



# **CUNY SCHOOL OF LABOR AND URBAN STUDIES**

School of Labor & Urban Studies

**2021-2022 Catalog**

## School of Labor & Urban Studies

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## About

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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**

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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

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## **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 problem

# Academic Calendar

<https://slu.cuny.edu/current-students/academic-calendar/>

## FALL 2021 ACADEMIC CALENDAR

MONTH	DATE	DAY	AGENDA
Month	Date	Day	Agenda
August	24	Tuesday	Last day to drop for 100% tuition refund Last day to file ePermit request
	25	Wednesday	Start of Fall Term Classes begin
	31	Tuesday	Last day to add a course Last day to drop for 75% tuition refund
September	01	Wednesday	Verification of Enrollment rosters available to faculty Grade of WD is assigned to students who officially drop a course
	03-08	Friday - Wednesday	No Classes Scheduled
	06	Monday	College Closed Last day to drop for 50% tuition refund
	14	Tuesday	Last day to drop for 25% tuition refund Verification of Enrollment Rosters Due from faculty Census date

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	15	Wednesday	100% Tuition obligation for course drops WN Grades assigned Grade of W is assigned to students who officially withdraw from a course
	15-16	Wednesday-Thursday	No classes scheduled
	24	Friday	WA Grades Assigned - Immunization non compliance
October	11	Monday	College Closed
November	01	Friday	Deadline to apply for Fall Graduation in CUNYfirst
	25 28	Thursday Sunday	College Closed
December	<b>13</b>	<b>Monday</b>	<b>Last day to withdraw from a course with a grade of W</b>
	14	Tuesday	Reading Day/Final Examinations
	15-21	Wednesday - Tuesday	Final Examinations
	21	Tuesday	End of Fall Term
	24	Friday	College Closed
	27	Monday	Final Grade Submission Deadline
January	01, 2022	Friday	Fall 2021 Degree Conferral Date

*Published 4/26/2021;*

<http://www.cuny.edu/academics/academic-calendars/>

## CUNYfirst

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In 2017, CUNY began transitioning to a single set of login credentials, called the “CUNY Login,” for CUNY-wide applications. This CUNY Login service provides:

- One set of CUNY Login account credentials (username and password) governing access to most University-wide applications
- A common CUNY Login Page as a single point of entry for logging in to critical University-wide applications
- Concurrent access to single sign-on enabled applications using a single log in. Additional information can be found [here](#).

# Admissions

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The Office of Admissions helps prospective students as they navigate the CUNY School of Labor and Urban Studies application and admissions processes. Whether you are applying as a new student to our undergraduate, graduate, certificate, or non-degree programs we are here to assist you. 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

## School of Labor & Urban Studies

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 \$65 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.

Applicants who did not complete their undergraduate degree at an English-speaking institution should submit a TOEFL score report or IELTS. GRE/TOEFL code: 2113

## 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

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- 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 nonmatriculated 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

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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

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The Office of Financial Aid administers federal and state funds, as well as those provided by 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 financial aid programs are based on need, and you will have to maintain satisfactory academic progress.

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. often with interest.
- Scholarships - Scholarships can be based on academic merit or financial need and do not need to be paid back.

## Federal Financial Aid Requirements

- For most financial aid programs, you must be enrolled for at least 6 credits each semester. The exception is for Pell Grants, which can be offered to eligible students who are enrolled for at least one credit.
- 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).
- You must be a U.S. citizen or national, or an eligible non-citizen.
- 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:
  - o 1.50 if 1-12.9 credits have been attempted
  - o 1.75 if 13.0-24.9 credits have been attempted
  - o 2.00 if 25 or more credits have been attempted

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- 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 24 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 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 by April 15th. Funds are awarded on a first come, first served basis.

*The FAFSA Title IV Code is 004765 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".

## 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.

# Graduate Financial Aid

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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, often with interest.
- Scholarships - Scholarships can be based on academic merit or financial need 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.
- You must be a U.S. citizen or national, or an eligible non-citizen.
- 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 Office of Financial Aid at 212.817.7460.

We urge you to apply for financial aid for each upcoming academic year by April 15th. 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 satisfactory academic progress.

## **Employer and Union Voucher**

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

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<https://slu.cuny.edu/tuition-and-financial-aid/education-financing/grants-and-scholarships/>

- The Joseph S. Murphy Scholarship for Diversity in Labor is dedicated to the purpose of fostering diverse leadership in the labor movement and in the academic discipline of labor studies.
- Tuition Scholarship was created to assist in defraying tuition and fees costs. It provides up to \$1,000.00 in support for new and continuing students with financial need. Awards are determined per semester. Students are encouraged to reapply each term if they have a demonstrable need.
- Persistence Scholarship provides a quick response to students in good academic standing whose prior semester balance has impacted their enrollment eligibility. This is a one-time scholarship to subsidize 80% of tuition and fees, or \$1,500.00, whichever is less. The Office of Student Affairs opens Persistence applications when funding is available and will contact eligible students to apply
- Mayor's Graduate Scholarship Program (MGSP), the School of Labor and Urban Studies provides support to full-time New York City local government employees to study in one of our graduate degree or certificate programs: MA in Labor Studies, MA in Urban Studies (Public Policy and Administration, Health Care Policy and Administration, The Urban Workforce); Advanced Certificate (Health Care Policy and Administration, Labor Relations, Labor Studies, Community Leadership, Public Administration and Public Policy). The Mayor's Graduate Scholarship awards up to 4 scholarships each semester. The scholarship pays up to \$1,500 for a maximum of 2-semesters. Scholarships are awarded in the applicant's first two semesters of matriculation only.

# Registrar

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## 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 popups 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

## 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:

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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:**

1. 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);
3. high school or prior college's immunization records;
4. blood test (**Original Lab Report is Required**) proving immunity to measles, mumps, and rubella (MMR titer);
5. certificate of immunization from INS or country of origin (for international students)\*; or
6. 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 (212) 642-2098 or email us at [Healthservices@slu.cuny.edu](mailto:Healthservices@slu.cuny.edu).

## **ePermit**

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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.

## Degree Works

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?

1. Determine what requirements you need to fulfill in order to complete your degree.
2. View individual course grades, cumulative grade-point average (GPA), and major average.
3. Determine which courses you have taken or transferred, and which ones count as electives.
4. View transfer credits, waivers, and exemptions applied towards your degree.
5. See how your coursework could be applied toward another major, minor, certificate or major concentration using the "What if" option.
6. Confirm your academic standing.
7. 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

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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.

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

## Textbooks and Course Materials

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

# Academic Records and Transcripts

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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*.

## School of Labor & Urban Studies

- 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?](https://govt.westlaw.com/nycrr/Document/Ieca5c8abc22111dd97adcd755bda2840?viewType=Fu)

[viewType=Fu](https://govt.westlaw.com/nycrr/Document/Ieca5c8abc22111dd97adcd755bda2840?viewType=Fu)

[llText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29](https://govt.westlaw.com/nycrr/Document/Ieca5c8abc22111dd97adcd755bda2840?viewType=Fu&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29)

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

The U.S. Department of Education defines a *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 a 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, practica, studio work, and other academic work leading to the award of credit hours.

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

## School of Labor & Urban Studies

The Middle States Commission on Higher Education expects all candidates 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

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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.

## Office of Student Accounts (Bursar)

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The Office of Student Accounts, or the Bursar's Office is the clearinghouse for all tuition revenue and the primary gatekeeper of the student's financial information. The business operations are guided by courteous and efficient support to students, faculty, staff, and external organizations. The Office of Student Accounts is focused on integrity, accountability, and enforcing appropriate fiscal practices throughout the campus community. The department includes:

- **Billing and Payment Services:** [bursar@slu.cuny.edu](mailto:bursar@slu.cuny.edu)

Student and Third-Party Billing and Payments

Payment Plans

Refunds and Direct Deposit

Taxes (IRS Form 1098-T)

- **College Scholarships:** [studentaccounts@slu.cuny.edu](mailto:studentaccounts@slu.cuny.edu)

Administration of SLU Scholarships and stipend programs

**Normal business hours are Monday through Friday, 9:00am- 5:00pm.** Schedule subject to vary during holidays at which time the College is closed.

## Tuition and Fees

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<https://slu.cuny.edu/tuition-and-financial-aid/tuition-and-fees/tuition-rates/>

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 Tuition

	<b>FULL-TIME STUDENTS (12 OR MORE CREDITS)</b>	<b>PART-TIME STUDENTS</b>
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 Tuition

	<b>FULL-TIME STUDENTS (12 OR MORE CREDITS)</b>	<b>PART-TIME STUDENTS</b>
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

	<b>PER CREDIT OR EQUIVALENT</b>	
New York State residents	\$445	
Out-of-State residents and foreign students on temporary visas	\$915	

## Graduate Credit, Non-Degree Students Tuition

	<b>PER CREDIT OR EQUIVALENT</b>	
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	\$25
University Student Senate Fee	\$1.45
CUNY Consolidated Services Fee per term	\$15
CUNY Technology Fee Per term	Full-time (12 or more credits) - \$125 Part-time (11 or less credits) - \$62.50
CUNY SLU ID Replacement Fee	\$10
Diploma Replacement Fee	\$30 (original or affidavit of loss must accompany the check)
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

## School of Labor & Urban Studies

New York City residents 60 years of age or older may enroll as a non-matriculated audit only students, on a tuition-free, space-available basis. Senior citizen students **do not receive grades or academic credit**. Senior Citizens who wish to enroll for credit may opt to do so on the same basis as any other degree-credit student and pay the applicable tuition and fees.

An administrative fee will be charged in addition to other applicable fees (such as the CUNY Consolidated Fee per term).

- \$65 general fee due at the time of registration
- \$15 consolidated services fee due at the time of registration

Auditors are also responsible for the costs of any course materials, such as textbooks.

## 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.

## Payments

<https://slu.cuny.edu/tuition-and-financial-aid/tuition-and-fees/billing-and-payments/>

## 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.

## 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.

## Pay by Mail

## School of Labor & Urban Studies

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:**

Office of Student Accounts: Bursar Department

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.**

## **Employer and Union Vouchers**

The Office of Student Accounts will defer any portion of a student's tuition and fees to a third-party after an authorization is provided from the sponsoring agent (i.e., state and federal agencies, international embassies, military agencies, prepaid college programs, employers, etc.). Sponsors that will not remit payment directly to the College do not qualify. A valid billing authorization, letter of credit, or voucher must be submitted before the term posted due date. During the deferment period, the student will only be responsible for any amount the sponsor does not cover. If, for any reason, the sponsor does not pay the total amount deferred, the liability will be transferred back to the student.

[Obtain Authorization](#)

## School of Labor & Urban Studies

Students must obtain an official, signed authorization (i.e., voucher, letter of credit etc.) from a sponsor that agrees to pay all or part of their tuition bill. **The authorization must state that the third-party will remit payment directly to the College.** Additionally, the authorization must be on official letterhead, dated, and include the following:

- Student's name and EMPLID number
- Amount of tuition (and fees, if applicable) to be covered
- Semester for which tuition will be covered
- Specific terms for payment (upon receipt of grades or upon registration)
- Employer's or sponsor's address and phone number

The College will **not** defer payment to a third-party if the sponsor's payments will be sent directly to the student OR if the payments are not for tuition and fees but for travel or miscellaneous academic expenses (i.e., books, supplies).

### Submit Authorization

Authorization in the form of a voucher or letter of credit is required for each semester in which all or part of a tuition bill is deferred to a third-party. Erroneous or incomplete authorizations will be returned; a deferral will not be approved until a complete document is received. **The Office of Student Accounts (Bursar@slu.cuny.edu) must receive the sponsor's authorizations before the first official day of the semester. Any remaining tuition and fees not covered by the third-party authorization must be paid by that date as well.** The portion of tuition and fees the sponsor has agreed to pay will be re-classed in the system as 'PAID BY THIRD-PARTY.' Bills may be credited up to the eligible amount, however, such credits are provisional and subject to change. If a bill credit cannot be issued, the account will be notated.

## Refund Policy

<https://slu.cuny.edu/tuition-and-financial-aid/tuition-and-fees/billing-and-payments/refunds/>

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

## School of Labor & Urban Studies

- 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 services, 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.

# Academic Policies

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## 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
	<p><a href="#">Scientific World (1 course)</a></p> <p>Students must also complete three credits in any of the above categories (1 course)</p>	
<b>College Option Core</b>	<p>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.</p> <p><a href="#">College Option Core (1-4 Courses)</a></p>	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

## School of Labor & Urban Studies

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 transfer 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. When the course work is completed and the final grade received, the INC grade will be replaced. 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.

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.

## School of Labor & Urban Studies

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. 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.

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

## School of Labor & Urban Studies

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

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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

## School of Labor & Urban Studies

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

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## 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

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## 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.

# Academic and Administrative Policies

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## 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](#)

## School of Labor & Urban Studies

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

19th 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 as 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 include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. If faced with any type of plagiarism, please consult directly with your department chair.

### **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.

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- 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 advanced 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

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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

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## 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

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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 Resources

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### Computer Lab

Students have access to two computer lab work spaces, where printing services are available. Located at 25 West 43rd 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 34th 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.

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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 43rd Street. For additional information contact **(646)-313-2014**.

## Student Affairs

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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

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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**

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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 (212) 642-2068 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 212-642-2068.

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.](#)

## Students in the Military

For students called up to the reserves or drafted before the end of the semester:

- Grades. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
- Refunds. A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

For students who volunteer (enlist) for the military before the end of the semester:

- Grades. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

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- Refunds. The amount of the refund depends upon whether the withdrawal is before the 5th week of classes. If the student withdraws before beginning of the fifth calendar week (or third calendar week for a summer session), he or she is entitled to 100% refund of tuition and all other fees except application fees. If the student withdraws thereafter, he or she is entitled to a 50% refund.

### Other provisions for military service:

- Resident Tuition Rates. These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.
- Re-enrollment of Veterans. Veterans who are returning students are given preferred treatment in the following ways:
  - Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program.
  - Veterans, upon their return, may register even after normal registration periods, without late fees.
  - Granting of college credit for military service and armed forces instructional courses.
  - Veterans returning too late to register may audit classes without charge.
  - Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.
  - Readmission Fee. Upon return from military service, a student will not be charged a readmission fee to register at the same college.
  - Veterans Tuition Deferrals. Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.

New York National Guard Tuition Waivers. Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

# Student Email Policy

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## **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)

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## 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](#).

CUNY Policy on Sexual Misconduct

# Student Complaints

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## 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](#).

## Public Safety

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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 2020-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 A!ert

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 Service Desk

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

<b>REMOTE SERVICE DESK HOURS OF OPERATION ARE:</b>		
Monday- Thursday	8:30AM-9:05PM	
Friday	8:30AM-5:30PM	
Saturday	Closed	

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<b>CAMPUS – ON – SITE SERVICE DESK HOURS OF OPERATION BY APPOINTMENT ONLY ARE:</b>		
Monday	9:30 AM – 6:00 PM	
Wednesday	9:30 AM – 6:00 PM	
Friday	9:30 AM – 6:00 PM	

IT Service desk can assist with Student Email or CUNYfirst access needs and password resets, support students and faculty with Blackboard, Office 365, Virtual Desktop, Dropbox, CUNYfirst, GC Library access, and other school sanctioned technology platforms (Software for personal laptops). Service desk can also assist student’s with other technology needs, such as borrowing laptops or tablets as needed, providing technology guides on how to login and use products.

IT Service Desk Webpage can be found – [IT Service DeskCUNY School of Labor and Urban Studies](#)

Technology Guides webpage can be found – [Technology GuidesCUNY School of Labor and Urban Studies](#)

[Loaner Laptop Application Fall -2021-Laptop-Loan-Program.pdf \(cuny.edu\)](#)

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

# The Board of Trustees

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Charles A. Shorter, B.A., M.A.

Ken Sunshine, B.S.

Sandra Wilkin, B.S., B.S.

Martin J. Burke, Ph.D.

Ex Officio-Chairperson of the University Faculty Senate

Timothy G. Hunter

Ex Officio-Chairperson of the University Student Senate

## Administration

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### **The City University of New York Chancellery**

**Chancellor** - Félix V. Matos Rodríguez

**Interim Executive Vice Chancellor and University Provost** - Daniel E. Lemons

**Executive Vice Chancellor and Chief Operating Officer** - Hector Batista

**General Counsel & Sr. Vice Chancellor for Legal Affairs** - Derek Davis

**Senior Vice Chancellor for Institutional Affairs, Strategic Advancement and Special Counsel** - Glenda Grace

**Senior Vice Chancellor and Chief Financial Officer** - Matthew Sapienza

**Interim Senior Vice Chancellor of the Office for Facilities, Planning and Construction Management** - Hector Batista

**Sr. Vice Chancellor for Labor Relations** - Pamela Silverblatt

**Vice Chancellor & University Chief Information Officer** - Brian Cohen

**Vice Chancellor for Communications and Marketing** - Maite Junco

**Vice Chancellor for Risk, Audit and Compliance** - Richard R. White

**Vice Chancellor of Human Resources Management** - Doriane K. Gloria

**Interim Vice Chancellor for Student Affairs and Enrollment Management** - Denise B. Maybank

**Interim Vice Chancellor for University Advancement** - Andrea Shapiro Davis

**Senior Advisor to the Chancellor and Secretary of the Board of Trustees** - Gayle Horwitz

**Chancellor's Chief of Staff and Associate Vice Chancellor for the Executive Office** - Dolly Martinez

### **CUNY School of Labor and Urban Studies Administration**

**Gregory Manstios, Ph.D.** - Founding Dean

**Burton Sacks, M.S., M.S., P.D.** - Associate Dean of Administration & Operations

School of Labor & Urban Studies

**Gladys Palma de Schrynemakers, B.A., M.S., P.D., M.A., Ed.D.** - Associate Dean of Academic Affairs

**Dorothy Benson - B.A** - Director of Finance and Business Affairs

**John Conway, M.P.A.** - Human Resources

**Maryam (Sara) Esfarayeni, M.S., M.A.,Ed.D.** - Director of Murphy Institute's Worker Education & Workforce Development

**Paula Finn, M.A.** - Director of the Center for Public Engagement

**Michael Giliberti, M.P.A.** - Bursar

**Stephen Greenfeld, Ph.D.** - Urban Studies Program Manager

**Laurie Grimes, M.A.** - Enrollment Registrar Director

**Sharon Hardy, Ph.D.** - Director of Enrollment

**Antoinette Isable-Jones** - Chief Communications & Marketing Officer

**Maureen LaMar, M.A.** - Labor Studies Program Manager

**Padraig O'Donoghue - B.A** - Manager of Student Support and Retention

**Rochel Pinder-Cuffie, M.P.A.** - Director of Student and Community Affairs

**Jeff Rickman** - Director of Technology

**Elizabeth Sergile, Ph.D. Candidate** - Director of Institutional Research and Assessment

School of Labor & Urban Studies

## Distinguished Lecturer

---

**Deepak Bhargava**, Distinguished Lecturer, B.A. Harvard University

**Ellen Dichner**, Distinguished Lecturer, B.A. Oberlin College, J.D. Northeastern University School of Law

## Faculty

---

**Steven London**, Ph.D. Chair of Urban Studies

**Ruth Milkman**, Ph.D. Distinguished Professor, Chair of Labor Studies

**Mimi Abramovitz**, D.S.W. Consortial Faculty

**Kafui Attoh**, Ph.D. Associate Professor

**Juan Battle**, Ph.D. Consortial Faculty

**Deepak Bhargava** Distinguished Lecturer

**Mason Brown**, M.A., M.L.S. Librarian

**Ellen Dichner**, J.D. Distinguished Lecturer

**Joshua Freeman**, Ph.D. Distinguished Faculty

**Penny Lewis**, Ph.D. Associate Professor

**Stephanie Luce**, Ph.D. Professor

**Rebecca Lurie**, M.S. Adjunct

**John Mollenkopf**, Ph.D. Consortial Faculty

## Staff

**Nana Ama Ampah**, M.A. *Administrative Executive Assistant*

**Orson Barzola**, M.S. *Candidate Enrollment Coordinator*

**Nelly Benavides**, M.A. *Deputy to Associate Dean of Operations*

**Sonia Bernstein**, M.A. *Writing Center - Lehman College*

**Xalya Branch**, *Marketing and Communications Assistant*

**Keenya Browne**, *Administrative Assistant*

**Rob Callaghan**, M.S. *Enrollment Specialist*

**Wayne Chin** *Tutor*

**Donna Contreras** -Aguirre, M.S.W., LCSW *Mental Health Counselor*

School of Labor & Urban Studies

**June Cumberbatch**, M.A. *Senior Academic Advisor*

**Iris Delutro**, M.A. *Senior Counselor*

**Suzette Ellington** *Business Coordinator*

**Irene Garcia -Mathes**, M.A., M.S. Ph.D. Candidate *Senior Academic Advisor*

**Zenzile Greene -Daniel** *Administrative Assistant*

**Eileen Hawkins Bauman**, M.A. *Senior Writer and Communications Officer*

**Jose Herrera** *IT Support Staff*

**Kelvin Huang** *IT Support Staff*

**Rose Imperato** *Academic Scholarship and Awards Coordinator*

**Aceion James** *Social Media Coordinator*

**Crystal Joseph**, M.A., Ed.D. Candidate *Community Semester Program Coordinator*

**Karen Judd**, M.A., Ph.D. *Associate Editor, New Labor Forum*

**Christina Kellagher** *Writing & Research Consultant, Brooklyn College*

**Laurie Kellogg** *Special Program Assistant*

**Kitty Krupat**, M.A., M.Phil./A.B.D. *Consultant*

**Surabhi Lal**, M.Ed. *Career Specialist*

**Michael Andrade Lalan** *Public Programming Coordinator*

**Aaron Lenchner** *Creative Multimedia Communications Specialist*

**Heysel Llopis -Rodas**, M.A. *Academic Advisor*

**Abraham Marcus**, M.A. *College Prep Program Coordinator*

**Melanie M. Martinez**, M.F.A. *Executive Assistant to the Associate Dean of Academic Affairs*

**Joanne Mason** *Site Coordinator*

**Laura Meltzer**, M.A. *Alumni Coordinator*

**Diana Mercado** *Budget Analyst Support Services and Administration*

**Cherise Mullings**, M.A. *Enrollment Specialist*

School of Labor & Urban Studies

**Nicholas Padilla** *IT Support Specialist*

**Katiana Pierre -Jean**, B.A. *Enrollment Coordinator*

**Lisset Puello** *Program Assistant*

**Nadhia Rahman**, M.S. *College Assistant*

**Aja Riddick** *LEAP to Teacher Coordinator, BMCC*

**Isaac Rodriguez**, M.S.W. *Candidate Writing & Research Consultant*

**Keysha Rodriguez** *Administrative Coordinator*

**Marie Romani**, M.S. *Administrative Coordinator*

**Walter Romney** *College Assistant*

**Arthur Rothschild**, Ph.D. *Basic Skills Instructor*

**Jonathan Rubin**, M.A. *Math Tutor, CSI*

**Michael Rymer**, M.F.A. *Coordinator of Writing Center*

**Francine Sanchez** *Undergraduate Admissions Counselor*

**Sassy Sasson**, M.S.W., D.S.W. *Site Coordinator - Brooklyn College*

**Carol Schwartz**, M.A. *Counselor*

**Andrea Selonick** *Managing Editor of the New Labor Forum*

**Samina Shahidi**, M.A. *Candidate Senior Academic Advisor*

**Irene Hong Ping Shen**, M.S.W. *Coordinator of International Program*

**Kevin Simmons**, M.A. *Program Coordinator*

**Keenya Skelton** *Workforce Development Program Assistant*

**Jean Carlos Soto** *Writing and Research Consultant, Queens College*

**Sean Sweeney** *Director of International Program*

**Julman Tolentino** *Academic Program Coordinator*

**Ralph Tricoche** *Technical Support*

**Jed-Rene Tuliao** *IT Support Staff*

School of Labor & Urban Studies

**Ann Tulio** *Registrar Assistant*

**David Unger**, M.P.A. Candidate *Program Coordinator*

**Krafins Valcin** *Blackboard Specialist*

**Jiajing Xu**, M.A. *International Enrollment Specialist*

## **CUNY School of Labor and Urban Studies Administration:**

### **Studies Administration:**

**Gregory Mantsios**, Founding Dean B.A. Queens College, CUNY, M.A., Queens College, CUNY, Ph.D. Union Institute and University

**Burt Sacks**, Associate Dean for Operations B.A. Long Island University, M.A. Long Island University, M.A. Long Island University, P.D. Yeshiva University

**Gladys Palma de Schrynemakers**, Associate Dean of Academic Affairs, Title IX Coordinator B.A. Saint John's University, M.S. City College, P.D. CW Post Long Island University Ed.D., Teachers College, Columbia University

**Michael Giliberti**, Bursar B.A. St. Johns University, MPA John Jay College

**Laurie Grimes**, Enrollment Registrar Director B.A. College of Staten Island, M.A. College of Staten Island

**Sharon Hardy**, Enrollment Services Director B.A. Arcadia University, M.A. New York University, Ph.D. CUNY Graduate Center

**Rochel Pinder-Cuffie**, Director of Student and Community Affairs, B.B.A. Baruch College, M.P.A. Baruch College, Ed.D. Candidate Northeastern University

## **Faculty:**

### **Labor Studies:**

**Ruth Milkman**, Chair Labor Studies; Distinguished Professor Ph.D. University of California, M.A. University of California, B.A. Brown University

Penelope Lewis, Associate Professor, Labor Studies B.A, Brown University, Ph.D Graduate Center

**Stephanie Luce**, Professor, Labor Studies B.A. University of California Davis, M.A. University of Wisconsin-Madison, Ph.D. University of Wisconsin-Madison

## School of Labor & Urban Studies

**Joel Suarez**, Assistant Professor, Labor Studies B.A. University of Texas at Austin, M.A. Columbia University, M.A., Ph.D. Princeton University

### **Urban Studies :**

**Steve London**, Interim Chair Urban Studies, Associate Professor B.A. Rutgers College - Rutgers the State University, M.A. and Ph.D. New York University

**Sofya Aptekar**, Associate Professor, Urban Studies B.A. Yale University, Ph.D., Princeton University

**Kafui Attoh**, Associate Professor, Urban Studies Ph.D. Syracuse University, M.A. Syracuse University, B.A. Macalester College 102

**Samir Sonti**, Assistant Professor, Urban Studies B.A. University of Pennsylvania, B.S University of Pennsylvania, Ph.D. University of California Santa Barbara

## Consortia Faculty

---

**Juan Battle**, Professor

Ph.D. University of Michigan, M.A. University of Michigan, B.S. York College of Pennsylvania,  
A.S. York College of Pennsylvania

**John Mollenkopf**, Distinguished Professor

Ph.D. Harvard University, M.A. Harvard University, B.A. Carleton College

## Staff

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**Nana Ama Ampah**, Administrative Executive Assistant, Deans Office M.A. NYU Wagner

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**Nelly Benavides**, Deputy to Associate Dean of Administration and Operations, M.A.

**Dorothy Benson**, Director Finance and Business Affairs, B.A. Fordham University

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**Ofronama Biu**, Research Manager, Worker Education & Workforce Development, B.A. NYU College of Arts and Sciences, M.P.A. NYU Wagner, M.Phil. The New School, Ph.D. The New School

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**Shayna Cody**, LEAP to Teacher Writing & Technology Tutor, BMCC, B. A. Lehman College

**Donna Contreras-Aguirre**, Counseling and Wellness Psychological Counselor, MSW, New York University, Shirley Ehrenkranz School of Social Work

**Iris Delutro**, LEAP to Teacher (LTT) CUNY- Wide Manager, B.A. Queens College, M.A. Queens College

**Julie Dinnerstein**, Staff Attorney CUNY Citizenship Now, B.A. Columbia College, J.D. Columbia Law School

**Suzette Ellington** *Finance Budget Specialist, MA*

**Maryam (Sara) Esfarayeni**, Director of Murphy Institute Worker Education & Workforce Development, M. S. Beheshti University, M.A., Ed.D, Teachers College - Columbia University

**Paula Finn**, Director of The Center for Public Engagement, M.A. New York University, B.A. Barnard

**Irene Garcia-Mathes**, Graduate Senior Academic Advisor Labor Studies M.A.. Ph.D. Candidate NYU Tish School of the Arts

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**John Head**, LEAP to Techer (LTT-) Site Coordinator, Lehman College, B.A. College of Charleston, M.A. CUNY School of Labor and Urban Studies (SLU)

**Jose Herrera** IT Support Staff

**Kelvin Huang** IT Support Staff

**Rose Imperato** Academic Scholarship and Awards Coordinator

**Antoinette Isable-Jones**, Director, Communications & Marketing, B.A. City College

**Aceion James** Social Media Coordinator

**Tunde Jakab**, LEAP to Techer (LTT) Site Coordinator at, College of Staten Island (CSI), Ph.D. in Mathematics, University of Missouri

**Crystal Joseph**, Community Semester Program Coordinator Urban Studies, B.S.P.A Baruch College, M.A. School of Professional Studies, Ed.D. Candidate, Concordia University-Portland

**Karen Judd**, Associate Editor, New Labor Forum, M.A., Ph.D.

**Elizabeth Kane**, LEAP to Techer Writing & Research Consultant at Brooklyn College, B.A. SUNY Fredonia, M.A. Goddard College

**Laurie Kellogg** Special Program Assistant

**Marta Koniarek**, Worker Education Program Assistant, Queens College, B. A. University of Lodz, M. A. University of Lodz, MS.Ed.=HEA Candidate Baruch College

**Kitty Krupat**, Staff, B.A., M.A. New York University, M.Phil/ ABD, New York University

**Surabhi Lal**, Career Specialist, B.A, B.S Virginia Polytechnic Institute and State University, M.Ed. The University of Vermont

## School of Labor & Urban Studies

**Michael Lalan**, Public Program Coordinator, Murphy Institute-Center for Labor, Community & Policy Studies B.A. Duke University

**Maureen LaMar**, Labor Studies Program Manager, B.A. Hunter College. M.S. The New School

**Aaron Lenchner**, Creative Content Manager Communications and Marketing B.F.A. Conservatory of Theatre Arts, SUNY Purchase

**Heysel Llopis -Rodas**, Worker Education Academic Advisor, Queens College, B. A . Queens College, -M.A Queens College

**Abraham Marcus**, College Prep Program Coordinator Worker Education, A.B. Harvard College, M.A. Brooklyn College

**Melanie M. Martinez**, Executive Assistant to the Associate Dean of Academic Affairs, M.F.A.

**Joanne Mason**, Worker Education Manager, B.A. Queens College

**Laura Meltzer**, Alumni Coordinator , B.A. CUNY Queens College, M.A. CUNY School of Professional Studies

**Diana Mercdo**, Budget Analyst, A.S., Ashworth College

**Cherise Mullings**, Assistant Director of Admissions, B.A. Queens College, M.A. Queens College

**Nicholas Padilla** IT Support Specialist

**Shana Palladino** Assistant Bursar, B.A. Brooklyn College

**Pablo Perez** LEAP to Teacher Site Coordinator at BMCC, B.A Hunter College, M.A. CUNY School of Labor and Urban Studies, MS.Ed. Bank St. College, J.D. Seton Hall University

**Katiana Pierre -Jean**, Enrollment Coordinator, B.A. John Jay College

**Rochel Pinder-Cuffie**, Director of Student and Community Affairs, B.B.A. Baruch College, M.P.A. Baruch College, Ed.D. Candidate Northeastern University

**Lisset Puello** Program Assistant

**Padraig O'Donoghue**, Manager Student Support and Retention, B.A. CUNY B.A. Program, Hunter College,

**Nadhia Rahman**, Administrative Coordinator, M.S.

**Jeff Rickman**, Director Information Technology

**Keysha Rodriguez** Administrative Coordinator

## School of Labor & Urban Studies

**Marie Romani**, Administrative Coordinator Labor Studies and Urban Studies, A.A.S. Bronx Community College, B.S. Lehman College, M.S. Barry University

**Walter Romney** College Assistant

**Arthur Rothschild**, Basic Skills Instructor, B.A. State University of New York at Stony Brook, M.S. Syracuse University, Ph.D. The University of Texas at Austin

**Jonathan Rubin**, LEAP to Teacher Math Tutor, College of Staten Island (CSI) & Teacher Certification Exam Prep Workshop Facilitator, B.S. The College of Staten Island (CSI) M.S. The College of Staten Island,

**Michael Rymer**, Coordinator Writing Center, B.A. Brown University, M.F.A. Sarah Lawrence College, M.A. City College (in progress)

**Francine Sanchez** Worker Education Undergraduate Admissions Counselor, Queens College, B.A. Queens College

**Sassy Sasson**, LEAP to Teacher Site Coordinator- Brooklyn College, D.S.W. Yeshiva University

**Carol Schwartz**, LEAP to Teacher Academic Advisor, Queens College, M.S. Counselor Education, Queens College

**Andrea Selonick**, Managing Editor New Labor Forum Murphy Institute for Public Engagement, B.A. University of Rochester

**Elizabeth Sergile**, Director of Institutional Research and Assessment, B.A. Hunter College, M.A. Brooklyn College, Ph.D. Candidate, Graduate School/University Center

**Samina Shahidi**, Academic Advisor and Coordinator for Urban Studies MA Program, B.A. Fordham University, Teaching Fellow and M.A. (abt) Lehman College, M.A. Graduate Center (EGD June 2021)

**Michael Shapiro**, LEAP to Teacher Advisor at, Lehman College, Teacher Certification Exam Prep Workshops Facilitator, B.A. New York University, M.A. NY State University at Stony Brook, Ph.D. NY State University at Stony Brook

**Irene HongPing Shin**, Coordinator International Program for Labor, Climate and Environment, B.A. Columbia University, MSW - Hunter School of Social Work

**Kevin Simmons**, Academic Program Specialist, B.A. York College, M.A. Queens

**Jean Carlos Soto** Worker Education Writing and Research Consultant, Queens College, B.A. Lehman College

**Sean Sweeney** Director of International Program

School of Labor & Urban Studies

**Julman Tolentino**, Academic Program Coordinator, B.A. Rutgers University in Newark , MA  
Hunter College

**Ralph Tricoche**, IT Coordinator

**Jed-Rene Tuliao** IT Support Staff

**Ann Tullio** Registrar Assistant

**David Unger**, Academic Program Coordinator, M.P.A Candidate, Baruch College, CUNY

**Krafins Valcin** Blackboard Specialist

**Melanie Vargas**, Worker Education Program Assistant, Queens College, B.A. City College of New  
York

**LaRey Walker**, Finance Specialist

**Jiajing Xu**, International Enrollment Specialist, B.S., M.A. Rutgers University

# Labor Studies Department

The Department of Labor Studies offers graduate degree and certificate programs that examine the opportunities and challenges facing workers and their organizations.

The program builds critical thinking, analytical, and leadership skills so that students become more effective advocates for workers' rights and social justice.

Our faculty, drawn from a wide variety of academic fields and areas of expertise, bring real world experience to their teaching and to their scholarship. As researchers, practitioners, or both, Labor Studies faculty engage issues of immediate relevance to labor and community-based movements, public policy and the wider public. The faculty's commitment to grounded scholarship is mirrored in the School's approach to teaching. Students are recruited from both traditional and nontraditional backgrounds and receive rigorous training in labor studies, preparing them for careers as practitioners and/or researchers.

The School's public service efforts include conferences and forums on topics of interest to the labor and social justice movements and the public policy community, as well as policy research publications aimed at the wider public and a journal.

## Programs

### LABR-AC - Labor Studies

Degree Designation: ADVCERPB - Advanced Certificate Post  
Baccalaureate

-

### LABR-CERT - Labor Studies

Degree Designation: CERTLT30 - Certificate

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### LABR-MA - Labor Studies

Degree Designation: MA - Master of Arts

-

### LREL-AC - Labor Relations

Degree Designation: ADVCERPB - Advanced Certificate Post  
Baccalaureate

-

### LREL-CERT - Labor Relations

Degree Designation: CERTLT30 - Certificate

-

## Courses

## School of Labor & Urban Studies

### LABR201 - Introduction to Labor Studies

Credits: 4

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.

### LABR302 - Contemporary Labor Issues

Credits: 4

"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."<sup>24</sup> or more college credits; completion of English composition or an equivalent course; passed CUNY skills test (not required for individuals with 45 or more college credits)

**LABR304 - Unions and Labor Relations**

Credits: 4

"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."

**LABR305 - Labor Rel in Transportation**

Credits: 3

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.

**LABR320 - Collective Bargaining**

Credits: 4

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.

**LABR324 - Labor and Employment Law**

Credits: 4

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.

**LABR325 - Arbitration**

Credits: 4

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 principles 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.

**LABR328 - Leadership and Administration**

Credits: 4

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.

**LABR330 - Issues in Labor Organizing**

Credits: 4

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.

**LABR331 - Health & Safety In Wrkpl**

Credits: 4

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.

**LABR334 - Public Sector Labor Law**

Credits: 4

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.

**LABR339 - Labor & The Economy**

Credits: 4

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.

**LABR337 - Contract Administration**

Credits: 4

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.

**LABR369 - Special Topics**

Credits: 4

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.

## School of Labor & Urban Studies

### **LABR398 - Independent Study**

Credits: 1 - 4

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.

### **LABR399 - Labr Study Field Work**

Credits: 4

"This course augments traditional classroom-based learning with experiential learning in a community setting and direct engagement in labor and workplace issues. In it, individuals intern for a labor union or labor-related organization with the guidance and supervision of a mentor. The internship is taken in conjunction with a weekly class where students report on their internship projects, bring questions and problems, and discuss readings directly relevant to the placement."24 or more college credits; completion of English composition or an equivalent course; passed CUNY skills test (not required for individuals with 45 or more college credits)

**LABR601 - Labor Globalization**

Credits: 3

"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

**LABR602 - Research Methods**

Credits: 4

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.

**LABR603 - Labor-Management Relations**

Credits: 3

"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 capitalists 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."

**LABR604 - Labor Law**

Credits: 3

"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."

**LABR605 - Perspective-Labor Mvmt**

Credits: 4

This course familiarizes students with theories that provide explanations for the rise of unions as well as for the historical development of labor movements. Course readings and discussions range from Marxist perspectives to theories of American exceptionalism and business unionism, and include the work of both seminal sociologists and prominent labor historians. Students in this course will be challenged to apply their analytic skills to vital labor issues and real world experiences of workers and unions. In addition to evaluating the explanatory power offered by the major schools of thought on the labor movement, students will consider how issues of class, race, pluralism, globalization and workplace reorganization have shaped explanations for labor's rise, decline and relevance. 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.

**LABR606 - Labor Fld Wk/Intrnsh**

Credits: 3

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.

**LABR607 - Labor and the Economy**

Credits: 3

"This course provides students of contemporary labor with an essential knowledge of micro- and macro economic theories that explain conditions of work, workers and labor institutions. 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 role of production and profits; competition and concentration; wages and work; technology; and control and conflict in the workplace. They will examine issues of particular concern to workers and unions, including inflation; trade; internationalization; and globalization. They will also examine how unions affect wages, productivity and profitability. These questions will be discussed in historical perspective, considering classical, neo-classical and neo-Marxist theories. The operation of markets will be considered, focusing on supply and demand; competition; coordination; and market failures and limitations. Macroeconomic issues will be evaluated in terms of the "Keynesian Revolution" in economic thinking, which resulted in government regulation of the economy through taxation, monetary poli

**LABR608 - Issues In Organizing**

Credits: 3

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.

**LABR609 - Comparative Labor Movements**

Credits: 3

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.

**LABR610 - Policy Analysis**

Credits: 3

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.

**LABR611 - Race and Labor**

Credits: 3

This survey course critically examines the relationship between the labor movement and people of color in the United States, with particular emphasis on African Americans. Although the main focus is to understand the 21st century, there is also an emphasis on how the present situation has been shaped by earlier historical developments, from the end of the U.S. Civil War to the present. Special emphasis is placed on the decade of the 1930s, when the birth of Congress of Industrial Organizations provided millions of workers of color the opportunity to join the labor movement for the first time. The course also examines the impact of the civil rights movement on the labor movement, the history of the United Farm Workers, as well as more recent movements among workers of color and their relationship to the labor movement.

**LABR614 - Labor & Immigration**

Credits: 3

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.

**LABR619 - Comp Lab Rel Models**

Credits: 3

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 continue to shape labor's choices and strategies.

**LABR620 - Collect Bargaining**

Credits: 3

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.

**LABR622 - Strategic Research Methods**

Credits: 3

This course examines research methods designed to support union growth and representation, including market analysis, market surveys, corporate research, policy research, public pension fund research and worker surveys. There is particular emphasis on corporate research techniques, including analysis of financial statements, property record research, litigation research, public record requests, and use of on-line resources. Students will also learn basic database design and spreadsheet skills to facilitate market analysis and analysis of collective bargaining agreements.

**LABR623 - Comp Labor Law**

Credits: 3

This course is designed to provide students with an overview of labor and employment law in several countries representing different approaches to the fundamental social and legal project of protecting workers' rights and regulating the relationship between labor and capital. By exploring labor and employment laws that are rooted in different histories, political economies, and sociocultural and legal systems, students will develop a broader understanding and deeper appreciation of the fundamental labor / management issues confronting contemporary industrial societies, including the US. Individual and collective contracts, wages and benefits, working hours and leave entitlements, protections from discrimination and unfair dismissal, the right to organize, bargain collectively, and seek redress of grievances - these are some of the issues that will be explored in a comparative framework. In an era of global supply chains, decentralized production, and the increasingly rapid and transnational movement of capital, goods, information and people, it is important for students of labor to develop a comparative and international perspective on the laws that govern labor relations.

**LABR624 - Lab Law Case Stds**

Credits: 3

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.

**LABR630 - Union Orgnzing & Function**

Credits: 3

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.

**LABR649 - Independent Study**

Credits: 1 - 3

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 Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

**LABR698 - Capstone Project Planning**

Credits: 1

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.

**LABR669 - Special Topics**

Credits: 3

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. Pre-requisite: Permission of the Department Chair is required.

**LABR699 - Capstone**

Credits: 3

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.

**LHIS301 - United States Labor History**

Credits: 4

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.

**LHIS311 - Pub Workers in the US**

Credits: 4

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.

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### LHIS601 - United States Labor History

Credits: 3

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.

### LPOL301 - Work, Culture, and Pol-NYC

Credits: 4

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.

**LPOL302 - Ideas/Forces US Pol**

Credits: 4

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.

**LPOL303 - Campaigns and Elections**

Credits: 4

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.

**LPOL309 - Power and Democracy Nation**

Credits: 4

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.

**LPOL601 - Labor and Politics**

Credits: 3

This course will examine contemporary approaches to political action employed by unions, including comparative studies of relationships between unions and political parties in the U.S. and Europe. 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 continuing alliance with the Democratic Party, starting with the New Deal and continuing to the present.

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### **LPOL602 - Work/Culture/Politics NYC**

Credits: 3

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

# Urban Studies Department

The Department of Urban Studies at the CUNY School for Labor and Urban Studies is an interdisciplinary program devoted to the study of the city.

Shaped by its long and enduring ties to the labor movement and community-based organizations, the department of Urban Studies is committed to both producing cutting-edge urban research and providing students with the intellectual and practical tools they will need to effect urban change.

Given its location, the department uses New York City as a laboratory to explore how cities—their politics and policies, economy, and social structure— impact workers, working-class communities, and other marginalized groups.

In addition to offering students a strong theoretical background to urban debates, the department also provides students with a wide array of service-learning opportunities and the ability to apply their learning to the real world.

Through both our undergraduate and graduate degree and certificate programs, students gain marketable credentials and skills while promoting social justice and community-based activism.

## Programs

### **COML-AC - Community Leadership**

Degree Designation: ADVCERPB - Advanced Certificate Post Baccalaureate

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### **COML-CERT - Community Leadership**

Degree Designation: CERTLT30 - Certificate

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### **HCA-AC - Leading Change in Healthcare Systems**

Degree Designation: ADVCERPB - Advanced Certificate Post Baccalaureate

-

### **HCA-CERT - Healthcare Leadership and Advocacy**

Degree Designation: CERTLT30 - Certificate

-

### **PADM-CERT - Public Administration and Public Policy**

Degree Designation: CERTLT30 - Certificate

-

### **PADM1-AC - Public Administration Level 1**

Degree Designation: ADVCERPB - Advanced Certificate Post Baccalaureate

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### **URBE-CERT - Urban Experience**

Degree Designation: CERTLT30 - Certificate

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### **URBS-BA - Urban and Community Studies**

Degree Designation: BA - Bachelor of Arts

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## School of Labor & Urban Studies

### URBS-MA - Urban Studies

Degree Designation: MA - Master of Arts

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### WDCO-AC - Workplace Democracy and Community Ownership

Degree Designation: ADVCERP - Advanced Certificate Post  
Baccalaureate

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## Courses

### HCA306 - Foundations Healthcare Leaders

Credits: 4

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.

### HCA307 - Urban Health Issues

Credits: 4

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.

**HCA308 - Advocacy for Healthcare Change**

Credits: 4

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.

**HCA309 - Appl Resrch Meth in Hlth Orgs**

Credits: 4

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.

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### HCA600 - Fundamentals of Healthcare Sys

Credits: 3

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.

### HCA601 - Health Disparities

Credits: 3

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.

### HCA602 - The Politics of Health Care

Credits: 3

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.

### HCA603 - Evaluation of Healthcare Pol

Credits: 3

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.

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### HCA604 - Leading Change Turbulent Times

Credits: 3

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.

### PADM201 - Public Administration

Credits: 4

"This course will examine the growth, structure, role and methods of local and federal bureaucracies and their impact on American society. It will introduce students to the subject of bureaucracy in American government and will survey the major areas of study in Public Administration, including the context of public administration, the meaning of federalism and intergovernmental relations. In addition, the course will address organizational theory and behavior; decision making; leadership; policy implementation; budgeting; personnel management; performance management; legal and regularity constraints; ethics; and accountability. Students will become knowledgeable about the roles and functions of public agencies and will acquire a grasp of current issues and controversies concerning public bureaucracies and public policy."

**PADM202 - Delivery of Public Services**

Credits: 4

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.

**PADM211 - Govt Policy Process**

Credits: 4

"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."

**PADM221 - Public Issues & Public Policy**

Credits: 4

"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."

**PADM231 - Seminar on Public Policy**

Credits: 4

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.

## School of Labor & Urban Studies

### **PADM601 - Public Administration**

Credits: 3

Designed for students with a basic knowledge of public administration, 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 prac

### **PADM611 - U.S Soc/Econ Policy**

Credits: 3

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; health-care; 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.

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### **PADM621 - Policy Analysis**

Credits: 3

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.

### **URB101 - Statistics for Social Change**

Credits: 3

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.

### **PADM651 - Research Methods Seminar**

Credits: 3

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.

### **URB102 - Writing 1: Language, Literacy,**

Credits: 3

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.

**URB103 - Writing 2: The Nature of the C**

Credits: 3

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.

**URB200 - Social Justice in the City**

Credits: 3 - 4

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.

**URB210 - Criminal Justice: Cause and Cons**

Credits: 4

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.

**URB301 - The New York Experience:**

Credits: 3

New York City is the largest and arguably most globally prominent city in the United States; as a “global city” it remains one of the world’s most diverse, economically vibrant, and culturally renowned urban centers. How did this come to be? What are New York City’s most salient characteristics today, and what are the challenges it faces in its future? The first half of the course will trace the development of New York from its earliest days as a trade post for the Dutch West India Company, later a trading and agricultural economy based largely on slavery from 1620-1827, through its expansion as a critical center of trade and finance in the antebellum period; from its industrial expansion and extraordinary population growth over the course of the later 19th and early 20th centuries through its emergence as the world’s leading financial center in the post-WWII era; from its deep decline during its fiscal crisis through its economically contradictory status today as a gentrified oasis for international billionaires and corporate headquarters, the country’s most densely unionized city, and a city that continues to face growing levels of homelessness and poverty. The city of the 21st century faces many problems that can be traced to its roots, and many problems new to the postmodern era. The second half of the course will take up these themes from a contemporary standpoint, including economic development, immigration, racism and discrimination, housing and gentrification, public services and infrastructure, environmental resilience. How is New York contending with the challenges presented by these urban issues, and what does the future portend

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### URB310 - Intro US Soc & Econ Policy

Credits: 4

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.

### URB320 - Urban Pop & Communities

Credits: 4

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.

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### URB321 - Community Organizing

Credits: 4

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.

### URB322 - Social Movements

Credits: 4

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.

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### **URB323 - Community Development**

Credits: 4

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.

### **URB324 - Nonprofit Leadership**

Credits: 4

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 and investigate some 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.

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### URB339 - Fieldwork

Credits: 4

Prerequisite: Permission of the Department Chairperson  
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.

### URB340 - Contemporary Urban Problems

Credits: 4

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.

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### **URB341 - Met Transport & Urban Develmt**

Credits: 3

This course focuses on the ways 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.

### **URB351 - Research Methods**

Credits: 4

Prerequisite: URB 310 This course provides students with the intellectual and technical 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 and to various other methodologies, including action research, participant observation, and policy research. Students will learn how to formulate a research question and construct a research design and will learn basic statistics. Reading case studies, they will learn to interpret and evaluate research literature in the field and to analyze statistical data, using SPSS software. Class projects and assignments will include the design of a community research project and a final research paper that demonstrate mastery of essential methodologies and tools of research.

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### **URB399 - Independent Study**

Credits: 1 - 4

Prerequisite: Permission of the Department ChairpersonThe 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.

### **URB499 - Capstone**

Credits: 4

Prerequisite: Permission of the Department Chairperson 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 SLU students and faculty.

### **URB451 - Special Topics**

Credits: 4

Prerequisite: Permission of the Department ChairpersonThis 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.

### **URB600 - Classical Approaches-Urb Study**

Credits: 3

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.

**URB601 - Urban Public Management**

Credits: 3

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.

**URB602 - Eco Dem: Hist,Theory,Pract**

Credits: 3

This course will have students identify and examine multiple forms of worker and community self-management throughout history. Through readings, films and case studies, students will explore different experiments in community control and worker-management as well as how such experiments have sought to help workers and communities build social and economic institutions that operate in their interests. The class will address a number of key questions: How do we define worker control, economic democracy, and community control in the US context? How do worker-controlled companies and other institutions, like credit unions and housing cooperatives function? How do social relations and other aspects of identity such race and gender interact with such institutions? What does the history of worker owned cooperatives, cooperative housing, and community ownership reveal about the possibilities and challenges facing contemporary work in this area? Where do these experiments fit within the broader political economy of cities, regions and nation-states? In addition to exploring the history of experiments in worker and community ownership, the course will introduce students to such concepts as: solidarity economy, worker-councils, consumer co-ops, community wealth building, new municipalism, energy democracy, the commons, municipal ownership, platform cooperativism, community land trusts, limited equity housing and public banking.

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### **URB610 - Research Methods**

Credits: 3

Prerequisite: URB 600. The pre-requisite 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.

### **URB612 - Urb Soc Prbs& Comm Dev**

Credits: 3

“Community development” refers to strategies in which neighborhood residents come together to generate and implement solutions to shared problems. and this course

### **URB611 - US Soc & Econ Policy**

Credits: 3

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; health-care; 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.

### **URB613 - Coop Mangmt for a Chang Wld**

Credits: 3

This course will discuss leadership and management strategies in the areas of worker owned co-ops, consumer co-ops, community land trusts and worker directed enterprises.

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.

Students will assess and analyze different governance structures, and decision making models as well as how those models work in practice – whether through consensus or representative decision making models. In addition to learning about principles of “democratic control,” and “economic participation” students will explore how these principles are practiced in real life settings. Through readings, films, guest speakers and in-class workshops, students will both learn about the strengths and weaknesses of various governance models as they will be asked to analyze the inevitable conflicts that emerge in any cooperative enterprise (and especially conflicts associated with historic power inequalities, and structures of oppression). A significant part of the class will be dedicated to analyzing case studies within cooperative enterprises; how those situations emerge, how they were addressed, and what strategies members (worker-owners, residents, and members) used to remain accountable to cooperative principles. In addition, to examining different governance structures, the course will have students summarize concepts as: organizational change models, motivation, representative decision-making, self-directed work teams, consensus decision-making, non-violent communication, co-determination, conflict resolution, accountability, and the triple-bottom line. Students will choose a place or time to research where cooperative principles have emerged and prepare a project based research paper that compares and contrasts to the practices studied through the term.

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### **URB615 - Mass Incarceration and Public**

Credits: 3

The US incarcerates more people than any other country on earth. A disproportionate percentage of those incarcerated are black and from historically disadvantaged communities. This course examines how this reality is shaped through public policy, and what is necessary to change it. This course will use the case of mass incarceration to explore the specific drivers of criminal justice policy, but also the factors that shape public policy more generally -- legislation, entrenched bureaucracies, organizational cultures, politics, public opinion, political economy, the persistence of structural racism, and others. Students will learn about the obstacles that these factors create, as well as theories and examples of how to transcend them. Students will gain knowledge of the breadth of the cycles of mass incarceration, what Michelle Alexander calls the phases of the "round-up" into the system, the "formal control" when people are inside, and the "invisible punishment" that lingers as people with the mark of a criminal record are released. With an understanding of these interlocking systems, students will explore entry points for transformation of the system.

### **URB621 - Delivery Urb Public Services**

Credits: 3

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

### **URB620 - Urban Public Finance**

Credits: 3

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.

### **URB622 - Nonprofit Governance and Mgmt**

Credits: 3

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.

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.

## School of Labor & Urban Studies

### URB623 - Operations: Finc Law in Coop

Credits: 3

Given the growing field of organizations and efforts to build community-controlled forms of economic development in the United States, there is an unparalleled need for practitioners to develop the financial and legal skills necessary to support such work. This course will provide students with an understanding of operations in cooperative environments. This will include summarizing budgets, tax policy, loan structure, depreciation, state and local laws involving cooperative enterprises, and profit-sharing. Particular focus will be given to interpreting case studies dealing with conversions – whether from sole proprietorships to cooperative enterprises, or from private housing to collective housing. The course have students understand and apply concepts such as: asset turnover ratio; ESOPS, sweat equity, 1042 rollover, blanket mortgages, depreciation tables, LLC designations versus Cooperative Corp designation.

### URB624 - Operat 2: Finance and Law

Credits: 3

This course will build on URB 623 and have students illustrate advanced operations in the development of cooperative initiatives. This will include analyzing and producing budgets, drafting governance documents, reading profit and loss statements, assessing loan applications, and ultimately revising a business plan aligned with cooperative principles that was started in URB 623.

**URB630 - Urban Social Identity**

Credits: 3

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.

**URB635 - Community Organization**

Credits: 3

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.

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### URB639 - Fieldwork

Credits: 3

Prerequisite: Permission of the Department Chair- 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.

### URB649 - Independent Study

Credits: 3

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.

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### URB651 - Special Topics

Credits: 3

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.

### URB699 - Capstone in Urban Studies

Credits: 3

Prerequisite: 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 multidisciplinary 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 of drafts.