MISSION STATEMENT

By establishing the physical and intellectual space for the labor movement to imagine its future, the mission of the National Labor College (NLC) is to make higher education available to workers; to prepare union members, leaders, and staff for the challenges of a changing global environment; and to serve as a center for progressive thought and union learning.

The National Labor College is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. Phone: 267-284-5000.
<table>
<thead>
<tr>
<th>National Labor College</th>
<th>301-431-6400; 1-800-462-4237</th>
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<tbody>
<tr>
<td>10000 New Hampshire Avenue</td>
<td>Fax 301-628-0162</td>
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<tr>
<td>Silver Spring, Maryland 20903</td>
<td><a href="http://www.NLC.edu">www.NLC.edu</a></td>
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<td>301-431-5400</td>
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<tr>
<td>301-431-5402</td>
<td>301-439-2440</td>
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<tr>
<td>Fax 301-628-0160</td>
<td>Fax 301-431-5411</td>
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<tr>
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<td><a href="mailto:fthomas@nlc.edu">fthomas@nlc.edu</a></td>
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<td>301-628-4862</td>
<td>301-431-5445</td>
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<tr>
<td>Fax 301-628-0160</td>
<td>Fax 301-628-0161</td>
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<tr>
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<td><a href="mailto:jcobb@nlc.edu">jcobb@nlc.edu</a></td>
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<tr>
<td>301-431-5440</td>
<td>301-431-5457</td>
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<tr>
<td>Fax 301-628-0162</td>
<td>Fax 301-4315455</td>
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<tr>
<td><a href="mailto:crodgers@nlc.edu">crodgers@nlc.edu</a></td>
<td><a href="mailto:fthomas@nlc.edu">fthomas@nlc.edu</a></td>
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<th>Director of Admissions</th>
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<tr>
<td>301-431-5422</td>
<td>301-431-5410</td>
</tr>
<tr>
<td>Fax 301-628-0160</td>
<td>Fax 301-628-0160</td>
</tr>
<tr>
<td><a href="mailto:kbanks@nlc.edu">kbanks@nlc.edu</a></td>
<td><a href="mailto:registrar@nlc.edu">registrar@nlc.edu</a></td>
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<td>301-431-5421</td>
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<tr>
<td>Fax 301-628-0160</td>
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<tr>
<td><a href="mailto:admissions@nlc.edu">admissions@nlc.edu</a></td>
<td><a href="mailto:registration@nlc.edu">registration@nlc.edu</a></td>
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<tr>
<th>Academic Advising</th>
<th>Student Financial Services, Billing and Financial Aid</th>
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<tr>
<td>301-431-5426</td>
<td>301-431-5404 or 301-628-5601</td>
</tr>
<tr>
<td>Fax 301-431-5411</td>
<td>Fax 301-628-0160</td>
</tr>
<tr>
<td><a href="mailto:jm_deleon@nlc.edu">jm_deleon@nlc.edu</a></td>
<td><a href="mailto:financialaid@nlc.edu">financialaid@nlc.edu</a></td>
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<tr>
<td>301-431-5451</td>
<td>301-431-5420</td>
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<tr>
<td>Fax 301-431-5455</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:ldeloach@nlc.edu">ldeloach@nlc.edu</a></td>
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<tr>
<td>301-431-5453</td>
<td>301-628-4265</td>
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<tr>
<td>Fax 301-628-0162</td>
<td></td>
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<tr>
<td><a href="mailto:mlosak@nlc.edu">mlosak@nlc.edu</a></td>
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<th>Conference Services</th>
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<tbody>
<tr>
<td>301-431-5425</td>
<td>(Online classes and Blackboard)</td>
</tr>
<tr>
<td>Fax 301-628-4250</td>
<td><a href="mailto:onlinesupport@nlc.edu">onlinesupport@nlc.edu</a></td>
</tr>
<tr>
<td><a href="mailto:joconnor@nlc.edu">joconnor@nlc.edu</a></td>
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| Front Desk and Room Reservations | 301-431-6400 |
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ACADEMIC CALENDAR
2009-2010

2009
January 1 & 2  College Closed for New Year's Day
January 9  Last Day to Register for the Spring Term
January 19  College Closed for Martin Luther King, Jr. Day
February 9  Spring Semester Begins Online
February 16  College Closed for President's Day
February 20  Last Day to Add/Drop for Refund
March 14-20  Spring Week in Residence
April 10  College Closed for Good Friday
May 29  Last Day to Register for the Summer Term
May 25  College Closed for Memorial Day
May 29  Spring Semester Ends/Grades Due
June 8  Summer Semester Begins Online
June 19  Last Day to Add/Drop for Refund
June 27  Graduation/Commencement
July 3  College Closed for Independence Day
July 11-17  Summer Week in Residence
August 7  Last Day to Apply/Register for Fall Term
August 28  Summer Semester Ends/Grades Due
September 7  College Closed for Labor Day
September 8  Fall Semester Begins Online
September 18  Last Day to Add/Drop for Refund
October 3-9  Fall Week in Residence
October 12  College Closed for Columbus Day
November 11  College Closed for Veterans Day
December 11  Last Day to Apply/Register for Spring Term
December 18  Fall Semester Ends/Grades Due
November 26 & 27  College Closed for Thanksgiving
December 25  College Closed for Christmas

2010
January 1  College Closed for New Year's Day
January 11  Spring Semester Begins Online
January 18  College Closed for Martin Luther King, Jr. Day
January 22  Last Day to Add/Drop for Refund
February 6–12  Spring Week in Residence
February 15  College Closed for President's Day
April 2  College Closed for Good Friday
April 9  Last Day to Apply/Register for the Summer Term
April 23  Spring Semester Ends/Grades Due
May 10  Summer Semester Begins Online
May 21  Last Day to Add/Drop for Refund
May 31  College Closed for Memorial Day
June 5–11     Summer Week in Residence
June 26       Graduation/Commencement
July 5        College Closed for Independence Day
August 6      Last Day to Apply/Register for Fall Term
August 20     Summer Semester Ends/Grades Due
September 6   College Closed for Labor Day
September 7   Fall Semester Begins Online
September 17  Last Day to Add/Drop for Refund
October 2-8   Fall Week in Residence
October 11    College Closed for Columbus Day
November 11   Veteran’s Day (non-essential personnel will be observing Veteran’s Day—essential personnel will be working week in residence)
November 19   Last Day to Apply/Register for Spring Term
November 25 & 26  College Closed for Thanksgiving
December 17   Fall Semester Ends/Grades Due/Graduation
December 24   College Closed for Christmas
HUNDREDS OF WORKING MEN AND WOMEN have earned Bachelor of Arts degrees from the National Labor College. The program is flexible and enables students to pursue their education while continuing their trade union work.

How and where the courses are taken makes NLC’s degree programs unique and successful. In the NLC’s low residency format, students begin and complete courses online, and attend the residential session on campus for a one-week period each semester. During the online portion of the semester, students complete assignments and learn from faculty in the online Blackboard classroom. Most students take the optimal six credits each semester, although some choose to take as many as nine (9) credits. The format is intensive, but the results are worth it.

A key aspect of the NLC Bachelor of Arts program is its recognition of experiential learning—that is, education received outside the traditional classroom. Students can earn college credits for prior learning that is documented and evaluated through the Prior Learning Assessment workshop during the admissions process (see Prior Learning Assessment for more information).

*Educational Planning will no longer be offered as three-credit course beginning in Fall 2009. Prior learning assessment continues as part of the admissions process, including a workshop to help students earn up to 30 credits.

The Academic Requirements for the Bachelor of Arts program are the following:
To earn Bachelor of Arts degrees, students complete a total of 120 semester credits:
1. Students may transfer credits from an accredited institution (regional, national, professionalized, specialized) of higher education, from formally assessed (college or American Council on Education (ACE) assessed) union apprenticeships or training programs, and/or from credits accumulated through military training and service.
2. Students may earn up to 30 semester credits through the Prior Learning Assessment program.
3. Students may transfer up to 30 semester credits earned through CLEP testing.

4. Students with fewer than 90 semester credits may take a range of elective courses with the NLC or any other accredited higher education institution of their choice.

5. The final 30 semester credits must be taken at NLC.
   i. Students take 12 credits in their majors with a three-credit elective, either at NLC or through an approved partnership (see "Partnerships" section of catalog for more information).
   ii. The five core classes fulfill 15 credits to form a common general education program:
      - Introduction to Labor Studies
      - Labor and the Economy
      - Comparative Research Methods
      - Senior Seminar
      - Senior Project

With the permission of their advisors and the Senior Seminar instructor, under certain circumstances students may substitute a six-credit senior project in place of the nine-credit senior block requirements listed above. These students would take an additional three-credit course to earn the required number of credits.

Students should also note that although NLC’s week-long Union Skills courses are not part of the official degree programs, they are assessed for credit, and can be used as electives to fulfill students’ requirements in their major. Students may discuss these course offerings with their advisors.

General education requirements are organized in two sets of 15 credits:
   - The first 15 credits require specific general education courses; students must fulfill at least three semester credits each in English composition, mathematics, biological and physical sciences, arts and humanities, and social and behavioral sciences. If students do not have transfer credits to fulfill these requirements, the NLC offers courses or independent studies in these areas.
   - The second 15 credits are built into the core courses to ensure that students gain a comprehensive understanding and ability to apply the College’s six core competencies: leadership, critical thinking, effective communication, global thinking, information literacy, and technological proficiency. The NLC core competencies lay out a philosophy for a labor studies degree, creating a mission specific approach to general education, to ensure that students gain a broad-based liberal arts education that exposes them to multiple perspectives and dynamic interdisciplinary approaches to thinking.

**Majors**

To specialize their studies, students select majors and complete requirements as described in more detail below. The six majors are the following:

- **Labor Studies**
- **Labor Education**
- **Labor Safety and Health**
- **Labor History**
- **Political Economy of Labor**
- **Union Leadership and Administration**
Students take 12 credits in their major area.
Students take one three-credit elective.
One of the major courses may be chosen from the College’s Union Skills offerings. For a course to be counted toward the major, it must either be one of the three-credit classes, such as Arbitration, or the student must choose the three-credit option for a two-credit course, which requires additional work as agreed upon with the instructor. A student may use only one Union Skills course toward major requirements, including the elective.
Students must connect their Senior Projects to their majors.

Students who enter the College with significant experience, training, and/or prior coursework in their major area should consult closely with an NLC faculty advisor with expertise in the major to ensure that their course choices do not duplicate previous work and that these choices are appropriate to his/her level of expertise. However, the prior learning credits cannot be utilized toward the major’s requirements.

Double Majors
Some students find that planning a double major will position them more effectively for future labor contributions. To graduate with more than one major students need to fulfill, independently, the requirements for each major. For example, if a student wants a double major in Labor Studies and Labor Education, the student must take 12 credits from the Labor Education offerings and then take 12 separate credits to meet the Labor Studies requirements. The elective course can fulfill the elective requirement for both majors. In addition, the NLC Senior Project advisor must certify that the Senior Project sufficiently spans both majors.

When choosing their majors, students consider their current interests, along with areas that intrigue and inspire. The following program requirements, along with the course descriptions, offer details to help students plan their studies. Please note that these are the current requirements and are subject to change.

Labor Studies
The Labor Studies major encourages students to develop a broad-based understanding of labor’s context, opportunities and challenges. This major is structured so that students explore a range of subject areas in several of the NLC’s five other majors so that students are able to view and analyze the labor movement from a variety of vantage points.

Requirements
Five (5), upper-level, three-credit NLC courses, including at least two required courses from two other major areas (e.g., Labor History and Labor Safety and Health). A partial list of options appears below:

- LBHU 4170 Ethics in Decision Making
- LBOR 4151 Union Structure and Governance
- LBOR 4180 Organizing and Representing the New Work Force
- LBST 4030 Labor and the American Political System
- LBST 4070 Employment Rights
- LBUS 3080 Strategic Grievance Handling
- LBPE 4987 Labor in the Global Economy (International)
- LBHU 4160 Images of Labor in Film
- LBHU 4110 History of Labor Theater
Labor Education
The Labor Education program is specifically designed for labor and community educators, trainers, and activists who teach, design, implement, and administer educational programs invested in key critical areas, including leadership, organizing, health and safety, and apprenticeships and training. The labor education program empowers trainers, educators, and activists by giving them the tools they need to deliver a first rate educational experience to union members.

Requirements
Four (4) of the following three-credit courses must be completed successfully:
- LBED 4420 Methods that Motivate
- LBED 4410 Distance Learning for Labor Educators
- LBED 4432 The Adult Learner
- LBED 4450 Instructional Systems Design
- LBED 4460 Instructional Technology
- LBED 4004 History of Labor Education

In addition, each student must take one (1) elective.

Students may fulfill part of the major requirement by taking Teaching Techniques II, a Union Skills course.

Labor History
The Labor History program exposes students to the development and evolution of the American Labor Movement and its impact on society and culture. Courses provide students with a thorough knowledge of the modern labor movement by examining its origins and growth.

Requirements:
Four (4) of the following three-credit courses must be completed successfully:
- LBED 4004 History of Labor Education
- LBHT 4000 History of the Labor Movement—Part I
- LBHT 4001 History of the Labor Movement—Part II
- LBHT 4002 History of Labor and the Law
- LBHT 4003 Gender and Identity in Labor History
- LBPE 4989 Where the Local Meets the Global (Domestic)
- LBHU 4110 History of Labor Theater

In addition, each student must take one (1) three-credit elective.

Political Economy of Labor
Political economy bypasses the division between economics and politics to look at how economies actually work, the social choices that shape them, and who benefits and who is hurt. Today, globalization is transforming work, how domestic economies function, and the challenges labor will face in the twenty first century. The NLC political economy curriculum helps students understand how globalization affects workers, jobs, and economic policy, and the economic, political, and social roles the labor movement can play in creating more just alternatives. It also gives students the foundation for understanding and critiquing the key economic concepts used in political debates around work, the economy, and labor, so they can participate more fully in those debates and in society.
Requirements:
Four (4) of the following three-credit courses must be completed successfully:

- LBOR 4000 Organizing the Global Workforce
- LBPE 4989 Where the Local Meets the Global
- LBPE 4988 Labor in the Global Economy
- LBPE 4987 Labor in the Global Economy—Train the Trainer
- LBPE 4986 Where the Local Meets the Global—Train the Trainer

In addition, each student must take one (1) three-credit elective.

Union Leadership and Administration

The Union Leadership and Administration Program is designed to explore the theoretical and practical aspects of labor movement leadership and leadership generally. Courses are designed to provide students with a thorough understanding of bargaining, financial and general management issues. Students who are local union officers or hold leadership positions in their unions are ideal candidates for this course of study.

Requirements
One course from each of the following subgroups, plus a fourth of interest within the subgroups must be completed successfully. In addition, each student must take one three-credit elective.

HOW TO RUN A UNION

- LBUA 4900 Union Administration
- LBOR 4151 Union Structure and Governance
- LBUA 4550 Effective Leadership
- LBUS 3605 New Union Staff (if needed)
- LBUS 3080 Strategic Grievance Handling

GENERIC

- LBUA 4510 Leadership Theories
- LBHU 4170 Ethics in Decision Making
- LBUA 3550 Grassroots Leadership 1
- LBUA 3551 Grassroots Leadership 2
- LBUS 3011 Computer Skills for Trade Unionists 2
- LBUS 3041 Effective Communication Skills

SPECIAL TOPICS

- LBUA4030 Fiduciary Duties
- LBOR4181 Organizing and Representing the New Workforce
- LBUA4100 Health Benefits Future
- LBUS3928 Health Care Bargaining
- LBUA4120 Health Care Reform
- LBPE 3000 Bargaining in the Global Economy
- LBST4020 Labor Law
- LBST4021 Employment Law
- LBST4030 Labor and the American Political System

Union Skills courses—Arbitration, Contract Negotiations, Contract Writing, Organizing, Strategic Grievance Handling
Labor Safety and Health
This program focuses on issues and concerns relating to workplace safety and health. Safety and Health majors study policy, standards, and union strategies. Additionally, they learn technical skills to improve their understanding and application of worker safety and health principles.

Requirements
Students must successfully complete a total of 12 credits from the following two categories as explained below.

Category 1: Complete at least one (1), but no more than three (3) from this category.
Research and Understanding of Occupational Safety and Health Standards—Construction (future offering online)
Research and Understanding Occupational Safety and Health Standards—General Industry (future offering online)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>LBSH 4601</td>
<td>Workplace Hazards and the Law</td>
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<tr>
<td>LBSH 4620</td>
<td>Industrial Hygiene</td>
</tr>
<tr>
<td>LBSH 4500</td>
<td>Foundations in Occupational Safety and Health</td>
</tr>
</tbody>
</table>

Category 2: Complete at least one (1) but no more than three (3) from Category 2.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBUS 3927</td>
<td>Train-the-Trainer Program on Workplace Health and Safety (this is a union skills course)</td>
</tr>
<tr>
<td>LBSH 3593</td>
<td>Bioterrorism: Agents and Emergency Response</td>
</tr>
<tr>
<td>LBSH 4550</td>
<td>Self-Directed Study in Occupational Health and Safety</td>
</tr>
<tr>
<td>LBSH 4555</td>
<td>Case Studies in Occupational Safety and Health</td>
</tr>
<tr>
<td>LBSH 4600</td>
<td>Hazardous Materials Transportation (online)*</td>
</tr>
<tr>
<td>LBSH 4606</td>
<td>Hazardous Materials Transportation/Chemical Emergency Response*</td>
</tr>
<tr>
<td>OSHA 0500</td>
<td>Trainer Course (Construction Industry)**</td>
</tr>
<tr>
<td>OSHA 0501</td>
<td>Trainer Course (General Industry)**</td>
</tr>
<tr>
<td>OSHA 6000</td>
<td>Collateral Duty Course for Federal Workers**</td>
</tr>
<tr>
<td></td>
<td>NRC Specialty Courses (Ergonomics, Electrical Standards, Machine Guarding, or other NRC courses listed in this catalog)**</td>
</tr>
</tbody>
</table>

In addition, each student must take one (three-credit) elective.

* Only one of these Hazmat courses counts towards the major.
** To qualify as a course used for the major, an OSHA 500, 501, 6000, or a NRC Specialty course must be taken through the National Resource Center (NRC), or through the NLC partnership with the Center to Protect Workers’ Rights. The 500 and 501 courses are offered as Union Skills courses through the NRC or college degree courses with a week in residence blended format. To earn three semester credits for the OSHA 6000 course, an additional assignment must be completed with an NLC or NRC instructor.
THE BACHELOR OF TECHNICAL/PROFESSIONAL STUDIES (BTPS) degree program provides union members and members of Working America, who have participated in challenging apprenticeships, college, and training programs, with rewarding learning opportunities that help them earn college degrees.

Like the NLC Bachelor of Arts degree program, the BTPS program offers a high degree of flexibility, recognizing learning received on the job and/or in specialized training or internships. All courses in BTPS are offered online—with easy-to-follow, easy-to-navigate instruction. BTPS courses run on the same academic calendar as the NLC BA program.

Eligibility
Union members may be admitted to the BTPS program if they have the following:

• A high school diploma or equivalent, AND

• An apprenticeship that is either college or ACE assessed (completed or in progress), OR

• An associate's degree with a minimum of 45 semester hours.

Academic Requirements for the Bachelor of Technical and Professional Studies (BTPS)
To receive a BTPS degree, a student must complete a total of 120 semester credits, which students achieve in several ways:

a. Students may transfer up to 69 credits from an accredited institution (regional, national, professional, specialized) of higher education to the BTPS program, from formally assessed (by a college or ACE) union apprenticeships or training programs, and/or from credits accumulated through military training and service.
b. A total of 30 semester credits may be awarded via Prior Learning Assessment. Out of the 30 credits, no more than 15 credits can be in any one area.

c. Students may transfer up to 30 semester credits earned through CLEP testing.

d. Students with fewer than 45 semester credits may take a range of courses with the National Labor College or any other accredited higher education institution of their choice before being admitted.

e. All BTPS enrolled students must take one area of specialization from the BTPS program.

NLC week-long Union Skills courses are assessed for credit, and work well as electives to fulfill students’ specialization requirements. Students may discuss these course offerings with their advisors, but should be aware that these courses are not eligible for federal financial aid.

To fulfill the first 15 general education requirements, students must successfully complete at least three semester credits in each of the following disciplines: (See page 18 for General Education Requirements)

- English Composition
- Arts and Humanities
- Mathematics
- Biological and Physical Sciences
- Social and Behavioral Science

During each semester, students may take as many as 12 credits online; however, it is strongly recommended that students take only six (6) credits per semester, especially if this is their first time attending college, or the first time returning to college. For students who are taking an online course for the first time, the online course Digital Learning and the Future is required.
BTPS Areas of Specializations
Students select an area of specialization and successfully complete the minimum number and type of required courses as detailed below. For the BTPS degree, the areas of specialization are the following:

- Labor Studies
- Leadership
- Occupational Safety and Health
- Instructional Technology and Computer Skills (2 Tracks)
- Music and Arts (2 Tracks)

All specializations share several requirements that comprise the core of the program and fulfill the general education requirements:

- Digital Learning and the Future
- Capstone Project
- Comparative Research Methods
- Elective(s) from outside of the specialization
- Students must take at least 12 credits in their area of specialization.
- Students must take at least one, three-credit elective, which can be in or out of their specialization.
- Students must complete the Capstone Project Design class in their specialization area.

Students who enter the College with significant experience, training and/or prior coursework in their area of specialization should consult closely with a NLC faculty advisor with expertise in the specialization to ensure that their course choices do not duplicate previous work and that these choices are appropriate.

Note: Training and coursework not taken at NLC or as part of a formal NLC partnership CANNOT be counted towards students’ specialization areas.

Double Specializations
To graduate with more than one area of specialization, students need to fulfill, independently, the requirements for each specialization. For example, students who choose a double specialization in Leadership and Instructional Technology, will take at least 12 credits from each area of specialization. The elective course can be the same for the two specializations. In addition, the NLC Capstone Project advisor must certify that the Capstone Project sufficiently spans both specializations.

When choosing their specializations, students consider their current interests, along with areas that intrigue and inspire. The following program requirements, along with the course descriptions that follow, offer details to help students plan their studies. Please note that these are the current requirements and are subject to change.

Core/Required Courses (for all areas of specialization)

- Digital Learning and the Future
- Capstone Project
- Comparative Research Methods
- Elective(s)
General Education Requirements

English
- Effective Writing (this is a lower division course and cannot be used toward specialization areas)
- American Labor Literature
- Creative Writing

Science
- Science, Technology, and Our World
- Industrial Hygiene

Social Science
- Technology and Organizational Changes
- Grassroots Leadership I and II
- The Adult Learner
- Trends in Healthcare as an Employee Benefit

Math
- Mathematics in Modern Society (cannot be used toward specialization areas)

Humanities
- Images of Labor in Art
- Leadership and Landmark Events in Labor History
- Film and Globalization
- Music Appreciation
- World Music
- Western Music of the Gilded Age and Progressive Era
- History of Communications, Culture, and Technology
- Social History of Labor Music
- American Labor Literature or Creative Writing (if not taken to fulfill English above)

Technology
- Computer Skills for Trade Unionists Level I
- Computer Skills for Trade Unionists Level II
- Multimedia Technology and Tools
- Instructional Technology and Distance Learning

Elective
- Bibliography and Research

Specialization: Labor Studies
Four of the following three-credit courses must be completed successfully:
- Labor in the U.S.: Concepts, Choices, Challenges
- Labor Law
- Labor History
- Leadership and Landmark Events in 20th Century Labor History
- One or more classes from Leadership specialization
- Electives (one or more classes from outside of the specialization)
- Capstone Project
- Comparative Research Methods
Specialization: Leadership
Four of the following three-credit courses must be completed successfully:
• Grassroots Leadership I
• Grassroots Leadership II
• Leadership and Landmark Events in 20th Century Labor History
• Effective Leadership: Making It All Work
• Leadership Theory
• Capstone Project
• Comparative Research Methods
• Electives (one or more classes from outside of the specialization)

Specialization: Occupational Safety & Health
Four of the following three-credit courses must be completed successfully:
• Hazardous Materials Transportation
• Foundations in Occupational Safety & Health
• Bioterrorism: Agents and Emergency Response
• Capstone Project
• Comparative Research Methods
• Electives (one or more classes from outside of the specialization)

Specialization: Instructional Technology and Computer Skills (2 Tracks)
Track 1: Instructional Technology
Four of the following three-credit courses must be completed successfully:
• Computer Skills for Trade Unionists Level I
• Distance Learning and Labor Educators
• Instructional Technology
• The Adult Learner
• Instructional Design
• Capstone Project
• Comparative Research Methods
• Electives (one or more classes from outside of the specialization)

Track 2: Computer Skills
Four of the following three-credit courses must be completed successfully:
• Computer Skills for Trade Unionists Level I
• Computer Skills for Trade Unionists Level II
• Multimedia Technology and Tools
• Instructional Technology and Distance Learning
• Capstone Project
• Comparative Research Methods
• Electives (one or more classes from outside of the specialization)

Specialization: Music & Arts (2 Tracks)
Track 1: Music
Four of the following three-credit courses must be completed successfully:
• Music Appreciation
• World Music
• Social History of Labor Music
• Western Music of the Gilded Age and Progressive Era
• Images of Labor in Art
• Capstone Project
• Comparative Research Methods
• Electives (one or more classes from outside of the specialization)
Track 2: Arts
Four of the following three-credit courses must be completed successfully:

- American Labor Literature
- Film and Globalization
- Images of Labor in Art
- Creative Writing
- Social History of Labor Music
- Capstone Project
- Comparative Research Methods
- Electives (one or more classes from outside of the specialization)
CERTIFICATE PROGRAMS

SPECIALIZED CERTIFICATES ARE AVAILABLE to students who complete a series of related courses. All union members and NLC students in either degree program are eligible to participate. Interested students should complete an NLC application form and indicate their selected certificate. Certificates require at least 12 semester credits of specific NLC courses designed to deliver a cohesive program, thus, classes taken with NLC academic and union partners do not qualify as part of NLC certificate credits. The application/registration form is available at www.nlc.edu.

Unless otherwise noted, the following courses are three credits:

Certificate for Leadership for Change (Online):
12 credits needed
- Effective Leadership—Making It all Work
- Leadership Theory
- Grassroots Leadership for Working America I & II
- Union Administration

Certificate in Union Administration: 12 credits needed
Students must take one of the following classes:
- Managing Local Unions
- New Union Staff
- Union Structure and Governance

And 9 credits from the following areas of NLC course offerings:
- Arbitration
- Collective Bargaining
- Dispute Resolution and Grievance Handling
- Organizing
- Law
- Ethics
- Capital Stewardship
Certificate in Labor Safety and Health: 12 credits
Students must take at least one OSHA class through the National Labor College's National Resource Center program and at least one of the following classes:
  • Representing Injured Workers
  • Industrial Hygiene
  • Train-the-Trainer on Workplace Health and Safety (instructor permission required)
  • Additional Health and Safety course offered in the BA program

And at least one of the following classes:
  • Hazardous Materials Transportation Online
  • Rail Workers Hazardous Materials Training Program
  • Workplace Hazards and the Law

Certificate in Organizing: 12 credits
Strategic Grievance Handling class is required along with 9 semester credits of coursework from below:
  • Effective Communications
  • Effective Leadership: Making It All Work
  • Grassroots Leadership I and II
  • New Union Staff
  • Organizing and Representing the New Workforce
  • Organizing I, II, and III

Certificate in Labor Education: 12 credits
Students must take 12 semester credits of coursework chosen from the following set of offerings:
  • Teaching Techniques I
  • Teaching Techniques II
  • The Adult Learner
  • Instructional Systems Design
  • Distance Learning for Labor Educators
  • History of Labor Education
  • Effective Communications
  • Methods that Motivate
  • Instructional Technology

Certificate in Capital Stewardship: 12 credits
Students must take the following courses:
  • Investment Strategies
  • Fiduciary Duties
  • Capital Stewardship and Fund Governance
  • Active Ownership and Corporate Governance

Building Trades Certificates: 12 credits
Certificate in Building Trades Union Leadership and Administration
  • Contract Negotiations in the Construction Industry
  • Labor Law in the Construction Industry
  • Organizing in the Construction Industry I
  • Managing Local Unions
  • New Union Staff
  • Union Structure and Governance
Certificate in Building Trades Organizational Dynamics and Growth
• Organizing in the Construction Industry I
• Strategic Planning for Construction Organizing II
• Strategic Research
• Communications (including Spanish Immersion)
• Union Structure and Governance
• Labor Education
• Collective Bargaining

Note that NLC courses can be either two- or three-credit courses, with the exception of the six-credit Spanish Immersion course. To qualify for any certificate, students must have taken a total of 12 credits. For more questions, contact Pat Greenfield at pgreenfield@nlc.edu

Green Workplace Representative Certificate Program
(Coming Soon)
The Green Workplace Representative Program will provide union members and working people with the knowledge and training to become leaders in the field of green workplace auditing and climate change response. Research shows that sustainable workplaces are more productive workplaces. The goal of this program is to build cooperative labor/management partnerships around the concept of sustainability that are better for workers, that will enhance the competitiveness of American firms in the global economy, and that contribute to the health of the planet.

The “Green Workplace Representatives” will advance sustainability values and practices in their workplaces by:
• saving energy;
• reducing the production of waste;
• using environmentally friendly products and materials;
• recycling materials;
• adopting sustainable transportation strategies;
• working to protect employee health and safety; and
• adopting other practices, technologies and high performance work processes that reduce carbon emissions while retaining good jobs at family-sustaining wages.

Curriculum for this program, which is currently being developed, is geared towards working adults who are leaders in companies, public sector agencies, and other organizations. Completion of this four-week curriculum will enable the Workplace Representatives to obtain a nationally-recognized certificate from an accredited college that will contribute to their personal career advancement. Students will also benefit from the NLC’s unique educational experience.

One of the primary strengths of the NLC is that its campus and educational programs are located at what could be considered “the Crossroads of the Labor Movement.” In an NLC class, it’s not uncommon to find union members and working people from a broad range of industries, unions, regions and levels of experience. The NLC, in other words, is where labor leaders and working people come together to explore the issues of green workplaces and green jobs in a collaborative process, guided by the NLC’s experienced faculty. The NLC also benefits from close relationships with the affiliate unions of the AFL-CIO, which have been leaders in the field of climate change and sustainability and whose innovative work in these fields will be showcased in the NLC’s Green Workplace Curriculum.
ADMISSIONS AND ELIGIBILITY

THE NLC IS AN OPEN ENROLLMENT INSTITUTION. Members of AFL-CIO affiliated unions, other eligible unions, state federations, central labor councils, and AFL-CIO staff are entitled to take advantage of the AFL-CIO's subsidized tuition rates. Working America and union families are also eligible to apply—and are entitled to take advantage of discounted tuition rates.

The NLC is an upper-level degree completion program. Prospective students must have completed at least 56 semester hours for the BA program and 45 semester hours for the BTPS program before they can be admitted. Students with fewer than 56 credits are encouraged to begin or continue coursework with the NLC and/or other colleges until they meet the requisite number of credits required for matriculation. Acceptance to the College is contingent upon the receipt of all official transcripts, records, and documents along with the required admissions application and essay. Once students have earned 56 credits for the BA or 45 for the BTPS program, they may then select a major. Prospective students with fewer than the required number of credits are classified as non-matriculating and are therefore not eligible for federal financial aid.

The NLC accepts applicants throughout the year, and students may begin taking classes in spring, summer, or fall. Ideally, students should apply one month before the start of the semester to allow time to process applications and transcripts.

The admissions application is available at www.nlc.edu. The completed application form can be mailed to:

Admissions Office
National Labor College
10000 New Hampshire Avenue
Silver Spring, Maryland 20903

or fax to: 301-628-0160
A one-time non-refundable application fee of $60.00 is required with the application. Additional documentation includes official high school transcripts, union verification, a narrative essay, and official college transcripts. Once the Admissions Committee has met, students are notified of the Committee's decision and recommendations.

Prior Learning Assessment
The NLC's Prior Learning Assessment (PLA) program honors students' lifelong learning experiences by offering the opportunity to earn up to one year (30 credits) of college credits through a writing intensive portfolio development process. PLA helps students to compare learning experiences to the learning objectives in accredited college courses and build clear arguments that they have achieved this learning from experiences outside the classroom.

When students apply to the NLC, their transfer credits are reviewed—those with fewer than 90 transfer credits are eligible to participate in PLA portfolio development. Applicants with fewer than 56 BA credits or 45 BTPS credits may take part in the program to earn credits necessary for full admission.

The Prior Learning Assessment Workshop, a noncredit, online seminar, will help students develop the three main components of the portfolio: an educational resume, narrative, and prior learning essays. The resume comprehensively presents students' work, union, and volunteer experiences, and the narrative adds details and reflective insights, including learning goals. (Students may submit revisions of their application essays.) In the PLA essays (formerly known as experiential essays), students analyze their experiences and the learning they inspired in comparison to an accredited college course, building clear arguments that they have already acquired the learning objectives presented by the course. PLA essays also offer clearly connected documentation that verifies students’ experiences. NLC faculty review PLA portfolios and evaluate college-level learning, as described and analyzed in the essays. Reviews generally take six to eight weeks, and all materials are retained by the NLC. Students should keep copies, particularly original certificates, as they will not be returned.

Costs for Prior Learning Assessment
• The PLA Workshop: $250
• PLA Review: $250 for 1 to 15 credits
  $250 for 16 to 30 credits

Restrictions for Prior Learning Assessment
PLA essays are limited to subject matter represented by the NLC degree programs and faculty expertise, so students should begin their learning analysis with NLC courses or courses with similar content. Additional reviews may, on a case-by-case basis, be conducted in content areas that are represented by NLC faculty with documented expertise in specific areas. All other reviews are considered external reviews and are subject to the following conditions:
• The NLC will attempt to have subject matter experts available to review credit requests, but no guarantee can be made for any specific subject area.
• An additional fee will be required for each external subject area request.
• Timeliness cannot be guaranteed for external reviews.
• Students will be informed of the need for external review before the process is started to ensure that requirements for additional fees and timeliness issues are clear.

Additionally, although PLA essays addressing general education competencies may be submitted, no PLA essays may substitute for NLC’s general education requirements, majors, or concentrations.

Taking the PLA Workshop
Once the Admissions Committee has reviewed student documentation, students are notified about the status of their admittance. Students who are eligible to pursue PLA credits are advised to enroll in the Prior Learning Assessment Workshop, which is offered online several times a year for just $250. Additional in-person offerings are available to interested groups on a case-by-case basis, and can be an effective way for a group of union colleagues to earn up to an entire year of college credit while building solidarity. The workshop, led by experienced NLC faculty, will help students to craft college-level materials and prepare them to enroll in the first set of NLC courses.

Students may appeal their PLA review through the Academic Review Committee, or they may choose to write additional PLA essays and submit them as supplements. The NLC will accept PLA essays until students reach the maximum 30 credits allowed or until February 1 for June graduates and October 1 for December graduates.

International Applicants
Since instruction in the degree programs at the NLC is conducted in English, all students are required to have a high degree of proficiency in written and oral use of the language. Students from countries whose native language is not English may be required to take a TOEFL examination and submit results to establish English fluency. Since the NLC does not have an English as a Second Language program, students who need this support should consult with their academic advisors for help in addressing this need.

The NLC accepts credits earned at internationally recognized institutions outside the United States. Applicants must arrange, at their own expense, to have their academic records evaluated on a course-by-course basis by Education Credential Evaluators (ECE), a nonprofit public service organization, located at P.O. Box 514070, Milwaukee, WI 53203-3470. Request forms may be obtained from the NLC Registrar’s Office or by printing the form at www.ECE.org. An official copy of the report should be sent by ECE directly to the NLC Admission’s Office.
Re-Admittance Policy for Degree Students
Students must participate in at least one class yearly to remain active in NLC programs. Withdrawn students may regain active status by completing a re-admit form, verifying union membership, and submitting a $25 re-admittance fee. This form may be found at www.nlc.edu. A student’s eligibility will be determined at the time of re-admission.

Advising
Before registering for classes, new students should schedule appointments with an Academic Advisor for help with registering for the correct courses and reviewing the degree program selection to ensure a good fit. Advising support is available by calling 1-800-462-4237 and choosing option 5 from the main menu.

Advising Mission-Philosophy
As part of its mission, the National Labor College strives to make higher education a viable choice for working adults. We recognize that returning adults face many challenges and believe that good advising, at all stages of the program, plays a central role in students’ success.

The advising program at NLC is designed to address the needs of students at various stages of their academic development: from the initial inquiry and admissions stage, through selection and completion of the requirements for a major, and on to graduation.

As an upper division program, we do our utmost to ensure that students understand the requirements for completion and that they are adequately prepared to succeed in a challenging academic environment. We offer pre-admission advising to prospective students to assist them in the selection of the academic program(s) that are best suited to their needs and abilities.

Advising at the pre-admissions stage involves an informal assessment of the student’s prior academic and/or work experience and, when appropriate, may offer guidance and support toward the completion credits, experiential or otherwise, needed to gain admittance into our academic programs. Once students are admitted, they will be assigned advisors to help them develop a degree plan. Advising faculty work closely and collaboratively with students throughout their tenure at the College, providing the guidance and support needed to achieve their academic and career goals.

Transfer Credit
The NLC accepts up to 90 transfer credits towards a Bachelor of Arts degree or 69 credits towards the Bachelor of Technical and Professional Studies degree. Credits with a grade of “C” or above from a higher education institution that is regionally, nationally, professionally, or specialized accredited can be applied toward the degree program. Credit for developmental coursework, even from an accredited college, cannot be accepted. All transfer credit is accepted at the discretion of the NLC. Trained evaluating professionals review transfer credits to ensure consistent and fair acceptance.
New applicants should request official sealed transcripts from each college or university they have attended in the past and have them sent directly to the NLC Admissions Office. Students are advised to request an unofficial copy for their personal records.

Transfer credit may include the following:
• Partnership credits
• ACE certified apprenticeship credits
• ACE accredited courses, training or ACE licenses
• Accredited college or university credits
• CLEP courses
• Military Credits
• Prior Learning Assessment (PLA)

Apprenticeship Credit
The NLC reviews credits from apprenticeships that have been awarded American Council on Education (ACE) credit recommendation. Apprenticeships also may award credits through community colleges. The NLC does not evaluate apprenticeships for college credit.

Military Training Records Request
Some military training has been evaluated for college credit by ACE. Details about each service transcript request requirement appear below, an official copy is required. The military often refers to official copies of transcripts that are sent to college registrars as “institutional copies.”
• Army: Army, National Guard or Reserve transcripts may be requested on the Army/American Council on Education Registry Transcript Service (AARTS) website, http://aarts.army.mil/, which includes links for personal copies and official copies.
• Navy/Marines: Navy or Marine transcripts can be requested at the Sailor/Marine American Council on Education Registry Transcript (SMART) website, https://www.navycollege.navy.mil/transcript.html.
• Coast Guard: Coast Guard transcripts can be requested at the U.S. Coast Guard Institute website, http://www.uscg.mil/hq/cgi/forms.html, U.S. Coast Guard Transcript Request link. The request form must be submitted via regular mail.

When the military cannot provide transcripts, students must submit a DD-214 to the NLC Registrar’s Office. The National Archives and Records Administration (NARA) is the official repository for records of military personnel who have been discharged from the U.S. Air Force, Army, Marines, Navy, and Coast Guard, and students can request the DD214 via regular mail, or use the online eVetRecs system web site at http://www.archives.gov/research_room/vetrecs/index.html.

Note that not all military training has been assessed for credit. For military training that has not been formally assessed, students may be able to have this training assessed as part of the prior learning assessment program.
College Level Examination Program (CLEP)
Students may transfer up to 30 semester hours of credit earned through CLEP testing; details are available at 800-257-9558 or www.collegeboard.com, which includes a Transcript Request Form.

Academic Partners
Although NLC is the only institution of higher learning that focuses exclusively on the higher education for labor union leaders and members, a number of other colleges offer outstanding programs in labor studies. The NLC has formed partnerships with many of these institutions to offer students the option of enrolling in these programs while accumulating credits towards BA or BTPS degrees from the NLC.

- California State University, Dominquez Hills
- Florida International University
- Harvard University Trade Program
- Michigan State University
- University of Illinois
- Wayne State University

In most cases, students who are jointly enrolled can apply up to 15 credits from these partnership programs toward the requirements in their major for a BA or BTPS from the NLC. Students must successfully complete NLC’s core curriculum and meet all other requirements to earn their degrees. A $50 per credit joint enrollment fee is associated with applying partner credits toward the NLC degree.

For more information about joint enrollment in these programs or the addition of other academic partners, please contact Carol Rodgers at crodgers@nlc.edu.

Community College Articulation Agreements
The College has a number of agreements with community colleges in order to facilitate the transfer of credits. The following is a list of institutions with which the NLC has active articulation agreements:

- Community College of Allegheny County
- Community College of Baltimore County
- Community College of Philadelphia
- Community College of Rhode Island
- Ivy Tech Community College
- Los Angeles Trade Technical College
- Menominee Tribal College
- Owens Community College
- Prince George’s Community College
- San Jose City College
- Stanley Community College
- Washtenaw Community College
Union Partnerships

Many unions have established their own training programs that have been assessed for college credit; by partnering with the NLC, participating members can complete credits toward the requirements in their majors for BA or BTPS degrees at the NLC. Students must ensure that union transcripts are sent to the NLC from their union education department. Students must successfully complete NLC’s core curriculum and meet all other requirements to earn their degrees, and a $50 per credit joint enrollment fee is associated with applying partner credits toward the NLC degree. The following is a list of labor organizations that have had their training programs assessed for credit:

- American Federation of Government Employees
- American Federation of State, County, and Municipal Employees
- American Federation of Teachers
- California School Employees Association
- Center to Protect Workers’ Rights
- Finishing Trades Institute
- International Association of Bridges, Structural, Ornamental and Reinforcing Iron Workers
- International Association of Fire Fighters
- International Association of Machinists and Aerospace Workers
- International Brotherhood of Electrical Workers
- International Training Institute
- International Union of Painters and Allied Trades
- Labor Assistance Professionals
- Laborers International Union of North America
- National Air Traffic Controllers Association
- Sheet Metal Workers International Association
- United Auto Workers
DEGREE STUDENT REGISTRATION

1. All active NLC students will receive course registration materials approximately six weeks before the classes begin online for the semester. Students may then register for courses by going online at www.nlc.edu or filling out the course registration form and mailing it to:
   
   Registration  
   National Labor College  
   10000 New Hampshire Avenue  
   Silver Spring, Maryland 20903  

   or fax: 301-628-0160.

2. Students registered for courses will receive registration confirmation and information on how to order their books and begin their courses on Blackboard, NLC’s online learning platform, one to two weeks before the course begins online.

3. Students must meet all deadlines and requirements to be fully registered in the program.

Note for BA students: While the intensive week-in-residence constitutes the core of NLC courses, the online component of each course is also mandatory. Therefore, all students taking NLC degree week courses must have access to a working email address and to the Internet.
ADD/DROP/WITHDRAW/TRANSCRIPT AND REFUND POLICIES

STUDENTS ARE PERMITTED to Add, Drop, or Withdraw from a course as indicated below.

Deadline for adding a class
Fully online and online/residential courses:
A student may add a fully online or online/residential course through the Friday of the second week of the course, with the requirement that the student complete all missed assignments by the following Wednesday and keep up with all other work throughout the rest of the course.

Union Skills (fully residential) courses:
A student may add a Union Skills course(s) until the beginning of the first day of the class, but not after.

Deadlines for Dropping a Class
Fully online and online/residential courses:
Students enrolled in a fully online or online/residential course are permitted to drop at any time prior to, and including, the end of the second week of the course with a full refund and without any indication on their transcript. Students must notify the Registrar’s Office in writing or electronically if they intend to drop a class.

Union Skills (fully residential) courses:
Students enrolled in a Union Skills course are permitted to drop up to two weeks prior to the first scheduled day of class with a full refund and without any indication on their transcript. Students must notify the Registrar’s Office in writing or electronically if they intend to drop a class. Failure to drop a class does not eliminate a student’s financial obligation for the course(s) registered, and the transcript record will be retained.

Voluntary Withdrawal
After the drop period ends in a fully online or online/residential course, a student may voluntarily withdraw until the end of the eighth week of the course. Students must notify the Registrar’s Office in writing or
electronically if they intend to voluntarily withdraw from a class. In the case of voluntary withdrawal, a "W" appears on the transcript, and there is no refund. A withdrawal may adversely affect a student's Satisfactory Academic Progress standing. It may also have an adverse effect on financial aid and scholarship eligibility.

Involuntary Withdrawal
Fully online and online/residential courses:
Any student who has registered for a fully online or online/residential course and who does not participate during the first two weeks of the course shall be involuntarily withdrawn automatically. Any student who has registered for a fully online or online/residential course, and who has not dropped or voluntarily withdrawn, but who fails to maintain regular participation may be involuntarily withdrawn at the discretion of the instructor at any time before the end of the semester. In the case of involuntary withdrawal, an "IW" appears on the transcript, and there is no refund. An involuntary withdrawal may adversely affect a student's Satisfactory Academic Progress standing. It may also have an adverse effect on financial aid and scholarship eligibility.

Union Skills (fully residential) courses:
Any student who has registered for a Union Skills course and who has not officially dropped the course, and who does not attend every scheduled class session shall be involuntarily withdrawn. In the case of involuntary withdrawal, an "IW" appears on the transcript, and there is no refund.

Appeals
A student may appeal issues regarding add/drop/withdrawal and grades to the Academic Review Committee. (See [www.nlce.edu](http://www.nlce.edu) for the current policy.)

Withdrawal from the institution
If a student wants to withdraw from the College he/she must notify the Registrar's Office in writing. A student will be considered withdrawn if there is no registration activity in a year's time. The College will then place the student in a "Withdrawn" status. Students will need to reapply and pay a $25.00 re-admit fee to enroll in additional courses.

Online Participation and Attendance Policy
All students must participate in the online portion of a course by the Friday of the second week at the latest. Participation will vary per course as determined by each instructor, but weekly online attendance is required for all online courses.

Failure to comply with the Online Participation Policy will result in an "IW" (Involuntary Withdrawal), and no refund will be issued.

Release of Transcript or Diploma
Students requesting the release of transcripts must submit a Transcript Request Form which can be found at [www.nlc.edu](http://www.nlc.edu). The NLC will not release a transcript or diploma if a student has any outstanding financial obligations. If there is a discrepancy between the NLC's records and the student's the burden of proof of payment is on the student.
PRIOR TO JANUARY 2005, NLC used a Pass/No Credit—narrative evaluation system. A “Pass” grade for a course indicates a performance level deemed to be at least a “C” in a graded system. A student may request that narrative evaluations accompany the transcript. A letter grade or a pass/no credit option are available for most courses at the NLC. However, letter grades are not an option for developmental courses or internship courses.

### Description of Grades

#### Grade Grades Affecting the GPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Extraordinary Achievement</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### Grade Grades Not Affecting the GPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass (equivalent to a C grade or better)</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit (equivalent to less than a C grade)</td>
<td>0.00</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>IW</td>
<td>Instructor’s Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>AH</td>
<td>Administrative Hold</td>
<td>0.00</td>
</tr>
<tr>
<td>MH</td>
<td>Military Hold</td>
<td>0.00</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit (utilized for apprenticeship and partnership courses)</td>
<td>0.00</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.00</td>
</tr>
<tr>
<td>NG</td>
<td>No Grade (grade not submitted)</td>
<td>0.00</td>
</tr>
<tr>
<td>PR</td>
<td>Progress (utilized for Senior Project and Capstone)</td>
<td>0.00</td>
</tr>
<tr>
<td>LA</td>
<td>Leave of Absence</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Incomplete Grades
Incomplete grades are assigned when a student is temporarily prevented from completing the required course work by the end of the term. A student will request an “IN” from the instructor before the end of the term in which the class was taken. A student who receives an “IN” grade in a course must complete the work before the end of the following semester; otherwise, the “IN” will convert automatically to an “F” grade or a “NC,” depending on which method of grading the student has requested. A grade of “IN” is not awarded quality points and is not included in the student’s grade point average. When the student completes the final course requirements, at the instructor’s discretion, the grade may be changed to the appropriate letter grade (or Pass) and will be awarded the corresponding quality points.

Students may file a formal request form for additional time to complete the work for the grade. The extension may be granted under extenuating circumstances upon the approval of the Instructor and the Deputy Provost with the specified terms of the extension. The form for an Incomplete Extension can be located on the NLC website under the Registrar's Office. Completed forms will be filed with the Registrar's Office.

Students will not be allowed to register for additional classes if they have more than two incompletes. The Deputy Provost may waive the provision under extraordinary circumstances. Students may appeal grades through the Academic Review Committee.

Because of their unique nature and structure, these provisions are not applicable to Senior Seminar, Senior Project, and the BTPS Capstone Project.

Military Holds
A grade of “MH” is assigned to a course if students are called to active military duty and serves as a placeholder for the students until they return to the course. The course will not be converted to an F. Notification and documentation are necessary for this grade to be issued.

Transfer Credit
“TC” is assigned to courses that are transferred into the NLC from an accredited college or university and will not have an effect on the student’s grade point average. The NLC only accepts courses that are the equivalent to a C or better and are not remedial or development level courses.

Credit
“CR” is assigned to courses that are taken with a NLC partner or through a third party assessed apprenticeship and will not affect the student’s grade point average.

Administrative Hold or Administrative Withdrawal
Under extenuating circumstances, the College administration may place an “AH” or “AW” on a student’s record in the case of a crisis, such as a medical emergency or natural disaster. The College requires proof in writing.
Audit
A notation of “AU” appears on the transcript when they register to audit a course for. AU is not a grade, and no credit is granted. An auditor is not required to complete assignments, nor is the instructor required to grade any of the student’s work in the course. The student must declare this option by the Friday the second week of class. A student auditing a course pays the same rate as for a credit course.

No Grade
“NG” indicates that a grade has not been submitted by the instructor.

Senior Project Progress
Students who need additional time to complete their Senior Projects after the originally registered term will be required to register for “Senior Project Progress” in the subsequent terms while they are completing their requirements. This status will allow students to remain in an active status with the College, while completing all components of the project. A grade of “PR” will be issued and will not be calculated into the student’s GPA and will not appear as attempted hours. A student may register for LBCR 4910, the Senior Project Progress class as many times as necessary.

Capstone Progress
Students who need additional time to complete their Capstone Projects at the end of the previously registered term will be required to register for “Capstone Progress” in the subsequent terms while they are completing their requirements. This status will allow students to remain in an active status with the College, while completing all components of the project. A grade of “PR” will be issued and will not be calculated into the student’s GPA and will not appear as attempted hours. A student may register for BTPS 4910, the Capstone Progress class as many times as is necessary.

Leave of Absence
A student may request a Leave of Absence submitting a request in writing to the Deputy Provost. The leave of absence can not exceed 180 days, and the College can only grant one leave of absence to a student in any 12 month period. A student who takes an approved leave of absence is not considered to have withdrawn from the College. If a student’s leave of absence is not approved, the student is considered to have withdrawn from the College.

Repeated Courses
Under certain conditions, a student may petition the Provost to retake a course. If approved, the student may repeat a course only once. The higher of the two grades will be utilized in the credit and grade point average calculations. Although both grades will appear on the transcript, the repeated grade will appear with an asterisk to designate that the course has been repeated and that only the highest value is used in the cumulative grade point average.

Courses must be repeated with the NLC. Grades will not be changed on the basis of work taken at another institution. The repeated course must be the original course. A substitution course will not be acceptable for a grade change. There is no time limit as to when a course can be repeated.
GPA at Graduation
To obtain a degree, the student must have earned the required number of cumulative credit hours, taken the required courses and earned a cumulative grade point average of at least a 2.0. Students may graduate with an NLC grade not less than a D in an individual class, if the overall cumulative GPA is a 2.0 or above. GPA is calculated from the courses taken at the NLC; grades earned through partnerships or from other accredited institutions are not used when calculate the GPA.

Pass/No Credit Grade Options

- Students taking semester length courses are required to indicate a preference for a Pass/No Credit grade by completing a “Pass/No Credit Option Form” by the end of the second Friday of the term. This form is located on the NLC website at www.nlc.edu under “Registrar.”

- Students taking semester-long courses with a residential component will have until the end of the second full day of class during the week-in-residence to indicate grading preference.

- Students enrolled in a Union Skills course may obtain a letter grade if they elect to complete an assignment for the third semester credit. The grade option form will need to be completed at the time that assignment is submitted to the instructor. The three-credit based arbitration class, due to the extensive writing requirements is one exception.

Once a Grade Option Form has been submitted, students will not be permitted to change this designation. Students, who do not complete the Grade Option Form, will automatically be assigned the letter grade. A letter grade will have a cumulative effect on students’ overall grade point average. The pass/no credit designation will have no effect on the cumulative grade point average.
SATISFACTORY ACADEMIC PROGRESS POLICY

SATISFACTORY ACADEMIC PROGRESS is defined as satisfactory completion of course work in a timely fashion. NLC uses both quantitative and qualitative measurements to ascertain satisfactory progress.

QUANTITATIVE
Upon admission to a degree program each student shall be notified regarding the number of credits required to complete the degree. Each student must successfully complete a minimum of 67% of the courses attempted. No student may attempt more than 150% of the credits required for degree completion. An incomplete grade, for these purposes, will count as an unsuccessful attempt until the required course work is satisfactorily completed.

QUALITATIVE
Each student must maintain a minimum cumulative GPA of 2.0. For purposes of this GPA calculation a pass in a course which is taken on a pass/fail basis is counted as a "C".

SATISFACTORY ACADEMIC PROGRESS REVIEW
A student’s quantitative progress will be reviewed at the end of each Spring term. A student’s qualitative progress will be reviewed at the end of each term. A student who fails to maintain satisfactory academic progress shall lose eligibility for Title IV financial aid and shall receive a written warning from the office of the Provost. After receiving said warning the student must rectify their status by the end of the next term which he or she attends. Failing to do so, the student will not be allowed to register for additional fully online or online/residential courses until and unless he or she demonstrates to the satisfaction of the Provost that the situation will be rectified during future terms. Until the student regains satisfactory academic progress, the student will not be eligible for Title IV financial aid programs. In extreme circumstances the student may be asked to withdraw from the degree program.

APPEALS
A student may appeal issues of satisfactory academic progress to the Academic Review Committee. Students with successful appeals may regain eligibility for Title IV financial aid.
To meet the quantitative standards, a student must sustain a ratio of earning two-thirds of total credits attempted. In most cases this will mean that a student must successfully complete two out of every three courses attempted. An incomplete grade, for these purposes, will not count as an unsuccessful attempt as long as the required course work is satisfactorily completed by the required time period as stated in the Satisfactory Academic Progress policy.

Incomplete Coursework Policy
A student's quantitative progress will be assessed after each term. A student who fails to maintain satisfactory academic progress shall initially receive a written warning from the Provost. After receiving this warning the student must rectify his/her status by the end of the next term which he/she attends. Failing to do so, the student will not be allowed to register for additional fully online or online/residential courses until and unless he/she demonstrates to the satisfaction of the provost that the situation will be rectified during future terms. In extreme circumstances the student may be asked to withdraw from the degree program.

Grade Point Average
Each student must maintain a minimum cumulative GPA of 2.0. For purposes of this GPA calculation, a pass in a course which is taken on a pass/fail basis may be counted as a “C” and it may not be calculated in the GPA (for students taking a course on a pass/fail basis, we highly recommend that they speak with their advisor). A student's qualitative progress will be reviewed at the end of each term. A student who fails to maintain satisfactory academic progress shall initially receive a written warning from the Office of the Provost. After receiving said warning the student must rectify his/her status by the end of the next term which he/she attends. Failure to do so will result in the student will not being allowed to register for additional fully online or online/residential courses until and unless he/she demonstrates to the satisfaction of the Provost that the situation will be rectified during future terms. In extreme circumstances, the student may be asked to withdraw from the degree program.

Appeals
A student may appeal issues of satisfactory academic progress to the Academic Review Committee.
TUITION AND FINANCIAL POLICIES

Tuition
Tuition is payable in full prior to the beginning of the online portion of the course. Students may pay by cash, personal check, American Express, MasterCard, or Visa.

- $174.00 per credit hour for AFL-CIO affiliated union members
- $233.00 per credit hour for non AFL-CIO affiliated union members
- $233.00 per credit hour for members of Working America and union member families
- $1,137.00 per credit hour for non-union members*

For OSHA course fees please see the OSHA course offerings under the NRC for OSHA training tab on the NLC home page or visit www.nlc.edu/educationalPrograms/OSHA.html

Note: See www.nlc.edu for updates to tuition and financial policies. These policies and fees are subject to change.

Fees

- $60.00 Application fee
- $25.00 Re-admit fee
- $15.00 Technology fee for all courses (per credit)
- $25.00–$50.00 Materials Fee (per course)
- $90.00 Materials Fee (per course with large volume of material distribution)
- $25.00 Student activity fee (each semester that includes a residential component)
- $250.00 Portfolio assessment
- $150.00 Special portfolio assessment
- $50.00 Partnership/Joint enrollment fee (per credit)
- $25.00 Work in progress (continuation course each semester for senior project and capstone courses)
- $250.00 Graduation fee
Costs for Prior Learning Assessment
- The PLA Workshop: $250
- PLA Review: $250 for 1 to 15 credits
  $250 for 16 to 30 credits

Books and Materials
The cost of books and materials vary depending on the course. Costs average between $60.00-$175.00 per course. Books are ordered via the NLC’s online bookstore partner, MBS Direct, which can be reached through the following link: http://direct.mbsbooks.com/nlc.htm.

After registering for a class, students can reserve a room through the website, www.nlc.edu or by calling the front desk at 301-431-6400 or 800-462-4237.

Housing and Meals
$122.00  per night/double occupancy, includes three meals
$199.00  per night/single occupancy, includes three meals

Students and guests can purchase buffet style meals at the following prices:
$ 12.00  breakfast buffet
$ 15.00  lunch buffet
$ 18.00  dinner buffet

A a la carte option is also available.

*The National Labor College reserves the right to change prices as necessary and without notice.

Check www.nlc.edu for the most up-to-date rates.
FINANCIAL AID

THE NATIONAL LABOR COLLEGE recognizes the impact that the cost of higher education can have on students and their families, and endeavors to minimize financial barriers to students who seek to continue their education. Below are some of the types of assistance available.

Federal Financial Aid
The National Labor College will participate in the federal student loan programs effective Fall 2009. Only degree courses that extend the length of a full term (or semester) are eligible for federal aid. Students should consult with their advisors to ensure that their course selection meets the Department of Education’s criteria for federal financial aid.

Scholarships
A number of scholarships are available to students and are awarded on the basis of financial need. Some, however, are union specific scholarships available only to students of that union. A complete list of these scholarships and the required Scholarship Request Form are available from the Student Financial Services Department, 301-431-5404 or at www.nlc.edu.

Veterans’ Benefits
The College is pleased to participate in the Veterans’ Benefits program. Interested students should contact the Veterans Administration for more information at www.gibill.va.gov/education/benefits.html.
GRADUATION PROCEDURES

THE NLC GRADUATES STUDENTS twice a year: in December and June, but only holds one commencement ceremony in June for all graduates who have completed their degree requirements.

December graduation date is: December 17, 2010.

Commencement will be held on Saturday, June 26, 2010. All students who have completed their requirements by the deadlines noted below may participate in the commencement ceremony.

Filing for Graduation:
1. Student must complete the “Intent to Graduate” form which can be obtained from the Academic Services Department or from the NLC website under “Registrar.” Students must fill out the “Intent to Graduate” form to have transcripts reviewed for graduation eligibility, including a minimum of 120 semester credits, of which at least 30 must have been earned through NLC. Students must also fulfill the general education and major requirements.

2. Students are allowed to participate in the commencement ceremony if they have no more than two incompletes. The incompletes cannot include Senior Project or BTPS Capstone Project.

3. Upon filing an “Intent to Graduate” form, students must submit a required $250 graduation fee. All financial obligations to the College must be met in order to obtain a transcript and diploma and participate in commencement.

For June Graduates the deadlines are the following:
• The “Intent to Graduate” form must be submitted no later than February 1.
• Prior Learning Assessment portfolios must be completed satisfactorily no later than February 1 for June graduates.
• The last semester a student can take Senior Block (Senior Seminar, Senior Project and Comparative Research Methods) for June graduation is the previous fall semester. A student must successfully complete and submit the Senior Project by April 1.
• For students with incompletes participating in the June Commencement ceremony, the grades for the incomplete courses must be submitted to the Registrar’s office no later than August 1 of the graduation year to fulfill the June graduation requirements. If final grades for the incompletes are not received in the Registrar’s office by August 1, the student will need to file a new “Intent to Graduate” form for the December graduation review.
• Upon filing an “Intent to Graduate” form, students must submit a required $250 graduation fee.

For December graduates the deadlines are:
• The “Intent to Graduate” form must be submitted no later than August 1.
• Prior Learning Assessment portfolios must be completed satisfactorily no later than August 1.
• The last semester a student can take Senior Block (Senior Seminar, Senior Project and Comparative Research Methods) for December graduation is the Winter semester preceding the December graduation. A student must successfully complete and submit the Senior Project by October 1.
• For students with incompletes participating in the December graduation, the grades for the incomplete courses must be to the Registrar’s office no later than February 1 to fulfill the December graduation requirements. If final grades for the incompletes are not received in the Registrar’s office by February 1, the student will need to file a new “Intent to Graduate” form for the June graduation review.
• Upon filing an “Intent to Graduate” form, students must submit a required $250 graduation fee.
UNION SKILLS COURSES

THE NATIONAL LABOR COLLEGE IS NOW IN ITS FOURTH DECADE of providing quality education and training programs to union members. This success is attributable to our excellent faculty, fully-unionized facilities, and the enthusiastic participation of union activists. Each year, hundreds of members attend one or more of the Union Skills courses.

Although not part of the degree program, and not eligible for federal financial aid, most week-long Union Skills courses have been assessed for two credits. Students interested in earning a third credit may do so by working with their instructors and contacting the Registrar’s Office to obtain appropriate paperwork and cost.

Students wishing to add new skills or master a particular subject through the Union Skills program do not need to meet the credit hour requirements for admission; instead, students complete an abbreviated application/registration form to attend a class. No formal admissions process is required.

The abbreviated form can be found online at www.nlc.edu or:

Union Skills Registration
National Labor College
10000 New Hampshire Avenue
Silver Spring, MD 20903

Or fax: 301-628-0160

For a complete list of courses and dates please visit our website at www.nlc.edu.
SPECIAL PROGRAMS

THE NATIONAL LABOR COLLEGE HAS CLASSES that fit the needs, ambitions, and desires of labor union members and activists from every sector and every union. NLC is committed to responding to the changing needs of the labor movement and the circumstances of individual union members with special programs. Some of these special programs are outlined below, and new ideas are in development.

The Southwest Organizing School
The Southwest Organizing School (SOS) is a project of the National Labor College. Unionists who live in or near the Southwest come to the school to learn skills and gather ideas to help build a stronger labor movement. Some students attend the SOS to take part in continuing education courses, to begin to earn bachelor’s degrees, while others recognize that the SOS is a great resource for sharpening skills and gaining valuable knowledge. For more information contact Morty Simon or Carol Oppenheimer at 505-992-8477 or sworganizing@nlc.edu.

Rail Workers Hazardous Materials Training Program
The Rail Workers Hazardous Materials Training Program originally received funding in 1990 from the National Institute of Environmental Health Sciences (NIEHS) to provide hazardous materials training for rail workers. Since that time, nearly 25,000 rail workers have participated in NIEHS-funded training courses that address requirements of OSHA 1910.120 and the Department of Transportation’s (DOT) Hazardous Materials Regulations (49 CFR, Part 172, Subpart H). Peer instructors who are full time rail workers—members and/or local officers of affiliated rail unions provide much of the training. Support for peer instructors is funded by the North American Railway Foundation, a nonprofit organization supporting rail, labor and safety organizations.

In September of 2008, the Rail Workers Hazardous Materials Training Program received additional funding from the DOT for the sole purpose of training instructors to deliver Hazardous Material Awareness Training in their local work areas and communities.
Rail workers may register at www.hazmatgmc.org. For more information about the Rail Workers Hazardous Materials Training Program, call: 301-439-2440; fax: 301-628-0165; or email hjajuga@nlc.edu.

**National Resource Center for OSHA Training (OSHA Region III Education Center)**
The National Resource Center (NRC) for OSHA Training is an OSHA Education Center—one of 19 in the country. It is a consortium of the National Labor College; The Center to Protect Workers’ Rights/Building and Construction Trades Department, AFL-CIO, and West Virginia University. For more information about courses, locations, fees, or to register, contact the NRC at 1-800-367-6724 or Email: nrcosha@nlc.edu

**Rawlings Center for Public Leadership**
The Rawlings Center for Public Leadership, run in collaboration with the Baltimore based Reginald F. Lewis Museum of African American History and Culture and directed by the Honorable Peter A. Shapiro, is a living legacy to the late delegate Howard Peters “Pete” Rawlings, who is widely acknowledged as the one of the most influential political leaders in Maryland’s history and one of its most powerful minority leaders. Delegate Rawlings also had a strong reputation for mentoring young people in public service to become transforming leaders in their own right. The Center’s Mission is to develop the transformational leadership ability of individuals at all levels of public life in the State of Maryland, with a special emphasis on those historically under-represented.

**American Income Life/Bernard Rapoport Institute for Labor and Politics**
The American Income Life/Bernard Rapoport Institute for Labor and Politics (Institute), supports speakers, workshops and other educational programs to empower union members and working families to better understand local, state and national politics as well as the international political forces that impact their lives.

With the changed political climate and the enormous economic and political challenges facing working families throughout the U.S., the National Labor College leadership and faculty share the founder’s vision that the Institute will emerge as a significant catalyst for critical discussions and the exploration of new strategies for labor to pursue in the 21st Century.

**Kaiser Permanente Health Care Institute**
Because workers need an in-depth knowledge of the rapidly changing healthcare industry, as well as the skills to secure the best possible benefits for their unions, the NLC, in partnership with Kaiser Permanente, established the Kaiser Permanente Health Care Institute (KPHCI). In addition to NLC’s current course in Healthcare Bargaining, the KPHCI will offer new courses in the healthcare field as a part of our bachelors degree. KPHCI is also developing a four-course Certificate in Healthcare as a part of our union skills courses. Each year the KPHCI will
also host a national conference on healthcare bargaining and benefits at NLC.

The NLC—Nigerian Partnership Initiative
Since 2003, the Industrial Relations Partnership Initiative (IRPI) between NLC and Nigeria's Michael Imoudu National Institute for Labor Studies (MINILS), has resulted in a rich exchange of NLC faculty members and Nigerian labor leaders and government officials. To date, more than 100 Nigerian leaders and unionists have traveled to the United States as a part of the IRPI programs—some as members of official labor and industry delegations to the U.S. The majority seek Certificates in Strategic Planning, Leadership and Union Administration in seminars offered on NLC's George Meany campus in Silver Spring, Maryland. MINILS staff members also have matriculated in NLC's BA Degree program. In addition, NLC has hosted annual VIP consultations with official Nigerian delegations headed by the Permanent Secretary of Labor or the Labor Ministers of newly elected Nigerian national administrations. For more information, email Yvonne Scruggs-Leftwich at yscruggs@nlc.edu.
GRADUATE PROGRAM OPPORTUNITIES

Earning a bachelor's degree often fuels a desire for more knowledge and academic achievement. Many NLC graduates have gone on to continue their academic work at graduate schools in a range of disciplines and at law schools.

The NLC works with several universities to help those institutions set up labor-oriented programs designed to make them useful and accessible to NLC graduates and other union members. Over the years, various schools have offered programs at the NLC, on their own campuses, and online, in studies such as organization development, union leadership, public administration, and legal and ethical studies.

While the NLC is supportive of these programs and assists in recruitment, these are not NLC programs, because the NLC is not a graduate institution. Information about the programs that are currently working with the NLC can be found at www.nlc.edu/educationalPrograms/graduateStudies.html.
NLC COURSE DESCRIPTIONS

*Available Online
+ Union Skills Course
**Taught through the NLC’s Southwest Organizing School in Santa Fe, New Mexico

*American Labor Literature ENGL 4102
How does literature connect to real-life experiences? How can studying poetry and short stories teach students about themselves, their work, and their involvement in the labor movement? What does literature have to say about work and the labor movement? What role does the new working-class literary movement have within the larger context of labor relations? In this course, students will examine short stories, essays, memoirs, and poetry to seek answers to these questions and explore the connections between creative expression and historical and individual experiences. (3 semester credits)

Arbitration Preparation & Presentation— LBST 3901
Level I
Any union advocate knows how vital it is to analyze cases from both sides prior to trying them, and to possess sharp skills during an arbitration hearing. Suitable for all levels, this demanding class will help develop the skills of the novice and hone the skills of the experienced advocate. Students will analyze a sample disciplinary case involving “Just Cause” and will practice direct and cross-examination, as well as opening statements in a workshop setting; students will also discuss closing arguments. At the end of the week, students will participate in full-scale mock arbitrations, and will receive additional constructive critiques. Discussions include the relationship of arbitration to the grievance procedure, as well as strategies to avoid arbitration. MINIMUM REQUIREMENTS: Participants with less than three years of grievance handling experience must talk to the instructor prior to registering. RELATED CLASSES: Arbitration Preparation & Presentation-Level II; Arbitration Brief Writing Levels I and II; Grievance Mediation; and Strategic Grievance Handling. (3 semester credits)
Arbitration Preparation & Presentation— Level II
A continuation of Arbitration Level I, this course will challenge participants to analyze either a contract interpretation case or a case involving “Past Practice” (check course dates to see which type of case is being taught). As in Level I, students will prepare the case in a workshop setting where they receive detailed critiques, and the week culminates with a mock arbitration and additional feedback. Discussions include the role of member organization, documentary evidence, information requests, and bargaining unit surveys in establishing and proving past practices. MINIMUM REQUIREMENTS: Level I or permission of the instructor. NOTE: Only two students who have completed the Level I course will be granted permission to take Level II. Students exempt from the Level I course must possess extensive hearing experience. RELATED CLASSES: Arbitration Preparation & Presentation-Level I; Arbitration Brief Writing Levels I and II; Grievance Mediation; and Strategic Grievance Handling. (3 semester credits)

*Arbitration Brief Writing Level I  LBST 3932
More and more union advocates find themselves having to write briefs, even when they would prefer to do closing arguments. This class is the first of a two part series of classes that teaches beginning and advanced students how to write—and polish—an arbitration brief. It also provides an introduction for advocates who need basic practice in learning how to write arguments, and how to read, analyze and apply cases in an arbitration brief. The class will consist of discussion and analysis of a case problem, followed by a series of writing exercises based on that problem. By repeated practice combined with constructive instructor critique, advocates hone the fundamental skills needed to write a brief. MINIMUM REQUIREMENTS: Arbitration Preparation and Presentation Level I, or hearing experience that includes case preparation, examination of witnesses, and opening statements. RELATED CLASSES: Arbitration Preparation & Presentation Levels I and II; Arbitration Brief Writing Level II; Grievance Mediation; and Strategic Grievance Handling. (3 semester credits)

*Arbitration Brief Writing Level II  LBST 3933
This class is a continuation of Arbitration Brief Writing Level I. Level I hones the basic skills needed to write an arbitration brief by guiding students through an arbitration case problem and helping them draft the main components of the brief for that case. The Level II class picks up where the student left off in Level I by helping students continue to hone their skills and to complete a final, polished brief in the case. The class is from one to three credits, depending on the agreement between the student and the instructor on the amount of work remaining to reach the goal. MINIMUM REQUIREMENTS: Arbitration Brief Writing Level I. RELATED CLASSES: Arbitration Preparation and Presentation Levels I and II; Grievance Mediation; Strategic Grievance Handling. (1 to 3 semester credits)
Bargaining in a Changing World LBPE-4010
This course is divided into six parts (1) identifying the sources of union bargaining power (2) assessing the impact on relative bargaining power of changes in (a) corporate organization (b) production processes and (c) government policy (3) using case studies to explain changes in relative bargaining power (4) identifying appropriate union responses to changed bargaining environments (5) constructing a case study and (6) Sustainability Bargaining. Selected readings will examine bargaining power concepts and illustrate the use of case studies to assess. (3 semester credits)

*Bibliography and Research LBED3000
This course is designed to provide students with the basic information literacy skills that are necessary to conduct research in both the print and online environment. Upon completing this course, students will be able to accurately cite sources, identify primary and secondary sources, conduct online research, and distinguish the difference between scholarly and popular articles. (3 semester credits)

*Bioterrorism: Agents and Emergency Response LBSH 3593
An act of terrorism can occur anywhere, at any minute, when you would least expect it. No jurisdiction—urban or suburban, or rural—is totally immune. Despite our security consciousness, if terrorists intend to wreak havoc it will be difficult to stop them. This course is designed to provide workers with the knowledge and information on how best to respond to such an attack while providing a perspective of the historical, preparedness, response and psychological implications of terrorism and offers several modules designed to identify the biological agents of primary concern to the Centers for Disease Control (CDC) and the U.S. Department of Agriculture which include Anthrax, Smallpox, Tularemia/Plague; and Botulism/Foodborne. (3 Semester Credits)

Building a Vocational English as a Second Language (VESL) Program at Your Local: Principles & Practice LBUS 3000
Incorporating immigrant workers with limited English proficiency into the construction workforce creates communication and training challenges for unions and training programs. This course will help union leaders, instructors, and program administrators meet these challenges. Participants will learn how to build an effective Vocational English as a Second Language (VESL) program for union members and the principles upon which it is based. Students will learn about the characteristics and needs of adult English language learners, the different language competencies needed by today's workforce, and the history and best practices of VESL in the labor movement. This course is for union administrators, training directors, instructors, and anyone else responsible for meeting the training needs of immigrant members and improving safety and communication on the job. (2 semester credits)
Capital Stewardship  

What is capital stewardship? Why is pension fund investment important? This course introduces trustees and union leaders to the importance of capital stewardship and pension activism. Case studies will spotlight pension funds investments that create union jobs and high performance workplaces. Trustees will also learn how they can monitor corporations to encourage responsible corporate governance and to promote ethical corporate citizenship. Additional topics will include the role of the trustee and the plan professional in collective bargaining and funding issues. (3 semester credits)  

*Capstone Project  

The Capstone Project is required for all students enrolled in the online degree program and requires students to choose one of the topics related to their specialization. The project can be an open-ended project; curriculum or training material design / development / production / method / or procedure that solve problems for which existing skills / techniques are not widely available in the areas of the specialization. Capstone projects will be worked out in a series of project meetings with student advisor(s), to ensure that the project scope is limited to something that can be reasonably completed in the time available, but is large enough to be meaningful. PREREQUISITE: Comparative Research Methods. (6–9 semester credits)  

*Case Studies in Occupational Health and Safety  

This course is for Health and Safety majors and other interested students and introduces students to occupational health and safety tragedies through case studies of the events. Students will analyze information and determine the root cause of the incidents. (1 credit)  

*Comparative Research Methods  

Comparative Research Methods is a required course for completion of the Bachelor of Arts degree from the NLC. It is an upper-division course designed to provide student with tools for conducting social science research about various problems in connection with their work and/or their course assignments, including but not limited to the completion of a well written research design for the required Senior Project. The course examines and compares various strategies for data collection and analysis, and provides an understanding of the appropriateness of each research method for addressing specific research problems.  

The pre-requisite for registration in Comparative Research Methods is the completion of most course credits for the B.A. degree, or the verification by the instructor of a work-place problem which the student is responsible for solving. Course requirements include the submission of a final, well researched and written Methodology paper and the instructor’s review and approval of research instruments, such as interviews, surveys or other qualitative tools, which are indicated by the chosen research methodology strategies. (3 semester credits)
*Computer Skills for Trade Unionists

**Level I**
The class covers how to use word processing, presentation, and spreadsheet applications to prepare labor union proposals, contracts, presentations, and budgets. Participants will learn how to search the Internet and effectively communicate with e-mail and web conferencing tools. Class discussions revolve around how labor unions can best use computer technology. (3 semester credits)

*Computer Skills for Trade Unionists

**Level II**
This class is a continuation of COMP 3010 and assumes a familiarity with the use of Windows and Microsoft applications (word processing, presentation, and spreadsheet applications). It covers how to use advanced features of Windows and Microsoft Office (word processing, presentation, and spreadsheet) applications. In addition, students are introduced to the creation of database applications. (3 semester credits)

**Contract Negotiations in the Construction Industry**
This course is tailor-made for union officers and staff members who negotiate labor agreements with construction management. As is the case for courses designed for the airline industry and the private sector, this course covers a wide spectrum of activities related to hammering out a winning contract—from drafting initial proposals to gaining support during the ratification process (and various steps in between). Attention will be given to the unique problems associated with employer association bargaining. A full review of legal developments as they apply to and affect bargaining in the construction industry will also be presented and discussed. The session will culminate with students participating in a mock bargaining session. (2 semester credits)

**Contract Negotiations in the Private Sector**
The unique challenges posed by private sector contract negotiations will be explored fully in this course, which explores the role of the chief negotiator from preparing initial proposals to ratifying a contract. Developing committee work and record-keeping procedures; the use of economic data in bargaining; the design of a bargaining campaign; and preparing for and directing the ratification process will also be covered. A highly effective part of the course is a tough bargaining exercise designed to help participants effectively weigh negotiating strategies and tactics. (2 semester credits)

*Creative Writing

Rich with creativity, the labor movement has nurtured and benefited from the artistic endeavors of its activists—from the poems and stories of the Lowell factory girls to the inspiration of the Wobblies’ The Little Red Songbook to the annual Great Labor Arts Exchange. Today’s unionists extend that spirit of creative passion to their own poetry, songs, fiction, and creative nonfiction; this class helps students
to explore writing creatively. Combining traditional workshop techniques with instruction in craft and genre, the course centers on weekly student work, resulting in the development of creative writing portfolios. PREREQUISITE: Completion of at least one English course at the NLC or permission of the instructor. (3 semester credits)

Current Issues in Labor
During the residential portion of the class, a major national or international leader of the labor movement will join the class in a roundtable discussion on a key issue facing unions and working people. There will be readings to prepare for each guest and the ensuing discussions. After the week-in-residence, students will write an interpretive paper based on readings and class discussion. (3 semester credits)

**Developing a Media and Communications Strategy
Students will learn how to develop good relations with the media, focus a message, work with reporters, and present union issues in a favorable light through working people and their stories. The course will also enable organizers to effectively use the "new" media—YouTube, netzines, blogs and websites—to reach more union members. (1 semester credit)

*Digital Learning and the Future
Technological development has resulted in widespread change in the way people acquire information. Every college and university in the world now relies on digital systems to a greater or lesser extent; both at home and at work, we routinely rely on the use of internet technology, multimedia and computer applications. Against this background and the fact that technology is now a staple part of education and work, this course answers some of the fundamental questions about the nature and extent of online education and its future and prepares students for the necessary critical thinking skills that constitute learning in the 21st century. Furthermore, this course critically examines beliefs about the nature of digital learning and points to the role of social, cultural, and economic factors in shaping and constraining educational transformation in the digital era. PREREQUISITE: None (Required for all online degree students and highly recommended for labor educators, labor activists and the first-time online students) (3 credits)

*Distance Learning for Labor Education
The class offers an in-depth look at distance learning methods and applications that labor educators can use. The course examines the importance of distance education and its impact on future trends in education. The online and traditional learning environments are compared in the areas of instructional technology, design, administration, and learning strategies. Participants will identify the characteristics that make a successful distant education student and discuss how to best prepare the distant student for the online learning environment. (3 credits)
Effective Communication Skills for Trade Unionists

This workshop will give union activists the opportunity to develop, reflect upon, and brainstorm strategies for improving communications among leaders, members, and the community. The workshop provides ample opportunity to practice and receive feedback on individual and group presentations. The emphasis is on removing blocks to effective communication and strengthening internal and external mobilization and solidarity. (2 semester credits)

*Effective Writing

How do effective writers transform their messages from ideas in their heads into writing that works? How can writing shape the thinking process and enhance critical thinking skills? Through analysis and application of the writing process, students in this course learn to approach writing with more confidence, read more effectively, work towards developing individual styles and gain skills in writing essays. This course addresses the writing needs of students returning to college or just starting school. *This class will fulfill the English general education requirement but will NOT fulfill a major requirement.

NOTE: Students who have taken Reading and Writing Critically may not enroll in this course (3 semester credits)

*Effective Leadership: Making It All Work

One key aspect of leadership is being able to translate vision into action. This course will take students through a number of skill sets that will help them lead more effectively. Everything from how to run effective meetings of all kinds to better managing staff and volunteers will be explored. Exercises and case studies will be utilized. (3 semester credits)

Employment Law

Statutes, cases, and governmental agencies that affect organizing and collective bargaining will be explored in this class. The areas of study will include the development of public policy, employee rights, employee representation, duty to bargain, arbitration, economic pressure, and the duty of fair representation. (3 semester credits)

Ethics in Decision Making

This course examines choices through an ethical lens and the study of ethical theories as applied to a series of moral problems. Issues from the workplace will be examined to see which principles of right conduct, if any, clarify, guide, or determine their decisions. Labor case problems will be included. (3 semester credits)

Fiduciary Duties

This course will outline the legal duties of trustees regarding pension fund management. Trustees will develop a full understanding of the fiduciary requirements imposed by ERISA and how ERISA affects the investment decision-making process. The class will analyze relationships between fiduciary responsibility and capital stewardship. Topics covered will include the exclusive benefit rule, the duty of loyalty, procedural prudence, diversification, prohibited transactions, and role of Qualified Professional Asset Managers. (3 semester credits)
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<tr>
<td>LBHU3100</td>
<td>*Film and Globalization</td>
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<tr>
<td>LBSH4510</td>
<td>*Foundations in Safety and Health</td>
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<tr>
<td>LBHT4003</td>
<td>Gender and Identity in Labor History</td>
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<tr>
<td>LBUS3400</td>
<td>**Good Green Jobs</td>
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<tr>
<td>LBUA3550</td>
<td>*Grassroots Leadership for Working America I</td>
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*Film and Globalization LBHU3100

Film is an ideal way to study and understand the momentous changes globalization has made in labor, the workplace, and daily lives as America and indeed the world comes to terms with this reality of the 21st century. Students will view films on DVDs and online, supported by readings in assigned texts and online, all designed to develop their understanding of how globalization works, its radically different ways of doing business, and how unions and other organizations are confronting its negative effects. Because of the impact of today's visual culture, methods of assessing the positive and negative images of labor in films will also be an important part of the course. (3 semester credits)

*Foundations in Safety and Health LBSH4510

This course is intended for health and safety majors and other students who may be interested in labor safety and health. This online course will provide students with core competencies required for a basic understanding of the field of labor safety and health, and includes modules concentrating on health and safety and the government, how to find and use resources, introduction to science/engineering, hazard recognition and abatement, issues update, and case studies in occupational safety and health. (3 semester credits)

Gender and Identity in Labor History LBHT4003

This course examines the central role of cultural constructions of gender, race, and ethnicity in shaping labor's past. The course focuses primarily on representations of working class femininity and masculinity from the late 19th century to the post-WWII years. In addition to assigned course readings, primary historical texts (such as speeches, posters, murals, photographs, and pamphlets) produced by the Knights of Labor, AFL, and the CIO are also examined. (3 semester credits)

**Good Green Jobs LBUS3400

How can unions be more involved in the push for new, green jobs? How can they help assure that these new jobs will be good jobs and union jobs? This class examines where and what these new jobs are likely to be, how they will be sustained on an on-going basis, and how the union movement can encourage and benefit from their development. (1 semester credit)

*Grassroots Leadership for Working America I LBUA3550

This is a grassroots leadership course designed to develop critical leadership skills for union activists. The first five weeks of the course will provide students with an economic and historical analysis leading to the present U.S. situation. It includes descriptive and analytical readings of the present day situation for U.S. workers. Each student will conduct research and then become politically active in a local issue they are concerned about—both online and in their community. Students who participate in the first five weeks will receive one credit. (1 credit)
During the final nine weeks, for two additional credits, students will carry out a detailed analysis of local issue(s) of concern to them and their community. They will then select one issue to focus a mini-campaign around. The mini-campaign will be comprised of a series of activities that will influence the outcome of the selected issue. Students will learn about and be exposed to many grassroots campaign skills that will be used during their campaign. (2 credits)

Grievance Handling and Internal Organizing
For unionists who want to use grievance handling as a tool for internal organizing, in this course they will learn how to use the grievance process to address specific workplace problems, while building member participation in the union and reaching out to community allies. (2 semester credits)

Grievance Mediation
Grievance mediation provides an opportunity for the parties to resolve a grievance using interest based skills with the assistance of a mediator. This three-day workshop aims at giving union members, officers, and staff an understanding of the principles of grievance mediation as well as hands-on training in the skills needed to make the best use of a mediator. The skills taught—including listening, identifying issues, and exploring shared interests—can also be used to improve day-to-day grievance handling, employer union relations, and even problem solving within the union. RELATED CLASSES: Strategic Grievance Handling; Arbitration Preparation and Presentation Level I; Arbitration Brief Writing Levels I and II. (1.5 semester credits)

Hazardous Materials Transportation
Students in this course will be trained to recognize hazardous materials incidents in transportation. Students will learn methods, using multiple resources, of identifying the presence of hazardous materials in an emergency situation and how to initiate the emergency response sequence. This course addresses awareness level training requirements of both OSHA and DOT. (3 semester credits)

Hazardous Materials Transportation/ Chemical Emergency Response
This five-day course is eligible for three semester credits from the NLC, and addresses OSHA and DOT-required procedures for different levels of response, and worker protection in the event of a hazardous materials emergency or release. Training includes advanced classroom instruction, intensive hands-on drills, a simulated hazmat response in full safety gear, and provides participants an additional training opportunity for completing an OSHA 10-Hour Outreach Course. Training is funded through a worker training cooperative agreement with the National Institute of Environmental Health Science (NIEHS). (3 semester credits)

Healthcare Reform That Works
This class is designed to develop leadership and advocacy skills around health care reform for union staff, leaders, and activists. The
first five weeks of the course will examine the historical struggle for national health insurance, the role of labor in fighting for guaranteed health care for all Americans, background on the policies and politics that drive the U.S. health care system, and various reform efforts and the opportunity and challenges faced in the coming years. It will focus on current education and organizing efforts at both the state and national levels. Students will be encouraged to become politically active in local health reform efforts in their community, union, or state campaign. (3 semester credits)

Healthcare Bargaining LBUS3928
This class will begin with an overview of the U.S. health care system, emphasizing key features such as hospitals, prescription drugs, testing and medical devices, and cost-drivers such as over-treatment and Rx marketing and research schemes. Students will learn bargaining dynamics by participating in a health care collective bargaining scenario during the week-in-residence. Following that week, each student will complete a research project chosen from a list provided by the instructor but customized to his/her own interests, experience, and union setting. (2 semester credits)

Health Benefits Future LBUS 4100
This course will focus on the history and future of health care as a job benefit. It will review the union role in establishing health care as an employer-provided benefit, and the union advantage in winning good health benefits. It will examine factors related to the declining numbers of workers with employer-provided health care and with union struggles to maintain low cost/high quality health benefits. Students will review the growing debate about whether health care should continue to be tied to employment, and will write a position paper on that question from the perspective of their union. (3 semester credits)

*History of Communications, Culture and Technology LBSS3000
This course is an overview of history of communications, culture, and technology. The course explores how people have used media and technology to communicate from social, economic, political, and cultural perspectives. Topics include definitions, models and theories of information processing, history of media change, cross-cultural communication, interpersonal communication, and the uses and effects of mass media. NOTE: This course will satisfy a social science not a humanities general education requirement. (3 semester credits)

History of Labor and the Law LBHT4002
This course examines the historical interaction of labor and the law from the post-Revolutionary era to the New Deal. Topics include the 19th century emergence of the common law legal order, the post Civil War expansion of judicial power and laissez-faire doctrine, the law’s impact on labor’s organizational and political strategies, and the role of worker resistance in reshaping the dominant legal regime. (3 semester credits)
**History of Labor Education**  
**LBED4004**  
Recreating the worker classroom experience in 1900, 1937, 1950, and 1974, students will explore the political, economic, and social factors that impacted on the education of trade unionists. Study will be made of the need for a unique curriculum and the necessity to be open to innovation in order to achieve diverse educational goals. (3 semester credits)

**History of Labor Theater**  
**LBHU4110**  
This course will explore the rich legacy of labor theater. Students will be required to read three plays by American playwrights, write a term paper on essay questions developed from the class discussion, and develop a working script based on their own experiences as trade unionists. In addition, students will be required to attend a live theater performance and provide a critical analysis of the play as it relates to class discussion. (3 semester credits)

**History of the Labor Movement—**  
**LBHT4000**  
*Part I (1790-1929)*  
This class will examine the evolution of the American labor movement—from the 1790s Industrial Revolution to the 1920s employers’ “Open Shop” offensive. Major emphasis will be placed on understanding how the modern labor movement was formed. Specifically, class participants will examine the transition from the 19th century “producers” organizations (such as pre-Civil War working men's political parties, National Labor Union, Knights of Labor, etc.) to the trade unions of the early American Federation of Labor. (3 semester credits)

**History of the Labor Movement—**  
**LBHT4001**  
*Part II (1930—Present)*  
Course participants will examine the American labor movement from the Great Depression of the 1930s to recent times. Major emphasis is placed on the rise of the Congress of Industrial Organizations, the impact of World War II, and the subsequent social, economic, and political transformations experienced in the post-war era. (3 semester credits)

**How to do Arbitrations & Hearings**  
**LBST3900**  
Students will learn the skills necessary to analyze, prepare, and present arbitration cases, with a mock arbitration on the last day. These advocacy skills can also be used in other types of hearings. (2 semester credits)

**Images of Labor in Art**  
**LBHU4180**  
Images of Labor in Art is an art history course that explores the way in which art and artists shape the image of work and workers throughout the industrial and modern eras. Students explore significant themes, artistic movements, and styles and discuss their meaning and significance in the context of the labor movement and working class culture. (3 semester credits)
Images of Labor in Film

Working people, their unions, labor issues, and political movements involving the working class have not been a major presence in films. But when images of labor do appear, they are rarely presented in a favorable light. It is, therefore, very important to see and to understand those images that have appeared because U.S. culture receives so much of its information (and ultimately many of its opinions) from visual media. The course will survey a number of important films that have strong images of labor, both positive and negative. Students will be expected to see four or five films during class hours. (3 semester credits) Note: “This class is dedicated to the memory of Tom Powers, partner in the Washington, D.C. law firm of Powers and Lewis. Tom worked his entire life as an advocate for working people and their unions, with a special emphasis in the entertainment and education fields. The NLC honors Tom’s life, his spirit and his commitment to justice for all.”

**Immigration and Labor

Many unions have seen that their future depends largely on their success in recruiting members among the growing low-wage immigrant workforce. And they have been rewarded with increasing numbers of immigrant members. This course will help union people understand current immigration issues during the economic downturn and take advantage of opportunities to work with immigrant advocates to broaden labor’s struggle for economic justice. (1 semester credit)

Industrial Hygiene

In this applied course, students are encouraged to collaboratively develop solutions to their industrial hygiene problems on the job. Industrial hygiene principles will be critiqued. Controversy regarding the use of permissible limits for exposure to hazards will be discussed. Students will learn to use the Internet and other resources to research workplace exposure issues. Solutions to problems on the job and/or case studies will be explored. (3 semester credits)

*Instructional Systems Design

Instructional Systems Design (ISD) is the primary curriculum development method in use in adult training and education in the U.S. and around the world. It consists of the five-part ADDIE system. This course covers the fundamentals of ISD and includes exercises and assignments that give students practical hands-on experience. Students have the opportunity to develop their own curriculum design plan and lesson plan. (3 semester credits)

*Instructional Technology

The course provides participants with a practical understanding of the instructional applications of modern technology. The emphasis is on using technology to increase communication and collaboration in the distance learning environment. Students will learn to present educational content using software, such as blogs, wikis, podcasts, and audio/video conferencing tools. Students will use and evaluate course management systems and develop online student assessments. Students will learn to think critically about the appropriate uses of instructional technology and strategies to increase student learning. (3 semester credits)
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<tr>
<td>LBCR4000</td>
<td>Introduction to Labor Studies</td>
<td>This course introduces participants to the required writing and analytical standards of the College. Through course discussions and essays, students critically evaluate recent scholarship in the field of labor studies. Subject areas include labor and the economy, comparative union structure and governance, membership attitudes and behavior, labor movement theories, changing member demographics, labor law and legislation, labor history, organizing strategies, globalization and other contemporary labor issues. (3 semester credits)</td>
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<tr>
<td>LBST4030</td>
<td>Labor and the American Political System</td>
<td>Difficult times demand new skills and the election in November, 2008, changed the rules of the game. LBST 2030 provides a modern overview of the fundamentals of the American political system, examining the institutions and processes involved in both electing and governing. Students will receive basic knowledge of how the government works and how to work the system. In addition, students will engage in critical analysis of the mainstreams of American political thought, from the writings of such noted thinkers as Machiavelli, Jefferson, Adams and others. Of equal importance is a critical review of labor's political involvement in domestic policymaking, from the Workingmen's Associations to the modern AFL-CIO “Labor 2008” political campaign. Understanding labor's involvement in the political system provides insights into how labor can gain greater political power and advance the trade union movement agenda. (3 semester credits)</td>
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<tr>
<td>LBCR4600</td>
<td>Labor in the Economy</td>
<td>This course focuses on the breakdown of the post-WWII economic order, the transition to policies in the domestic and global economies that have been detrimental to labor, and the economic and political dynamics leading to the current global economic crisis. Topics include neoliberalism, globalization, Keynesian economic policies, and the role of labor in developing social and economic policy. (3 semester credits)</td>
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<tr>
<td>LBPE4988</td>
<td>Labor in the Global Economy</td>
<td>Along with Where the Local Meets the Global (LBPE 4989), this is one of two foundation courses in the political economy curriculum. Both classes are aimed at giving students a deeper understanding of the origins and effects of the current economic crisis. While LBPE 4989 helps students understand how the global financial system has hurt wages and jobs in the United States and around the world, Labor in the Global Economy looks at how trade has been transformed to affect not only wages and jobs but public services and democratic decision-making. Students use case studies of NAFTA to critique the economic arguments used to justify globalization in its current form; examine capitalism as an economic system to understand its effects on labor; learn about the roots of NAFTA in the in the so-called Third World Debt Crisis and discuss alternatives to NAFTA and WTO-style trade agreements for building a more just global economy. (3 semester credits)</td>
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Labor in the Global Economy— LBPE4987
Train the Trainer
This course is a companion course to Labor in the Global Economy and can be taken at the same time, or after it. It applies key economic concepts dealt with in Labor in the Global economy to current issues and provides a train-the-trainer component so students can return home with the ideas from the course and share them with coworkers, either formally or informally. (3 semester credits)

*Labor in the U.S.: Concepts, Choices and Challenges LBST4000
This course is designed to be a fully online introduction to the labor movement. Through readings, a few short videos, online discussion, research and writing, students will examine critical aspects of the past, present and future of the U.S. labor movement. While this course is designed primarily for students who have had little experience working with or studying the labor movement, it is also appropriate for students with some knowledge of the labor movement but who have not had the time or ability to reflect upon the workings, history, and challenges of the U.S. labor movement. (3 semester credits)

Labor Law in the Construction Industry LBUS3909
For the construction industry, federal labor laws include special provisions. To manage risk effectively, union leaders and staff in the construction industry must be familiar with the legal framework. This course will enable participants to identify union action that can be taken independently; that require legal assistance; or that should be avoided entirely. Topics that will be covered include paths to recognition, including salting, trigger agreements and other innovations; bargaining, including pre-hire and project agreements, multi-employer units and corporate change; traditional and non-traditional pressures, from strikes to corporate campaigns; and preventive maintenance and pro-active planning. (2 semester credits)

*Labor Law LBST4020
The emphasis in this labor law course will not be on learning the rulings in the most recent labor board or court decisions (though those are important, and students will study them.) As labor law has become increasingly politicized in recent years, the holdings of court cases change more dramatically than in years prior, with each new administration and with each new set of political appointees reinterpreting the law to fit their political agendas. So the focus will be on the key issues in labor law and the underlying arguments on both sides, so students can understand not only what the law says but how the law has changed—and will change again. The primary statute focused on is the National Labor Relations Act, covering many (but not nearly all) private sector workers. This is the law that most public sector bargaining statutes draw from most heavily, so it is useful for all to understand the provisions of the NLRA. But this class will also look at how the various state and local labor laws vary from the NLRA, as well as how the administrative agencies enforcing those laws sometimes function differently from the National Labor Relations Board. (3 semester credits)
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<td>Labor Relations in the Federal Sector</td>
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<td>LBHT4050</td>
<td>Leadership and Landmark Events in 20th Century Labor History</td>
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<td>LBUA4510</td>
<td>Leadership Theory</td>
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<tr>
<td>LBUS3091</td>
<td>Managing Local Unions</td>
</tr>
<tr>
<td>MATH 2000</td>
<td>Mathematics in Modern Society</td>
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Labor Relations in the Federal Sector

Union leaders and staff who work with the federal sector face unique challenges and situations. This course, taught by labor professionals, will provide an overview of issues related to the representation of federal sector workers, including federal labor history, collective bargaining, contract enforcement, worker’s compensation, and building solidarity. (2 semester credits)

*Leadership and Landmark Events in 20th Century Labor History*

This course is designed for the individual with little or no knowledge of history—labor or otherwise. The objective is for students to acquire a basic understanding of late nineteenth and twentieth century organized labor history by using the lives of various leaders as the framework upon which broad themes, events, and concepts are woven. There is no textbook to purchase. Reading assignments are from existing web sites or from published sources, documents, and artifacts of the George Meany Memorial Archives/National Labor College, available online exclusively for the course. A portion of the class time is devoted to “Dig Where You Stand,” where individuals learn about their local union history and/or their city, town, or county’s labor history. NOTE: This course is restricted to students who have not taken any BA History classes; some exceptions may be granted by permission of instructor and provost. (3 semester credits)

*Leadership Theory*

The course will compare selected leadership styles and strategies, test how they appear to work, observe whether or not they can predict to success, and explore how their major components can be learned or acquired. One challenge will be to then decide whether or not such a set of behaviors constitute a “leadership theory.” The text will be augmented by selected articles which examine some of the more familiar contemporary leadership strategies or “leadership theory.” Students will prepare a major paper which seeks to convert the behavior and/or experiences of a student-identified, actual leader into a model for successful leadership. (3 semester credits)

Managing Local Unions

This course is aimed at strengthening the skills involved in local union management. Students will explore staff structure, day-to-day supervision, organization of work and program budgeting. The course will focus on tools such as job descriptions and workplans, as well as motivation, accountability, and communication strategies and techniques. (2 semester credits)

*Mathematics in Modern Society* (Self-Directed Study—lower division course)

The course is designed for students interested in pursuing a self-directed study to contemporary mathematical thinking. The course stresses the prevalence, relevance, and practicality of mathematics in modern society and surveys the applications of mathematics to real-world problems. Topics include profit and loss, mathematics of voting, fair division, mathematics of apportionment, mathematics...
of scheduling (e.g. Decreasing—Time Algorithm and the Critical-Paths Algorithm), combinatoric and permutations, mathematics of population growth and descriptive statistics. Students will work with the instructor to determine the topics, the work, and design the work product. NOTE: This class will fulfill a math general education requirement, but will not fulfill a major requirement. (1-3 credits, lower level course)

Methods that Motivate \[\text{LBED4420}\]  
This course is designed to enhance students’ theoretical and practical understanding of adult education and pedagogy. By reflecting on the contributions that behavioral and educational theorists such as Malcolm Knowles, David Kolb, Howard Gardner, and Paulo Freire have made to the field of adult education, students will begin recognize how social, psychological, and cultural factors influence the learning process. Students will experiment with a variety of experiential and popular education methods and techniques and evaluate the risks and rewards associated with each. (3 semester credits)

Multimedia Technology \[\text{COMP4000}\]  
This course provides a comprehensive background for working with digital sound, images, and video for multimedia projects ranging from CD-ROM title production to website design. This course will help the student become familiar with current major software packages used in multimedia production. (3 semester credits)

Multi-Trade Organizing Volunteer Education (MOVE) \[\text{LBUS3996}\]  
This course is designed to teach participants to deliver the Multi-Trade Organizing Volunteer Education (MOVE) program. The MOVE program, developed by Cornell University and the National Labor College for the AFL-CIO Building and Construction Trades Department, emphasizes membership awareness and the importance of enlisting broad multi-trade support for organizing campaigns. Participants will prepare a teaching outline and then practice their plan by teaching parts of the curriculum with others. A skilled labor educator will oversee and offer guidance, advice, and constructive feedback. There will also be discussion of various parts of the MOVE program, as well as time devoted to various teaching techniques. (2 semester credits)

*Music Appreciation \[\text{LBHU3000}\]  
This course provides a historical overview of the way music has developed in Western culture. It is designed for non-music majors and there is no need to have previous musical training to take this course. The course will cover the elements and principles of music including, rhythm, melody, harmony, color, texture and form. Learning about these elements will help students to develop a deeper appreciation for and greater understanding of music of all styles. The class also covers developing listening skills, accomplished by listening to selected pieces of music from a variety of different periods in history and learning how they relate to the culture in which they were created. (3 semester credits)
Negotiating and Writing Contract Language

Participants in this course will learn how to develop effective bargaining strategy and how to write contract language. Participants will learn the “how-to’s” of writing contract language: defining and analyzing issues, developing proposals, and writing the actual language. In addition, particular kinds of contract language will be examined. Throughout the week, participants will work on a number of case studies. NOTE: Prior to enrolling in this course, it is strongly recommended that participants have experience as a member of a union negotiating committee. (2 semester credits)

Negotiating Contracts with State and Local Governments

Union officers and staff who negotiate labor agreements with the state, county, and local governments will benefit from this course, which explores the role of a chief negotiator at different parts of the bargaining process. Specifically, participants will scrutinize the preparation and design of initial proposals; the development of committee work and record-keeping procedures; the structure and function of opening statements; economic bargaining; and preparation and directions of the ratification process. A highly experienced union negotiator will walk participants through a tough municipal bargaining exercise aimed at encouraging the students to weigh negotiating strategies and tactics. NOTE: Federal sector negotiations will not be addressed in this course. (2 semester credits)

**Negotiations Strategy and Tactics

Students develop collective bargaining strategy and improve their skills in conducting face-to-face negotiations. The class will also look at positive strategies to address concession bargaining and ways to avoid the recent Penn Plaza Supreme Court decision on discrimination claims. The course will also assist negotiators in establishing an effective bargaining team and using membership pressure to impact the negotiations process. (2 semester credits)

New Union Staff

This course is designed for those who have recently been appointed or elected to a full-time union staff position. The course will focus on developing personal skills and critical thinking needed to function effectively in the many different roles of a union staff member. The course will also help to improve planning skills needed to manage contract negotiations, run organizing campaigns and participate in running a local union. For a better overall understanding of the new staff member’s role, the basic structure, operation and goals of various AFL-CIO affiliates will be presented. Staff members from a number of different unions in attendance will enrich the discussions, presentations, exercises, class participation, and feedback. (2 semester credits)

Organizing and Representing the New Workforce

As new immigrants and young workers enter the workforce in ever larger numbers, there are many new challenges for unions to face in involving these workers in the union movement, especially in organizing and bargaining campaigns. This course will explore the challenges and opportunities this new workforce brings to the labor
movement, and look for solutions in both historical and present day campaigns. Questions of race and gender and how the union movement deals with these issues will also be explored. (3 semester credits)

Organizing I

LBUS3915

Through role play and discussion, participants will refine their skills and expand their knowledge about organizing. This is an ideal course for staff new to organizing, as well as those who want to learn more about the latest strategies to grow their union. Participants will examine a typical local union campaign in the private sector from start to finish. Students will learn about one-on-one communications, develop a workplace committee, and explore campaign strategies. Employer anti-union campaigns, legal strategies, and planning skills will also be emphasized. (2 semester credits)

Organizing II

LBUS3916

This course, focusing on the private sector, is designed for those who have completed Organizing I, who have comparable organizing experience, or who will assume (or have assumed) greater organizing responsibilities. Specific elements include recruiting and training of union members in the organizing process; leader development; corporate campaign research; legal strategies; database/reporting procedures; campaign issues and theme development; community involvement; campaign planning; and progress analysis. (2 semester credits)

Organizing III

LBUS3917

The most advanced organizing course available at the NLC, this course is designed for those who have completed Organizing II, who possess extensive organizing experience, or those with management responsibility for a large campaign or organizing program. With an emphasis on strengthening strategic thinking, the course will also sharpen the skills needed to win organizing campaigns and first contracts. Using actual case studies from recent campaigns, participants will analyze and discuss the decisions that need to be made by organizers daily. Sessions on strategic research, staff development and management, communications strategy, and management of large campaigns will be featured. (2 semester credits)

Organizing in the Construction Industry

Level 1

LBUS3918

This course offers a comprehensive overview of organizing issues related to the construction industry, and offers concrete strategies aimed at promoting organizing throughout the industry. In addition to concentrating on issues related to workforce organizing—identifying, contacting, and communicating directly with unrepresented workers—participants will also review the evolution of construction organizing, the use of top-down and bottom-up tactics, and basic labor law. Specifically, participants will learn how to identify leaders and build both employer-based and industry-wide worker committees. One-on-one skills, overall communications strategies, framing issues, and motivating workers will also be addressed in this program. (2 semester credits)
Organizing the Global Workforce LBOR4000
This class explores the question of how labor and other grassroots groups are working to affect the shape of the global economy and rebuild labor movements in the United States and around the world. As in the 1930s, organizing today depends on a combination of building solidarity and dealing with current economic problems. This class first traces the international division of labor by looking at how globalization is affecting work across the world, and the problems posed for workers, unions, communities, and countries. It then examines new forms of organizing—in the U.S. and abroad—that are emerging to deal with the problems. The class also addresses the role of race, gender, and migration, and the barriers and opportunities they present for activists trying to build local and international solidarity. (3 semester credits)

Physics for Unionists SCIE3030
This course is designed for people who like to use their minds and develop their ability to understand and interpret what they see in the work around them. Physics is an area of study that is beautiful, exciting, logical, philosophical, literal, historical, relevant, mathematical, and fun. (3 semester credits)

**Pro Labor Local Economic Development: LBPE3020
New Union Strategies
This course will help students understand traditional corporate-oriented local economic development policies and develop strategies to support “good jobs” alternatives. It will also address taking advantage of the new federal stimulus monies and other new federal funding. Students will also learn how a focus on their local communities can create better jobs, strengthen unions, and make communities more livable. (1 semester credit)

Reading & Writing Critically ENGL3001
This course tackles the challenges students face in reading and writing critically by helping them learn how to interact with readings and uncover their hidden meanings. Additionally the class covers research techniques and argument theories to help students craft more powerful essays that reflect their personal style, strong critical thinking, and advanced information literacy skills. (3 semester credits)

Representing Injured Workers LBUS3930
This course will provide union representatives with the practical knowledge and tools to represent workers with job-related injuries and illnesses. Participants will examine legal rights and responsibilities under various laws, including the Occupational Safety and Health Act, the Americans with Disabilities Act, the Family and Medical Leave Act, and state workers’ compensation laws. Contract language and collective bargaining around issues concerning the rights of injured workers will also be covered. Case problems and examples will be used to develop strategies for using these laws effectively. (2 semester credits)
Safety and Health for Union Organizers  LBSH4560
This is a course intended for health and safety majors and other students interested in using workplace health and safety issues as an organizing tool. This course provides students with facts about worker safety and health, workers' legal rights, effective use of resources, and provides case studies and strategic uses of safety and health in organizing campaigns. (1 semester credit)

*Science, Technology & Our World  LBSH 3000
Science and technology touch our lives in many ways and at many levels. This course offers the understanding of the basic principles of science to explain the world. The course will take two directions: (1) to discuss the impact of some very important environmental and quality of life issues; and (2) to provide the basics facts, concepts, and principles of science that will provide students with a basic understanding of the phenomena discussed. (3 semester credits)

Secretary-Treasurer's—LM2 Requirements  LBUA 3904
For secretary-treasurers of locals that have incomes of $250,000 or more, the rules for collecting, analyzing and filing the union's LM-2 Labor Department Annual Report are drastically more complex than ever before. The new rules aren't just related to new information on the form itself; locals must also file the new LMN-2 electronically. This four-day workshop is designed to provide students with effective tools to accomplish this filing. The class is hands-on, in the computer lab, designed developing students' proficiency with Quick Books as it relates to the new LM-2 "Informational Requirements." The workshop material will provide students with an excellent understanding of all the new requirements and will help them to successfully complete the LM-2 Form. (2 semester credits)

Secretary-Treasurer's Total Solution  LBUS 3500
Secretary-Treasurers manage hundreds of thousands of dollars of the membership's and local's money. They have the responsibility to ensure the prudent handling of funds and compliance with all regulatory requirements dictated by the IRS and DOL. (3 semester credits)

*Self-Directed Study in Occupational Health and Safety  LBSH4550
This course is for Health and Safety majors and other students interested in pursuing a self-directed study (reading and writing) of importance to them in the area of occupational safety and health. Students will work with faculty to determine scope of work and design of work product. (1 semester credit)

Senior Project  LBCR4900
Students are required to complete a Senior Project in conjunction with the Senior Seminar. The project should emphasize the student's role in the labor movement in conjunction with classroom experience. Students use the Senior Seminar to select a topic and faculty advisor. Both oral and written presentation of the work is presented in the Senior Seminar. (3 semester credits) Co-Requisites LBCR4700 and LBCR4800
Senior Seminar LBCR4800
This course provides an opportunity for students to integrate their cognitive skills by bringing them to bear on a specific topic relevant to their major field of study and work experience. Each student will choose an aspect of the seminar topics for extensive independent research (Senior Project). Students will present their results in both written and oral form and will be introduced to types of research papers, methodology, and citation forms. Students will be grouped by area of interest and faculty advisor. (3 semester credits)
Co-Requisites LBCR4900 and LBCR4700

*Social History of Labor Music LBHU 3025
This course provides an overview of the social history of labor music, as a key to understanding the growth of the labor movement in the United States. The course will introduce students to the songs of specific historical periods, events, industries, labor policies, and genres of labor music. Learning about these eras and campaigns through the music that grew out of, empowered and documented them will help students develop a deeper appreciation of the rich history dating back hundreds of years that permeates industries and crafts around the country, from coal miners to health care, office workers and more. The course is designed for both students in the Music and Arts specialization and other majors. (3 semester credits)

Spanish Immersion LBUS3920
Organizing Spanish-speaking workers and providing services to Spanish-speaking members is vital in today's multi-cultural workplaces. This course offers a unique and great opportunity to learn Spanish through immersion—75 hours of classroom instruction in Spanish. In fact, participants will begin speaking Spanish on the first day of class! Participants will learn from native speakers and will practice conversations that are related to organizing, union administration, health and safety, and more. No previous Spanish language experience is necessary, as students will be grouped according to ability. Daily lectures on cross-cultural communication will be given, and cultural events and activities will be scheduled in the evenings.
NOTE: due to the specialized subject matter, a special fee applies. Please contact the Registrar's Office for details. (6 semester credits)

Special Topics in Labor Safety and Health
Each time this course is offered, it will provide an intensive exploration of a topic of interest to students. Offerings may include courses on subjects such as "The Politics of Occupational Safety and Health," "Collective Bargaining and Safety and Health," "Organizing and Safety and Health," and "Strategic Union Approaches to Occupational Safety and Health." (3 semester credits)

*Steward Training LBUS3100
Stewards are the face of the union for members. This one-day Saturday Steward Training is for older stewards who need review, or new stewards who need an introduction to stewards' responsibilities. The class covers the general responsibilities of a steward, and then focuses on grievance handling. MINIMUM REQUIREMENTS: No
minimum requirements. RELATED CLASSES: Strategic Grievance Handling; Arbitration Preparation and Presentation Levels I and II; Arbitration Brief Writing Levels I and II; Arbitration Preparations and Presentation—Picking the Right Cases and the Right Arbitrators. (2 semester credits)

Strategic Bargaining and Organizing Campaigns  
Strategic Bargaining and Organizing Campaigns LBUS3921 
How does a union negotiate a contract with a company that has just hired a union-buster? How do unionists persuade a newly organized company to negotiate a first contract? What are the alternatives to an economic strike? These questions and more are answered in this course, which was specifically designed to build bargaining and organizing power. Emphasis will be on what the union can do to maximize its strength away from the bargaining table and the National Labor Relations Board (NLRB). Specific points of discussion will include the following: expanding member participation in the bargaining process; enlisting public support; developing innovative campaign strategies; and devising tactics to negotiate a collective bargaining agreement even with powerful global corporations. (2 semester credits)

**Strategic Bargaining and Organizing Campaigns LBUS3921**
How can unions be more effective in getting a good contract? This class examines how the union can maximize its strength away from the bargaining table and the Labor Board. Points of discussion will include expanding member participation in the bargaining process; enlisting public support; developing innovative campaign strategies; and devising tactics to negotiate a collective bargaining agreement, even with a powerful employer. This class will not cover table tactics and applicable law, which will be covered in Negotiations Strategy and Tactics. (2 semester credits)

Strategic Grievance Handling LBUS3080 
Most grievance handling is done in “servicing” mode without involving members or contributing to the organizational strength of the union. This class, which is suitable for beginning stewards as well as experienced union representatives, focuses on using grievances to build the union. Its goal is for students to leave with revitalized organizing plans and skills to address current issues and to involve members in the daily life of the union. Working with the actual problems students bring to class, students will analyze both relevant contract and legal rights, and the strategic and organizational issues presented. Students will then explore how the problems can be used to build member involvement and union power by applying listening skills, surveying, mapping, charting, and campaign strategies. Particular emphasis is placed on developing member participation through concerted activities in the workplace. Optional evening sessions are provided for those who need information about the basic legal rights of stewards. NOTE: Related courses include Arbitration Preparation & Presentation Levels I and II; Arbitration Brief Writing Levels I and II and Grievance Mediation. (2 semester credits)
Strategic Planning for Construction Organizing Level II
Intended to help union locals and building trades councils maximize the effectiveness of their organizing activities and to promote the efficient use of union resources, this course offers a step-by-step plan for developing and applying a comprehensive strategy. Specifically, participants will review basic concepts of planning, strategic targeting, conducting a power analysis, and strategic research for construction organizing. Participants will take part in a series of interactive, small-group exercises centered on a realistic case study. This course is designed for building trades union officers, agents, experienced organizers, or those who have attended Organizing in the Construction Industry Level I. (2 semester credits)

Strategic Political Campaigns to Move Labor’s Agenda Forward
Learn about the best political practices and how they could apply to locals and central labor bodies. (2 semester credits)

Teaching Techniques I
With an ever-present need for renewed activism and broader involvement among the rank-and-file, membership education is a top priority of today’s unions. This introductory course—ideal for union staff members who teach at conferences, workshops, or other educational settings—covers a broad range of education skills, from planning a time-sensitive teaching outline to conducting an effective class. Since most adults learn better when actively involved, this class will stress participation techniques. Practice teaching is a key component of the course, and during these sessions, guidance and feedback by a skilled labor educator will be offered. (2 semester credits)

Teaching Techniques II
A follow-up to the basic Teaching Techniques I course, this advanced course offers participants the opportunity to upgrade their teaching skills and allows them a forum to exchange ideas with other experienced labor educators. Participants will learn methods for designing effective teaching outlines. In addition, participants will expand the range of techniques they use and will learn how to write their own teaching materials. Leading a discussion—a complex, but critical component of teaching—will be emphasized. Practice teaching, with critique, is also an important part of this program. NOTE: permission of the instructor is required for admission to this course. (2 semester credits)

*The Adult Learner
This course covers adult learning theories and practices essential for use by adult learners and by those who develop and implement adult learning, and those who communicate with adults for organizing and political campaigns. The programmatic and personal application of the theories and practices are deeply examined and discussed. This course also explores how students can increase their capacity as life-long learners. NOTE: Students who have taken Theories of Adult Learning in the BA program may not take this course (3 semester credits)
Trainer Course in Occupational Safety & Health Standards for General Industry

This is a trainer course for personnel from all types of industry. It is designed to present detailed information on how the provisions of the OSH Act may be implemented in the workplace. Rights and responsibilities under the OSH Act, the appeals process, and record keeping are covered. The course also includes an introduction to OSHA's general industry standards and an overview of the requirements of the more frequently referenced standards. Upon completion of this course, students will be authorized to teach the 10- and 30-hour outreach “voluntary compliance” programs and issue cards to their students from OSHA. Students must have completed OSHA course 511, or have equivalent training, and five years of work experience to take this course. (Offered for 2.5 CEUs; 3 semester credits)

Trainer Course in Occupational Safety & Health Standards for the Construction Industry

This course is designed for trainers interested in teaching the OSHA 10- and 30-hour construction safety and health hazard awareness outreach program. Special emphasis is placed on those topics that are required in the 10- and 30-hour programs as well as on those that are the most hazardous, using OSHA standards as a guide. Course participants are briefed on effective instructional approaches and the effective use of visual aids and handouts. Upon completion, students will be authorized to teach the 10- and 30-hour construction courses and can obtain completion cards for their students from OSHA. Students must have completed OSHA course #510, or have equivalent training, and five years of construction experience to take this course. (Offered for 2.5 CEUs; 3 semester credits)

“Train-the-Trainer” on Workplace Health and Safety

This six-day “train-the-trainer” program focuses on workplace health and safety. This program is different from the OSHA 500 and 600 courses and is a good complement to these courses. Participants—union activists, staff, and health and safety representatives—will learn how to teach their fellow union members about workplace safety and health. The training focuses on involving workers in union efforts to improve safety and health, and making the union more effective in its efforts to get the employer to correct safety and health problems. Participants will learn how to teach a curriculum that includes the role of workers and their unions in safety and health, identifying hazards in the workplace, legal rights of workers and unions, employer record-keeping requirements for workplace injuries and illnesses, introduction to ergonomics, and effective health and safety committees. The program is participatory and includes all the materials participants need to teach the curriculum.

NOTE: Permission of the instructor is required. Participants must be sponsored by their union and must agree to facilitate safety and health training in their union. The sponsoring union must make a commitment to support the participants in conducting health and safety training for its members. (3 semester credits)
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<td>Union Administration</td>
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<td>LBUA3100</td>
<td><strong>Union Leadership, Administration and Member Organizing</strong></td>
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<td>LBUS3904</td>
<td>Union Leadership in the 21st Century</td>
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<td>LBOR4151</td>
<td>Union Structure and Governance</td>
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<td>LBHU-3050</td>
<td><em>Western Music of the Gilded Age and Progressive Era</em></td>
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<td>LPBE 4989</td>
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**Union Administration** (LBUA4900)

This course will provide a comprehensive understanding of virtually all aspects of the administration of unions. Students will be exposed to a wide variety of situations and problems encountered by union officials in carrying out their duties. (3 semester credits)

**Union Leadership, Administration and Member Organizing** (LBUA3100)

This class looks at 21st century union leadership strategies and challenges. Students discuss the current state of labor, examine challenges to organizing, and explore opportunities for building strength for members, using strategic analysis to develop plans of action. The course will also focus on member organizing and how to find and develop more leaders within locals. (2 semester credits)

**Union Leadership in the 21st Century** (LBUS3904)

For locals interested in motivating members to get involved and avoid burn out, in this class students also explore finding and developing leaders within their existing steward system. (2 semester credits)

**Union Structure and Governance** (LBOR4151)

This course examines union governing and administrative structures and functions at the local union, district or regional, and national levels within the framework of the local central body, the state labor council, and a national federation (AFL-CIO). (3 semester credits)

**Western Music of the Gilded Age and Progressive Era** (LBHU-3050)

The phrase “Gilded Age” was coined by Mark Twain to reflect the opulence of the wealthy while hiding the underlying poverty resulting from the corporate exploitation of the workers in the late 1800s. At the same time, America's Gilded Age was a time of great musical evolution. As the country continued to develop a musical style separate from Europe, its church and religious music and opera took on new forms. Music-as-entertainment also evolved, with marching bands at public events and the new musicals in theaters. This course examines the composers and musicians (e.g., Antonin Dvorzák, Charles Ives, Scott Joplin, John Philip Sousa), instruments, and musical forms that uniquely identify the Gilded Age. (3 credits)

**Where the Local Meets the Global** (LPBE 4989)

Along with Labor in the Global Economy (LBPE 4988), Where the Local Meets the Global is one of the two foundation courses of the Political Economy curriculum. Both classes are aimed at giving students a deeper understanding of the origins and effects of the current economic crisis. While LBPE 4988 helps students understand the forces shaping globalization in trade and services, Where the Local Meets the Global explains how the international financial system has led to global economic crises and limited the ability of governments around the world to support full employment and public services. Class discussions include economic concepts needed to understand current debates surrounding the role of government in regulating the economy, lowering unemployment, raising wages, and preventing future crises, and the role for labor in these debates. (3 semester credits)
Where the Local Meets the Global— LBPE 4986
Train the Trainer
This course is designed to be taken with or after Where the Local Meets the Global. It applies the core concepts concerning governments' role in regulating the economy discussed in Where the Local Meets the Global to current issues and political debates in the United States. The course places special emphasis on the debate around the federal budget and deficit spending—including infrastructure and R&D, and the implications for dealing with issues ranging from health care reform and climate change to education, stimulus packages during recessions, and economic crises. It also discusses the relationship between the trade deficit and the budget deficit. (3 semester credits)

**Workers' Rights— LBUS3065
Advanced Grievance Handling
Students will gain a general understanding of workers' rights by researching employment laws, including discrimination, sexual harassment, Family and Medical Leave Act, Fair Labor Standards Act, OSHA, wage theft, and other laws. This course will enable students to think strategically about the best ways to resolve legal problems, including using the union contract and involving members and community allies. (2 semester credits)

Workers' Rights— LBUS3060
Building Power in the Workplace
Students research employment laws, including discrimination, sexual harassment, Family and Medical Leave Act, Fair Labor Standards Act, and OSHA to learn to think strategically about the best ways to resolve legal problems, including using union contracts and involving members and community allies. (2 semester credits)

Workplace Hazards and the Law LBSH4601
This course is intended for students seeking a health and safety major and who want to make a difference in worker safety and health—protecting and preventing co-workers from becoming sick or being injured, or being killed in the workplace. This course examines workplace hazards —how to recognize, identify, and control hazards; workers' rights and responsibilities associated with these hazards; and how working with unions on issues of safety and health can make a difference. (3 semester credits)

*World Music LBHU3050
World Music is a wide-ranging survey of music of the world, in their historical and social contexts, from ancient times to the present day. The course will examine a selection of the world's music including Africa, the Americas, and the near and Far East, serving as an introduction to the field of ethnomusicology. Through listening and discussion, students will become familiar with some of the main sounds, concepts, and behavior of people making music in various parts of the world. (3 semester credits)
Writing about Labor and Literature  
ENGL4100

This course looks at how work, unions, and the history of the labor movement have been portrayed in American literature. By analyzing the ideas about work presented in literature, students will enhance their knowledge of the history and experience of the labor movement, while learning about the forms of literature and improving critical thinking and writing skills. Readings include novels and excerpts from novels, short stories, poetry, songs, and essays. (3 semester credits)
ACADEMIC POLICIES

Academic Freedom
As an educational institution of higher learning, the National Labor College is committed to academic freedom. The College supports and encourages the free expression and exchange of ideas by and among faculty members and students which is essential to the learning process.

Academic Misconduct
NLC has a strict policy against academic misconduct. Academic misconduct includes, but is not limited to plagiarism, cheating, fabrication or other intentional acts of dishonesty or acts designed to deceive or obtain and unfair advantage. It shall be considered academic misconduct to assist or knowingly participate in acts committed by others. Incidents of academic misconduct will be reviewed by the provost in consultation with the appropriate faculty member and may result in expulsion, course failure or other penalties. Students may appeal findings of academic misconduct pursuant to the Appeals Process set forth under NLC academic regulations.

Plagiarism
Plagiarism includes: copying verbatim all or part of another’s written work; using phrases, charts, figures, or illustrations without citing the source; and paraphrasing ideas, conclusions, or research without citing the source. When using another’s ideas either: (1) quote exactly as written within quotation marks and cite the source or (2) write in your own words and cite the source.

Plagiarism is involved in all of the following practices:

- Directly copying all or parts of a paper without using quotation marks and scrupulously acknowledging the sources.
- Submitting a paper that someone else has written, whether that paper has been bought or borrowed or written for the student.
- Using another’s phrasing with occasional slight modification but without quotation marks to indicate the unchanged phrasing, even if a footnote indicates the source of ideas.
- Using someone else’s striking phrasing, without quotation marks, in a paper that is mostly original.
• Using someone else’s illustrative analogies, allusions, or other figures of speech as if they were one’s own.
• Presenting someone else’s opinions as one’s own, or borrowing specific facts without acknowledging the sources.

In addition to those listed above, using the same paper for more than one course without the explicit approval of the instructors involved is academically dishonest even if the paper is entirely original.

The National Labor’s College’s Academic Review Committee makes recommendations to the Provost and President in the event of an alleged case of academic misconduct.

**Online Participation and Attendance Policy**

All students must participate in the online portion of a course by the Friday of the second week of the term at the latest. Participation will vary per course as determined by each instructor, but weekly online attendance is required for all online courses.

Failure to comply with the Online Participation Policy will result in an “IW” (Involuntary Withdrawal), and no refund will be issued.

By registering for classes and logging in to Blackboard, students indicate their agreement to follow the NLC’s Academic Honesty policy. See the policy at www.nlc.edu.
ADMINISTRATION, FACULTY AND STAFF

Administration

President William E. Scheuerman
Before assuming the presidency of the National Labor College in December, 2007, Dr. William E. Scheuerman served beginning in 1993 as president of United University Professions (UUP), the largest public higher education union in the nation representing 33,000 academic and professional faculty, and an affiliate of the American Federation of Teachers (AFT). In July 2006, Dr. Scheuerman became the first AFT officer from higher education to serve on AFT’s Executive Committee. Dr. Scheuerman is the author of numerous scholarly works including two books—The Steel Crisis, in 1986, and Private Interests, Public Spending with Sid Plotkin, in 1994, which examined the political origins of the fiscal crisis and organized labor's response. He serves on the boards of several public interest organization boards and is a member of the editorial boards for AFT’s American Academic journal and the journal USA. President Scheuerman earned his BA in public administration from the City College of New York, an MA in political science from Queens College and his Ph.D. in political science from the Graduate School of the City University of New York. Phone: 301-431-5401 Email: bscheuerman@nlc.edu

Vice President for Academic Affairs and Provost
Thomas J. Kriger
After earning his Ph.D. in political science from the Graduate School of the City University of New York in 1994, Thomas J. Kriger began his academic career as assistant professor in government at Saint Lawrence University. He has also held professorships at Providence College and the University of Northern Colorado. In 1998, Kriger was named director of research and legislation for the United University Professions (UUP), the largest higher education union in the country representing more than 30,000 faculty and staff of the State University of New York. Kriger went on to serve as assistant to the president of UUP, Dr. William E. Scheuerman, until Scheuerman’s appointment as president of the
National Labor College in December 2007. Kriger was then appointed associate budget director for research and policy for the State University of New York. Kriger is the author of numerous scholarly articles and professional publications, and is on the editorial board of Working USA and Collective Bargaining in the Academy.
Phone: 301-431-5402
Email: tkriger@nlc.edu

Vice President for Institutional Advancement
Robert Molofsky
Robert Molofsky, Esquire, served for 25 years as general counsel (1996-2006) and legislative/political director (1981-1996) to the 185,000 member International Amalgamated Transit Union. Molofsky currently oversees the NLC's institutional advancement operations including development, alumni relations, marketing and communications. In addition, he continues to serve as Vice President and Special Counsel for the AFL-CIO's Investment Trust Corporation, a position he has held since 2006. Molofsky, a nationally recognized transit/labor policy expert has testified many times before the United States Congress on transit legislation, labor policy, transit security, privatization and licensing issues. He holds a Bachelor of Science in Industrial and Labor Relations from Cornell University and a Juris Doctor from American University's Washington College of Law. Since 1999, he has served as a fellow with the College of Labor and Employment Lawyers and in 2008 received the Judge William B. Groat Award, from Cornell University's School of Industrial and Labor Relations (ILR) for exceptional professional accomplishment in the field of industrial and labor relations as well as outstanding contributions to the School.
Phone: 301-431-5406
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Acting General Counsel
James Gentile
James Gentile has taught classes for the University of Baltimore, Montgomery College, and NLC. He holds a BA in Philosophy and Government from Georgetown University and a J.D. from Catholic University.
Phone: 301-431-5454, Ext. 461
Email: jgentile@nlc.edu

Deputy Provost
Yoon-il Auh
Dr. Auh previously served as a Director of Distance Learning at Central Michigan University. He taught nine years at Teachers College, Columbia University in the department of Mathematics, Science, and Technology and at New York University in the Institute of Information Technology. He authored several publications in the areas of computer programming, multiple intelligence, and music instruction. He holds bachelor's and master's degrees from the Julliard School along with an MA in Computing and Education, a M.Ed. and Ed.D. from Columbia University. He is a member of American Federation of Musicians and APALA; and certified curriculum reviewer for the American Council on Education.
Phone: 301-628-4862
Email: yauh@nlc.edu
Deputy Provost
Charles Hodell
Dr. Hodell holds a B.A. in Labor Studies from Antioch University–The George Meany Center for Labor Studies, and an M.A. in Instructional Systems Development and a Ph.D. in Language, Literacy, and Culture from the University of Maryland, Baltimore County (UMBC). He is an Adjunct Faculty Member at UMBC in their graduate program in Instructional Systems Development. Hodell has also authored several books in the area of Instructional Systems Development. He is a past officer, organizer, and life member of the Communications Workers of America and has also been a member of the American Federation of Musicians, United Food and Commercial Workers, and International Alliance of Theatrical Stage Employees.

Phone: 301-431-6400
Email: chodell@nlc.edu

Associate Provost for External Relations
Carol D. Rodgers
Carol Rodgers came to the College from the AFL-CIO on a one-year temporary assignment in 1995 to work with the nationally acclaimed Rail Workers Hazmat Training Program where she remained until her appointment in 2007 within the NLC’s president’s office. She held the positions of shop steward and assistant shop steward for many years and has been on numerous committees at the College. Carol graduated with a BA from NLC in 2000 with a double major in Labor Studies and Labor Safety and Health. While a student she served as an Executive Board member and as secretary-treasurer of the Student Union.

Phone: 301-431-5440
Email: crodgers@nlc.edu

Acting Vice President for Operations
Beth Shannon
Beth Shannon has been with NLC since December 2002. Prior to joining NLC, she worked for the AFL-CIO International Affairs Department, including two years working on education and training programs in Asia. She holds a BS in Architecture from The Catholic University of America and a MS in Organization Development from American University.

Phone: 301-431-5413
Email: bshannon@nlc.edu

Director of Communications
Matt Losak
Matt Losak has served as Director of Public Affairs at the U.S. Department of Labor, Employment Standards Administration and as a press advance officer at the White House Office of Scheduling and Advance in the Administration of President William Jefferson Clinton. Losak served as a Peace Corps Volunteer English Teacher in Lesotho, southern African from 1985–1988. He holds a BA in English from Southern Connecticut State University, where he began his union career as a member and activist for UNITE-HERE, Local 217.

Phone: 301-431-5453
Email: mlosak@nlc.edu
Director of Conference Services
Lisa Hughes
Lisa Hughes began with the AFL-CIO in 1985 and then transferred to the NLC in 1987. She began her career at the NLC in academic services and later moved on to support the president of the college. Since 2002, Lisa has led the Conference Services team into a full-service union conference center, helping to support the educational mission of the college. Lisa holds a B.A. in Labor Education from NLC.
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Registrar
Eve Dauer
Eve Dauer served as registrar at the University of Toledo College of Law, compliance officer at Bowling Green State University, and as registrar at Capella University. She holds a BS in Interdisciplinary Studies and a Masters in Public Administration from the University of Toledo, Ohio.
Phone: 301-431-5410
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Director of Admissions
Karen Banks
Karen Banks has been with the National Labor College since 1978. She has worked in most Academic Services positions in addition to several other departments on campus. She most recently served as assistant registrar at the College. She holds a B.S. in Human Ecology from the University of Maryland, College Park.
Phone: 301-431-5422
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Director, Student Financial Services
Tracie Sumner
Tracie Sumner joined the College in 2007 after holding several key management positions within Strayer University. She has twelve years of experience in higher education including post-graduate medical admissions, student services, and financial aid. She holds a BS in Sociology from Longwood University.
Phone: 301-628-4253
Email: tsumner@nlc.edu

Controller
Antonio DeNicolis
Antonio DeNicolis joined the College in 2004 after serving as controller for University Physicians Medical Group, and as director of finance for the Department of Psychiatry, both at the University of Maryland School of Medicine. He is a Certified Public Accountant and holds a BA in Business Administration from Towson University.
Phone: 301-431-5419
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Human Resources Manager
Cheryl Leid
Cheryl Leid has served in her current position since 1999. A Certified Public Accountant, Leid holds an MS in Management and a BS in Business and Management from the University of Maryland.
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Email: cleid@nlc.edu
Faculty

Elise Bryant
Prior to joining the College, Elise Bryant was the program associate for the Union Minorities/Women's Leadership Training Program at the University of Michigan's Labor Studies Center. She has received numerous awards and honors for her work with community organizations and for her artistic endeavors. She holds a BA in Fine Arts from the University of Michigan and a MS in Organization Development from American University.
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Jannie Cobb
Jannie Cobb is the librarian as well as a full-time faculty member. She holds a BA in Political Science from Howard University and an MS in Library Science from The Catholic University of America.
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Regina (Jean) M. Dearden
Jean Dearden is vice-chair of the Faculty Senate and the Chair of the Academic Standards Committee. She holds a master's degree from the University of Maryland Baltimore County in Instructional Systems Development, a BA in Communications/Journalism from Shippensburg University, and a certificate in Online Teaching from the University of California, Los Angeles, UCLA Extension.
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Lynda DeLoach
Lynda DeLoach is an archivist with the George Meany Memorial Archives. She holds a BA in English from Carleton College and an MA in History from New York University.
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Patricia A. Greenfield
Patricia Greenfield is the former Vice President and provost of the NLC, and Graduate Program Director of the Labor Relations and Research Center at the University of Massachusetts Amherst. She holds a Ph.D. in Industrial Relations from Cornell University, a J.D. from the Washington University School of Law, and a B.A. degree in political science from the University of Rochester. She has been a local union president, executive board member, steward, and an international union staff member.
Phone: 301-431-5402
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Jennifer M. Harrison
Jennifer Harrison specializes in composition and literature, teaching Reading & Writing Critically, American Labor Literature, Writing about Labor and Literature, Effective Writing, and Creative Writing, in addition to managing the prior learning assessment program. She holds an MA in English Language and Literature from the University of Maryland,
College Park and a BA in English from Washington College. Harrison has taught at Montgomery College and Anne Arundel Community College; before becoming a faculty member, she directed marketing, communications, and publication development in higher education association publishing. She is currently pursuing a doctoral degree in language, literacy, and culture at the University of Maryland, Baltimore County.
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Peter Hoefer
Peter Hoefer teaches labor studies and history courses at the College. He holds a BA in History and a MA in American History and is completing his doctorate in Twentieth Century U.S. History at the University of Maryland.
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Henry Jajuga
Henry Jajuga is Associate Professor for Health and Safety and Director of the College’s Rail Workers Hazmat Training Program and the National Resource Center for OSHA training. He has participated in the Rail Workers Hazardous Materials training program at NLC since 1999 and worked as Maintenance of Way crane operator since 1983. He has traveled extensively in the Western United States during his employment with Southern and Union Pacific Railroads. Henry also has held several union positions for BMWED local 227 of the Pacific Federation including president and district chairperson. He holds a B.A. in Health and Safety from the NLC, and an M.A. from the University of Baltimore/NLC partner program in Legal and Ethical Studies.
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Bonnie Ladin
Bonnie Ladin has worked for over 25 years as a union organizer, holding various positions of responsibility with SEIU. She holds a BA in History from the University of California at Santa Cruz.
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Julie Ann Mendez-de Leon
Julie Ann Mendez-de Leon has worked at the National Labor College since 1997. She teaches Methods that Motivate and Images of Labor in Art. In addition to teaching and advising students, she serves on various faculty governance committees and is the program chair for the BA program in Labor Studies. She holds an MA in Education from the University of Maryland, Baltimore County, and a BA in Interdisciplinary Studies.
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Robert Morriss
Robert Morriss is the administrator for the Blackboard learning system and webmaster for the College. He teaches Distance Learning and Computer Skills courses. He holds a BA in History and Psychology from Drury University, a BS in Mathematics/Computer Science from Towson University and a MA in Instructional Systems Development from the University of Maryland, Baltimore County.
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Julia Offiong
Julia Offiong is a librarian with the George Meany Memorial Archives Library of the National Labor College. She holds a BA in Political Science and a master's degree in Library Science both from the University of Pittsburgh.
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Ruth Ruttenberg
Dr. Ruttenberg is an economist, specializing in labor economics and occupational safety and health. She is widely published and is an active consultant with a range of unions and government agencies. She holds a BA from the University of Wisconsin and a Master’s degree and a Ph.D. from the University of Pennsylvania.
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Katherine Sciacchitano
Prior to joining the NLC, Katherine Sciacchitano worked as an organizer, a staff representative, a staff attorney, and taught at the School for Workers, University of Wisconsin. She has published articles on organizing, the global economy, welfare reform, and health care reform. She graduated from the Columbia School of Law of The Catholic University of America in 1979 and is a member of the District of Columbia Bar.
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Yvonne Scruggs-Leftwich
Dr. Yvonne Scruggs-Leftwich has been an NLC professor since 2003 after previously having served on the faculties of the University of Pennsylvania and its Wharton School; Howard University; SUNY College at Buffalo; and George Washington University among other academic and research institutions. She is a member of CWA, of the Writers Union and chaired the NLC Faculty Guild for three years. She currently chairs NLC’s Faculty Senate. Dr. Scruggs-Leftwich has authored numerous books and publications based upon her research on political power and urban diversity; women in the political process; racial equity and social justice; organizational and leadership development; and national urban policy. She holds an honors B.A. Degree in Political Science from North Carolina Central University, an M.A. in Public Administration from the Hubert Humphrey School of the University of Minnesota, and a Ph.D. in City Planning and Urban Policy from the...
University of Pennsylvania (at Philadelphia). She was a Fulbright Fellow to Germany and a Ford Foundation Individual Grant recipient. Dr. Scruggs-Leftwich is chair of the Faculty Senate and former chair of the NLC Faculty Guild.
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Sharon Simon
Sharon Simon is a Professor and is also Director of the NLC's Labor Safety and Health Training Project. In addition to workplace safety and health, she teaches courses on negotiating and writing contract language, teaching techniques, and how to be effective in joint labor-management programs. She has worked for more than 25 years as a labor educator. Prior to joining the NLC, she taught at the Labor Studies Center, Wayne State University and at the School for Workers, University of Wisconsin. She was also a staff representative for an AFSCME district council. She holds a BA in Social Policy and Community Planning and a JD from Faculty of Law and Jurisprudence, State University of New York at Buffalo. She is a member of the Washington-Baltimore Newspaper Guild, Local 35, Communication Workers of America.
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Sarah Springer
Sarah Springer is an archivist with the George Meany Memorial Archives. She holds a Bachelor of Liberal Arts in Social Science from Johns Hopkins University and a Master's in Library and Information Sciences from the University of Pittsburgh.
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DIRECTIONS TO NLC

Location
The National Labor College is located on the northern outskirts of Washington, D.C., in Silver Spring, Maryland.

Address: 10000 New Hampshire Avenue Silver Spring, Maryland 20903

Phone: 301-431-6400 or 800-462-4237.

There are three major airports serving the metropolitan area: Reagan National Airport (DCA), Washington Dulles International Airport (IAD), and Baltimore-Washington International Airport (BWI).

Various types of transportation are available to you from each airport. Listed below are union limousine services. Contact them for current prices.

- Limousines For You 800-643-7070
- United Transportation, Inc. 888-881-4443
- Super Shuttle is also available 24 hours from each airport. They are located near the baggage claim areas at each airport. Should you wish to contact them, their phone number is 1-800-BlueVan.

If you’re driving, look for Route 495 (Washington’s beltway). Take Exit 28A onto New Hampshire Avenue North. Make a left turn at the third traffic light, Powder Mill Road. There’s a Self Serve Exxon gas station on the corner. Parking on campus is free for those attending labor studies programs.
NLC CAMPUS MAP
(1) ADMINISTRATION BUILDING
ATM Machine
Registrar
Student Services
Faculty Offices
Hazmat Office
NRC Office
Conference Rooms
Board Room
Room A
Randolph-Rustin Room
Soft Drink Machine
Copy Machine

(2) ARCHIVES
George Meany Library
(9 am-6:30 pm M-F)
Closed on Weekends
Exhibit Areas
Reading Room
Conference Rooms
E & F

(3) BARRETT RESIDENCE HALL
Guest Rooms
1st Floor: 3150 - 3157
2nd Floor: 3250 - 3257 (smoking)
Accounting Department
Soda Machine (ground floor)

(4) SOUTH RESIDENCE HALL
Guest Rooms
1st Floor: 4100–4121
2nd Floor: 4200–4221
Basement Level
Recreation Room
Fitness Center
Snacks & Soft Drink Machines
NLC BAR
Bar Hours: 5pm–12am
Last Call (11:45pm)
*Patios will close at 10:00pm

(5) HOEHLER RESIDENCE HALL
Guest Rooms
1st Floor: 5101–5123
2nd Floor: 5201–5223
L1: 5001–5023 (Smoking)
L2: 5031–5049
Soda Machine (Level 1)

(6) NEW RESIDENCE HALL
Guest Rooms
1st Floor: 6101–6123
2nd Floor: 6201–6223
L1: 6001–6023
Reading Room
Computer Room
Washer, Dryer
Snacks & Soft Drink Machines

(7) CONFERENCE ROOMS
1,2,3,4,D

(8) AUDITORIUM

(9) KIRKLAND CENTER
Front Desk (24hrs)
Bookstore/Gift Shop
Reproduction/Xerox Room
Executive Offices
Conference Services Department
Dining Hall Hours
Breakfast: 7:00am–8:30am
Lunch: 11:45am–1:15pm
Dinner: 5:45pm–7:15pm
Conference Rooms
9201 = Solidarity Hall (A-D)
9222-9225
9230-9233
9167 = Computer Lab
9171 = Video Conference Lab
9153 = CS Boardroom
Business Center
Fax Machine
Xerox Machine
Union Perks Coffee Bar

(10) LITTLE HOUSE
DEGREE SEEKING STUDENTS

Please include the following when returning your completed application form:

- Educational Narrative
- Union Verification
- $60.00 Application Fee
- Official College Transcripts
- Official High School Transcripts

All paperwork is necessary to complete the application process. Any missing documentation will delay this process.
DEGREE APPLICATION FORM

Please check one:

- Bachelor of Arts  Specify major ____________________________
- Bachelor of Technical & Professional Studies
- Certificate Program  List certificate ____________________________

Identification Information

LAST NAME  FIRST  MIDDLE
FORMER NAME  NICK NAME
SOCIAL SECURITY NUMBER  DATE OF BIRTH
ETHNIC ORIGIN  CITIZENSHIP

Information on student's ethnic background, date of birth and gender is utilized for statistical purposes only.

Home Contact Information

STREET ADDRESS
CITY  STATE  ZIP
PHONE  CELL  FAX
EMAIL ADDRESS

Union Information

UNION  LOCAL
POSITION
STREET ADDRESS
CITY  STATE  ZIP
PHONE  CELL  FAX
NAME OF HIGH SCHOOL  GED  GRADUATION DATE
Documents Submitted For Evaluation
Official transcripts from accredited colleges and universities must be submitted by the request of the student. The National Labor College is not responsible for requesting student transcripts. National Labor College reserves the right to verify all transcripts/documents received to ensure authenticity. Submission of fraudulent documents will result in academic dismissal from the College. Please list each institution from which you have earned college-level credit for which you will be submitting a transcript:

Name of College/University  City/State


Partnership Transcripts
The National Labor College is not responsible for contacting your union or academic partner for your partnership transcripts. By submitting a transcript or documentation from an academic or union partner, you agree to pay a non-refundable partnership fee of $50.00 per credit. Please list all partnership program(s) you have completed:

Name of Partnership Program  Date Completed


Apprenticeship Training
National Labor College is not responsible for contacting your union or academic partner for your documentation. By submitting a transcript or documentation from an academic or union partner you agree to pay a non-refundable partnership fee of $50.00 per credit. Please list all apprenticeship program(s) you have completed:

Name of Apprenticeship Program  Date Completed


Military Training
Please list the branch of armed forces you were a member of and the dates of service:

Branch of Armed Forces  Dates of Service
Narrative Essay (not required for Certificate Programs)
Please see attached “Educational Narrative Essay” for details and requirements. Your narrative must be submitted with your application.

Degree Information
Select Starting Term/Month: □ Spring □ Summer □ Fall

How would you assess your writing skills?
□ poor □ average □ above average

Would you like additional help with your writing skills? □ yes □ no

Are you the 1st generation to attend college? □ yes □ no

What is your family education background?
□ high school only □ some college □ college grad

Reason for applying to the NLC?
□ personal gain □ work related needs

How did you hear about the National Labor College?

All Applicants: Signature and Date required
I certify that the above statements are true and correct. I understand that false information or documents may result in dismissal from the College; and that it is my responsibility to submit a complete admissions package. I agree that if accepted for enrollment in the College, I will comply with and be bound by all requirements and policies of the College, as set forth in this application for admissions, the Student Handbook, and the catalog pertaining to the program in which I am seeking to enroll.

SIGNATURE   DATE

Mailing/Payment Instructions
Please include your $60 non-refundable application fee with this application. Make your check or money order payable to National Labor College in U.S. dollars drawn on a U. S. bank, or complete the charge card authorization below. Please do not send cash.

Credit Card Authorization
I authorize National Labor College to charge $___________ (or the current fee at the time this form is received by National Labor College to my:
□ MasterCard □ Visa □ American Express

CARD NUMBER   EXP. DATE

NAME OF CARDHOLDER

SIGNATURE
Mail your completed application, payment, and all official documents to:
Admissions Office
National Labor College
10000 New Hampshire Avenue
Silver Spring, MD 20903

EDUCATIONAL NARRATIVE ESSAY
Write an autobiographical narrative that tells your story, describes your labor movement experiences, and lays out your educational goals and how they will impact and enhance your labor movement activities and personal aspirations. Discuss what you have learned in life, what you want to learn, and how you hope to apply your learning. The detail and length of your narrative will vary depending on the breadth of your experiences and your educational objectives, but we recommend about two to three pages, double-spaced. Your essay should offer enough detail, so the reader can gain a good sense of who you are, what you've experienced in life, and how your pursuit of higher education will help you become the individual and labor movement representative you want to be. (500 words minimum)

Your organization is up to you, and you should feel free to be creative and self expressive. You may want to include some of the following elements:
• A description of how you first became involved in the labor movement
• Positions you have held and activities you have been involved in within the labor movement
• Positions or activities you would like to pursue within the labor movement
• A description of your educational goals and how you might apply them

We would also like you to include an explanation of the relationship between your educational goals and your current and desired labor movement positions and activities. Finally, please reflect on how earning a bachelor's degree will impact your work within the labor movement and your life in general.
REGISTRATION FORM

Identification Information (please print clearly)

LAST NAME __________________________ FIRST __________________________ MIDDLE __________________________
FORMER NAME __________________________ NICK NAME __________________________
SOCIAL SECURITY NUMBER __________________________ DATE OF BIRTH __________________________

GENDER: □ M □ F

ETHNIC ORIGIN __________________________ CITIZENSHIP __________________________

Starting Term: _______________________________________________________

□ Not Seeking Degree

□ Primary Degree Major _____________________________________________

□ Secondary Degree Major ___________________________________________

Information on student’s ethnic background, date of birth and gender is utilized for statistical purposes only.

Home Contact Information

STREET ADDRESS _____________________________________________

CITY __________________________ STATE ______ ZIP __________

PHONE __________________________ CELL __________________________ FAX __________

EMAIL ADDRESS _____________________________________________

Union and Work Information
(Union information is subject to verification.)

UNION __________________________ LOCAL __________________________

POSITION __________________________

STREET ADDRESS _____________________________________________

CITY __________________________ STATE ______ ZIP __________

PHONE __________________________ CELL __________________________ FAX __________
Course Registration: Enter the title, date, and credit hours for each class. Credits are listed in course descriptions.

Class 1 No. & Title: __________________________________________________________
Date of Class: ________________________ Credit Hours: ________________________

Class 2 No. & Title: __________________________________________________________
Date of Class: ________________________ Credit Hours: ________________________

Class 3 No. & Title: __________________________________________________________
Date of Class: ________________________ Credit Hours: ________________________

Tuition/Fees as of July 1, 2009
$174 per credit-hour for AFL-CIO affiliated union members.
$233 per credit-hour for non-AFL-CIO affiliated union members.
$1,137 per credit-hour for non-union members.

An additional fee of
$115 for Arbitration classes
$150.00 for Street Law for Negotiators (consult fee schedule)
$25–90 Materials Fee
$15 Technology Fee per credit (if applicable)

SOUTHWEST ORGANIZING SCHOOL
Tuition/Fees as of July 1, 2009
$174 per credit-hour for AFL-CIO affiliated union members, plus a $174 administrative fee.
$233 per credit-hour for non-AFL-CIO affiliated union members, Working America, and family members, plus a $233 administrative fee.
$1,137 per credit-hour for non-union members.
NOTE: If you submit a post-class paper, you will receive an extra credit and not be charged an additional amount.

Mailing/Payment Instructions
Make your check or money order payable to National Labor College in U.S. dollars drawn on a U. S. bank, or complete the charge card authorization below. Please do not send cash.

Credit Card Authorization
I authorize National Labor College to charge $___________ (or the current fee at the time this form is received by National Labor College to my:

☐ MasterCard ☐ Visa ☐ American Express

CARD NUMBER EXP. DATE

NAME OF CARDHOLDER

SIGNATURE

Signature Required for Registration:

SIGNATURE DATE
Mail or fax your completed registration form to:
Registration Office
National Labor College
10000 New Hampshire Avenue
Silver Spring, MD 20903

Fax: 301-628-0160
ADDENDUM

Return of Title IV Funds Policies

The NLC Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the College prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the College would be required to return a portion of the funds and the student would be required to return a portion of the funds. When Title IV funds are returned, the student may owe a debit balance to the College.

In calculating return of funds, the College will use either U.S. Department of Education worksheet or software.

If a student earned more aid than was disbursed to him/her, the College would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The College must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Academic Competitive Grants for which Return of Funds is required
- National Smart Grants for which a Return of Funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)