public officials' offices, and SLU. Launched with DC37 in Spring 2019 with plans to expand in Fall 2019.
- **[The Murphy Institute for Worker Education at Queens College](#):** A hub for union members and working students at Queens College that supports entry into and advancement within all undergraduate and graduate degree programs. Worker Education at Queens College offers:
  - Adult-friendly admissions criteria
  - Ongoing academic and career advisement
  - Student success workshops and writing tutoring
  - Multiple special programs, including:
    - Enhanced Math & English
    - Union & Community Semesters
    - LEAP to Teacher (LTT) for UFT Members
    - Urban Leadership for CWA Local 1180
- **[LEAP to Teacher \(LTT\)](#):** A specialized set of support services and workshops designed to empower UFT members to become more effective in their schools and more impactful in their communities. Offered to UFT members studying any degree program at Queens College, Brooklyn College, Lehman College, and the College of Staten Island. LTT offers:
  - CUNY admission advisement
  - Ongoing academic and career advisement
  - Writing support,
  - Embedded tutoring in designated courses
  - Assistance with financial aid, grant opportunities, and DOE voucher processing and reimbursement
  - Free teacher certification preparation courses and workshops

## Workforce Development Research

- Assistance in assessing union members' educational needs
- Coordination with unions and CUNY Office of Institutional Research to cross match data and study the impact of CUNY degrees on members' careers

The research projects launched with DC37 in Spring 2018 with plans to expand to new partners in the future.

## Academic and Administrative Policies

### Notice of Non-Discrimination

It is the policy of The City University of New York-applicable to all colleges and units- to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY's *Policy on Equal Opportunity and Non-Discrimination*.

CUNY's Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights.

It is also the University's policy to provide reasonable accommodations and academic adjustments, when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY's *Procedures for Implementing Reasonable Accommodations and Academic Adjustments*.

Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation or academic adjustment is also prohibited.

To access CUNY's Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:

- ☐ [The City University of New York Policy on Equal Opportunity and Non-Discrimination](#)
- ☐ [The City University of New York Policy on Sexual Misconduct](#)
- ☐ [Reasonable Accommodations and Academic Adjustments](#)

The following person(s) has/have been designated at School of Labor and Urban Studies to handle inquiries and complaints relating to CUNY's Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments:

Gladys Palma de Schrynemakers, Ed.D.  
Associate Dean/Chief Academic Officer  
25 West 43 Street  
19<sup>th</sup> Floor/Room 1904  
New York, New York 10036  
[Gladys.Schrynemakers@slu.cuny.edu](mailto:Gladys.Schrynemakers@slu.cuny.edu)  
646-313-8354

The following federal, state, and local agencies enforce laws against discrimination:

- [New York City Commission on Human Rights](#)
- [New York State Division on Human Rights](#)
- [U.S. Equal Employment Opportunity Commission](#)
- [United States Department of Justice](#)
- [United States Department of Education, Office for Civil Rights](#)

## Important Notice of Possible Changes

The City University of New York (CUNY) reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

Every effort has been made to make the material presented herein timely and accurate. As changes occur, they will be communicated via traditional media and reflected on the School's website. Students are encouraged to check the website to determine the most up-to-date program and course information and to make use of the Student Degree Audit System to track progress toward graduation. Critical points of fact or interpretation should be considered subject to confirmation by the appropriate office or department of the School.

The School does not guarantee to offer all courses it announces. The announcement is made in good faith, but circumstances beyond the control of the School sometimes necessitate changes. The School may cancel courses if the enrollment does not warrant their being offered or if other contingencies make such a cancellation necessary.

## Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Faculty who suspect violations of academic integrity should complete the [Faculty Report Form](#) and email the completed form to [academic.integrity@slu.cuny.edu](mailto:academic.integrity@slu.cuny.edu)

### 1. Definitions and Examples of Academic Dishonesty

1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student or asking or allowing another student to take an examination for you.



- Changing a graded exam and returning it for more credit.
  - Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
  - Preparing answers or writing notes in a blue book (exam booklet) before an examination.
  - Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
  - Giving assistance to acts of academic misconduct/ dishonesty.
  - Fabricating data (in whole or in part).
  - Falsifying data (in whole or in part).
  - Submitting someone else's work as your own.
  - Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.
2. Plagiarism is the act of presenting another person's original ideas, research or writings as your own.

Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
  - Presenting another person's ideas or theories in your own words without acknowledging the source.
  - Failing to acknowledge collaborators on homework and laboratory assignments.
  - Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.
3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
  - Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
  - Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
  - Intentionally obstructing or interfering with another student's work.
4. Falsification of Records and Official Documents

Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

## **2. Methods for Promoting Academic Integrity**

1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time) These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.
2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.
3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

### **3. Reporting**

1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.
2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a [Faculty Report Form \(pdf\)](#) in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.
3. The Academic Integrity Officer shall update the [Faculty Report Form \(pdf\)](#) after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

### **4. Procedures for Imposition of Sanctions**

1. Determination on academic vs. disciplinary sanction The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity

Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

## 2. Procedures in Cases Involving Only Academic Sanctions

### 1) Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable [Faculty Report Form \(pdf\)](#) to reflect that resolution.

### 2) Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

### 3) Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

### 3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

### 4) Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

## 5. Implementation

SLU in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

### Family Educational Rights and Privacy Act

The [Family Educational Rights and Privacy Act](#) (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. It is also known as the Buckley Amendment.

- Students have the right to inspect, review and challenge the accuracy of his/her education records. Education records are those records which contain information directly related to the student and are maintained by the School or by a party acting for the School.
- Student records will not be released to the general public or to those outside the University without student consent. The only exception to this is "directory" information which the CUNY School of Labor and Urban Studies defines and communicates to the students via the catalog and website. Our directory information includes name, address and telephone number, e-mail address, class level, degree information (including associated majors, minors, and certificates), dates of attendance, and full or part-time status.
- Directory information can be released without the student's consent UNLESS the student has requested directory exclusion status. Students can request directory exclusion status through the Registrar's Office. This status means the student's name and other information is to be excluded from the printed directory and the online search through CUNYfirst. It also means the University will not release ANY information about the student without a signed release from the student. This status remains on the student's record indefinitely until the student requests in writing to the Registrar's Office that it be removed.

The CUNY SLU [FERPA Consent to Release Educational Records form](#) can be downloaded here.

### Leave of Absence

#### Graduate Degree Students

A leave of absence may be approved for up to two semesters by requesting, and submitting, the [Leave of Absence form](#) from/to the program in which the student is enrolled. If the leave extends beyond two semesters, students must apply for readmission. While on leave, students may not attend other colleges or universities except with the written permission of the Department Chair for their program. Credit earned while on leave will not be accepted toward the degree or certificate unless prior approval has been obtained. In order to be granted a leave of absence, a student must be in good academic standing. A leave of absence cannot be used to avoid the consequences of poor academic performance or to circumvent a disciplinary procedure. If the request is made during the term and the student is registered, the request will be processed in accordance with the Refund Policy.

Note that taking a leave of absence can impact the student loan repayment timeline. Students who have an outstanding federal student loan or loan deferral for their undergraduate and/or graduate studies should contact the Office of Financial Aid before requesting a leave of absence to ensure that they understand the full financial impact.

## Religious Observances

Education Law Section 224-a, stating the rights and privileges of students unable to attend classes on certain days because of religious beliefs, appears below, as mandated by New York State law.

1. No person shall be expelled from or be refused admission as a student for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study, or work requirements.
3. It shall be the responsibility of the faculty and the administrative officials to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to register for classes or to make up any examination, study, or work requirements, which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which the institution is located for the enforcement of his or her rights under this section.

## Student email Policy

### New Students:

Please be advised that all CUNY School of Labor and Urban Studies (SLU) students are required to utilize their CUNY SLU email address for School business. All official communications from the School of Labor and Urban Studies will be sent only to your SLU email address.

### Current Students:

Please be advised that effective **March 1, 2019**, you will be required to utilize your CUNY SLU email address for all School business. SLU administration will no longer send emails to your SPS email account or any personal email address.

For directions on how to set up and access your email account, visit the website [here](#).

## Resources for Combating Sexual Harassment/Sexual Assault (Title IX)

### CUNY School of Labor and Urban Studies

Anyone – of any gender, gender identity, sexual orientation, religious affiliation, citizenship status, race, class or educational level – can suffer from sexual harassment, including sexual violence. The goal of this website is to help you understand what sexual harassment means and let you know that there are people at CUNY and in the community who can help if you or others experience it. We want to make sure you understand your rights as a student, CUNY’s policies, and other issues related to sexual harassment, gender harassment and sexual violence.

On every CUNY campus there is a person who has special training in helping students who are facing issues related to sexual harassment and sexual violence. We urge you to contact this person (who is known as the “Title IX Coordinator”) for guidance or information.

You may contact your Title IX Coordinator (or the deputy Title IX Coordinator) for guidance and information.

More information can be found [here](#).

## Student Complaints

### Academic Complaints

CUNY Policy for handling student complaints pertaining to academics can be found [here](#).

### Non-Academic Complaints

School of Labor and Urban Studies policy for non-academic complaints can be found [here](#).

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