# TABLE OF CONTENTS

**Mission and Vision Statement**  
- About the National Labor College  
- Mission Statement  
- Institutional Goals  
- Vision and Values  
- NLC Outcomes

**Academic Calendar**

**National Labor College Degree Requirements**  
- Bachelor of Arts – General Requirements  
- Bachelor of Science – General Requirements  
- NLC School of Professional Studies  
- School of Professional Studies Course Descriptions  
- NLC School of Labor Studies  
- BA Majors in the School of Labor Studies Programs  
- Labor Studies Major  
- Labor Education Major  
- Labor History Major  
- Political Economy of Labor Major  
- Union Leadership and Administration Major  
- Labor Safety and Health Major  
- General Education Requirements for the BA in the School of Labor Studies  
- Double Majors in Labor Studies  
- School of Labor Studies Course Descriptions

**Certificate Programs**

**Admissions**  
- Prior Learning Assessment (PLA)  
- Disability Services  
- International Applicants  
- Re-Admittance Policy for Degree Students  
- Advising  
- Transfer Credit  
- Apprenticeship Credit  
- Military Training Records Request  
- College Level Examination Program  
- School of Labor Studies Academic Partners  
- Union Partnerships

**Registration**  
- Books and Materials
Add/Drop/Withdraw and Transcript and Refund Policies

Deadlines for Adding a Class
Deadlines for Dropping a Class
Voluntary Withdrawal
Involuntary Withdrawal
Appeals
Withdrawal from the College
Online Participation and Attendance Policy
Release of Transcript or Diploma

Grades

Description of Grades
Grade Appeals
Incomplete Grades
Military Holds
Transfer Credit
Credit
Administrative Hold or Administrative Withdrawal
Audit
No Grade
Leave of Absence
Repeated Courses
GPA at Graduation
Pass/No Credit Grade Options

Satisfactory Academic Progress Policy

Percentage of Courses Completed
Incomplete Coursework Policy
Grade Point Average
Appeals

Tuition and Fees

Tuition - School for Labor Studies
Tuition - School of Professional Studies
Fees - School for Labor Studies
Fees – School of Professional Studies
Housing & Meals

Financial Aid

Federal Financial Aid
Scholarships
Veterans’ Benefits

Graduation Policies

Filing for Graduation
Graduation Deadlines
Commencement Participation 63

Union Skills Training Program 65
Union Skills Course Descriptions 66
Building and Construction Trades Course Descriptions 73

Safety and Health Training Programs 75
National Resource Center for OSHA Training 75
Rail Workers Hazardous Materials Training Program 77
Labor Safety and Health Training Project 77

Educational Programs 78
The Southwest Organizing School 78
Kaiser Permanente Health Care Institute 78
The NLC—Nigerian Partnership Initiative 78
NLC Investor Education Project 79

Graduate Program Opportunities 80

Academic Policies 82
Academic Amnesty 82
Academic Freedom 82
Plagiarism 82
Academic Review Committee and Procedure 83
Online Participation and Attendance 85
NLC Policy on Family Education Rights and Privacy Act 85
Definition of an Academic Record 87
Anti-Discrimination and Anti-Harassment Policy and Complaint Procedure 87
Definition of Sexual Harassment 88
Electronic Mail, Internet and Computer Usage Policy 91
Drug and Alcohol Policy Statement 94
Complaint and Investigation Procedure 94

Administration, Faculty & Staff 96

Directions to NLC 103

Campus Map 104

Important Links 105
MISSION AND VISION STATEMENT

About the National Labor College
The National Labor College (NLC) is one of a kind, the only college in the United States with an exclusive mission to serve the educational needs of the labor movement. It is an activist institution made up of students, faculty and alumni who together form a learning community based on a common understanding of the world of work and the ecology of the labor movement. The College respects that its student body is made up of experienced, highly skilled working adults who have multiple commitments to family, job, union and community. In its academic programs, the NLC honors higher learning that takes place both inside and outside the collegiate community.

Mission Statement
By establishing the physical and intellectual space for the labor movement to imagine its future, the mission of the 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 learning.

Institutional Goals
The NLC works to achieve the following institutional goals, which are guided by our mission, vision and values:

1. To articulate and transmit the values of the labor movement to successive generations of union members
2. To respond to the needs of those in the labor movement for knowledge, skills and attitudes necessary to secure their futures and those of their families
3. To incorporate workplace and union learning into degree programs in order to provide efficient and effective pathways to degree completion for workers
4. To provide unions and labor-related organizations with members and leaders who are critical thinkers and skilled communicators
5. To work in partnership with unions and other organizations who support the labor movement to provide relevant and collaborative programs that advance the movement

Vision and Values
Since its inception in the 19th century, the American labor movement has placed great emphasis on education. In 1969 the leaders of this movement founded the George Meany Center, which became the National Labor College, in order to offer the high quality education and training programs necessary to produce a diverse movement of working men and women dedicated to a more equitable and just society.

The contemporary labor movement faces the twin challenges of rapid technological change and a hostile political environment, which have together produced a long-term decline in union density. In recognition of these challenges, another critical role of the NLC is to explore labor’s often underappreciated role in the development of a stable middle class in the world’s most prosperous society and to transmit the values of the movement to all workers, especially younger people who may not know of labor’s essential role in the development of this society.
The labor movement’s values that are embodied today at the NLC are the same values that first brought working people together in a common movement to advance and protect their interests in the spheres of politics, economics and culture. Among these values are the following:

- Labor is the source of all wealth
- There is honor and dignity in all work
- Working people should have equal protection under the law and the freedom to bargain collectively to advance and protect their interests
- Education is the key to a free and democratic labor movement
- Democratic trade unions are essential to economic justice and to a free and democratic society
- For working people to fully realize their potential and that of their children, they must have equal access to high quality education at all levels
- Labor arts and culture are an essential part of education, as they provide the labor movement with its soul and spirit

National Labor College Outcomes
NLC graduates achieve the following outcomes as a result of their educational experience, rooted, again, in our mission, vision and values:

1. **Leadership:** The ability to reflect upon, share and deconstruct experience with a goal of improving personal and organizational leadership practices.
2. **Critical Thinking:** The ability to understand, question, analyze and discuss underlying assumptions that define a particular position or viewpoint.
3. **Effective Communication:** The ability to clearly communicate, orally and in writing.
4. **Global Thinking:** The ability to understand complexities of the economic, political and social environment.
5. **Information Literacy:** The ability to analyze and make intelligent decisions based upon massive amounts of information, determine the nature and extent of needed information, know where to obtain critical information, and assess the validity of sources.
6. **Technological Proficiency:** The ability to understand and use basic digital communication tools to function effectively in the changing society.
ACADEMIC CALENDAR

2011

SPRING TERM
January 3  College Closed for New Year Holiday
January 10  **Spring Semester Begins Online**
January 16  Last Day to Add/Drop (15 week semester)
January 17  College Closed for Martin Luther King Holiday
February 1  Intent to Graduate form for Spring due to Registrar
February 3  Chinese New Year
February 5-11  Spring Week in Residence
February 21  College Closed President’s Day
March 7  **Spring Term B Begins Online**
March 13  Last Day to Add/Drop (Term B)
April 19  Passover
April 21  **Spring Semester and Term B Ends**
April 22  College Closed for Good Friday Holiday
April 24  Easter
April 29  Grades due for Spring semester and Term B

SUMMER TERM
May 9  **Summer Semester & Term A Begin Online**
May 15  Last Day to Add/Drop (15 week semester & Term A)
May 30  College Closed for Memorial Day
June 1  Intent to Graduate form for Summer due to Registrar
June 3-6  Summer Week in Residence
June 24  **Summer Term A Ends**
June 31  Grades due for Term A
June 25  **Graduation/Commencement**
July 4  College Closed for Independence Day
July 5  **Summer Term B Begins Online**
July 10  Last Day to Add/Drop (Term B)
August 19  **Summer Semester and Term B Ends**
August 26  Grades due for Summer semester and Term B
September 1  Intent to Graduate form for Fall due to Registrar
September 5  College Closed for Labor Day

FALL TERM
September 6  **Fall Semester & Term A Begin Online**
September 11  Last Day to Add/Drop (15 week semester & Term A)
September 29  Rosh Hashanah
September 30-October 2  Fall Week in Residence
October 8  Yom Kippur
October 10  College Closed for Columbus Day
October 21  **Fall Term A Ends**
<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>October 28</td>
<td>Grades due for Term A</td>
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<tr>
<td>October 31</td>
<td><strong>Fall Term B Begins Online</strong></td>
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<td>November 6</td>
<td>Last Day to Add/Drop (Term B)</td>
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<td>November 8</td>
<td>Election Day</td>
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<tr>
<td>November 11</td>
<td>College Closed for Veteran’s Day</td>
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<tr>
<td>November 24 &amp; 25</td>
<td>College Closed for Thanksgiving Holiday</td>
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<tr>
<td>December 16</td>
<td><strong>Fall Semester and Term B Ends</strong></td>
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<td>December 21</td>
<td>Hanukkah</td>
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<td>December 22</td>
<td>Grades due for Fall semester and Term B</td>
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<td>December 23 &amp; 26</td>
<td>College Closed for Christmas Holiday</td>
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<td>December 26</td>
<td>Kwanzaa</td>
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<tr>
<td>Week of December 27</td>
<td>College Tentatively Closed – check NLC website for updates</td>
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NATIONAL LABOR COLLEGE DEGREE REQUIREMENTS

Bachelor of Arts and Bachelor of Science – General Requirements

The Academic Requirements for the Bachelor of Arts and Bachelor of Science programs are as follows:

To earn the Bachelor of Arts or Bachelor of Science degree, students must complete a total of 120 semester credits with a cumulative GPA of at least 2.0

- Students may transfer credits from an accredited institution of higher education (regional, national, professional, specialized), from formally assessed (college or American Council on Education (ACE)) union apprenticeships or training programs, and/or from credits accumulated through military training and service.
- Students may earn up to 30 semester credits through the Prior Learning Assessment program.
- Students may transfer up to 30 semester credits earned through CLEP testing.

Students must have some combination of college credits, military training, or apprenticeship training to enroll. However; 56 credits are required to be matriculated into the School of Labor Studies or the School of Professional Studies programs.

School of Professional Studies

Beginning in Spring 2011, the NLC will offer three new programs in the School of Professional Studies:

- Business Administration (BA)
- Emergency Readiness and Response Management (BS)
- Construction Management (BA)
Students in the School of Professional Studies (SPS) with fewer than 84 semester credits may take a range of online elective courses with the NLC. These electives are offered in both seven and fifteen week formats.

SPS students must take the final 36 semester credits at the NLC, in addition to other required courses that vary from program to program. Students should consult the NLC website and online catalog for specific degree requirements for each of these programs.

General Program Requirements

i. Students take 27 credits in sequence within their SPS major, including a research methods course and a capstone project course. SPS courses are fully online, taught in seven weeks, and students take only one course at a time. There are two seven week SPS terms during each 15 week semester, and students must register for both seven week courses at the beginning of each semester.

ii. Students take three core courses (9 credits) that form a common general education program with each SPS major:
   • Digital Learning and [Name of Program]
   • Labor and Work in the United States
   • Labor and Work in the Global Economy

General Education Requirements for the BA/BS in the School of Professional Studies

General education requirements within the SPS 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. Courses taken as part of the 36 credits required for their major may NOT be used as general education requirements.

• The second 15 credits are built into the SPS core and major 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 professional 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.

School of Professional Studies

Bachelor of Science in Emergency Readiness and Response Management

The NLC is the only higher education institution offering a Bachelor of Science degree in Emergency Readiness and Response Management that combines Homeland Security courses – which examine the function, organization and responsibilities of Homeland Security agencies
and personnel – with courses in labor studies. The program is specifically designed for rank and file union members in Fire Service, EMS, Law Enforcement, Public Safety, Homeland Security and other related fields. A broad overview of Homeland Security complements other areas of study including the rise of modern terrorism, domestic terrorism, the Homeland Security organization, and labor and civil liberties issues.

Program Outcomes
- Students will learn to plan the management and mitigation of the physical and human consequences of natural, technological, biological, civil, and human-caused hazards by integrating theory with practice.
- Students will gain insights into private vs. public financial planning, fiscal year budgeting and the bargaining cycle, budgeting and managing grant applications, and strategic financial planning.
- Students will demonstrate leadership and management roles for all phases of significant events (e.g., natural and human-made disasters, including terrorism).
- Students will gain insights into legal, financial, and human resources; regulatory standards; and safety administration.
- Students will understand the principles of risk management and related applications.

Emergency Readiness and Response Management Major
The Emergency Readiness and Response Management program requires students to complete 36 credits – 12 required courses offered sequentially over two years. Prerequisite course requirements, credit load, and/or course availability may affect a student’s individual progress. Students should consult their Enrollment Coordinator or an academic advisor for individual program planning.

Admissions Criteria
- College and/or apprenticeship credits
- Admissions essay

Required Core Courses (3 credits each)
- EMGT-4000 Digital Learning for Emergency Readiness and Response Management
- EMGT-4050 Fundamentals of Emergency Readiness and Response Management
- PSLW-4001 Labor and Work in the United States
- EMGT-4100 Disaster Response, Operations and Management
- EMGT-4210 Legal and Ethical Aspects of Emergency Readiness and Response Management
- EMGT-4700 Research Methods for Emergency Readiness and Response Management
- EMGT-4215 Risk Management
- EMGT-4220 Strategic Financial Planning and Management
- EMGT-4230 Leadership: Systems Thinking and Critical Decision Making
- EMGT-4240 Emergency Planning
- EMGT-4900 Capstone Project in Emergency Readiness and Response Management
- PSLW-4002 Labor and Work in the Global Economy

Additional Required Courses*
Statistics (must be taken prior to Strategic Financial Planning and Management)
100 – Introduction to the Incident Command System (ICS)
200 – ICS Single Resource
700 – Introduction to the National Incident Management System (NIMS)
800 – National Response Framework
*100 – 800 courses offered by the Emergency Management Institute (EMI) are free, online

**Electives**
Bargaining in the Public Sector
Bibliography and Research
Effective Leadership
Ethics in Decision Making
Leadership Theory
Bioterrorism
Industrial Hygiene
Hazardous Materials in Transportation
Counter Terrorism and Intelligence Analysis
Principles of Statistics
Principles of Psychology
Principles of Sociology

**Core Course Descriptions**

**Digital Learning for Emergency Readiness and Response Management**
Technological development has resulted in widespread change in the way information is acquired, manipulated, and analyzed. Every college and university in the world now relies on digital systems to meet the needs of their students and other stakeholders. Framed in this context, this course answers some of the fundamental questions about the nature of online education and covers critical competencies that constitute successful learning in the 21st century, including research and writing skills. This course also provides useful information about the National Labor College and its organizational resources, and provides a detailed overview of the Emergency Readiness and Response Management major.

**Fundamentals of Emergency Readiness and Response Management**
This course provides an introduction to the fundamental principles of emergency readiness and response management and provides historical case studies of public safety management. Topics include an introduction to emergency management skills related to planning, response, mitigation, and recovery for all hazards. Students will also explore the roles and responsibilities of emergency response and support functions.

**Labor and Work in the United States**
This class is designed to provide students with an understanding of issues related to the evolution of work, worker organizations, and labor management relations in the United States. The course will also examine practical aspects of collective bargaining and contract administration in a unionized workplace and related legal and policy debates.

**Labor and Work in the Global Economy**
This class is designed to provide students with an understanding of global labor issues and how they affect the U.S. and world economies. The course will include an overview of the debate over international labor rights and standards, and an introduction to comparative labor movements.

**Disaster Response, Operations and Management**
This course provides students with an understanding of jurisdictional, regulatory, and consensus standards applicable to emergency management. In particular, students will examine the roles and responsibilities of emergency response agencies and functions (i.e., Federal, State, Local, Tribal, OSHA, National Response Framework, and TCL).

**Emergency Planning**
Students will critically examine case studies of significant events as a way to approach the subject of situational awareness management. Students will consider the topics of resource distribution management and understand the related guidelines. They will also examine planning for and responding to significant events as identified by Department of Homeland Security (DHS) as National Planning Scenarios; the design, development, and assessment of incident action plans; and the revision of action plans based on situational/operational requirements. This course emphasizes strategic problem solving and planning.

**Strategic Financial Planning and Management**
Topics include the following: introductions to financial planning (private vs. public), basic financial concepts, fiscal year budgeting and the collective bargaining cycle; as well as an examination of financial tools and their application to significant events. This course also covers budgeting and managing grant applications and strategic financial planning in both the public and private sectors.

**Legal and Ethical Aspects of Emergency and Consequence Management**
Students will examine case studies to consider law and legal principles related to consequence management for community and workers’ health and safety. In addition, students will gain an understanding of ethical approaches to emergency readiness and response management.

**Leadership: Systems Thinking and Critical Decision Making**
Students in this required course will examine Critical Incidents case studies. Topics include an introduction to systems thinking (analysis) and the art of critical decision making for significant events; systems analysis for resource allocation and needs assessment; decision making at the individual, group, and organizational level; transactional and transformational leadership skills; leadership beyond Maslow’s theory; and situational leadership in a multidisciplinary environment.

**Research Methods for Emergency Readiness and Response Management**
This course prepares students to select and use appropriate research methods for emergency readiness and response management. Topics include the principles of survey research, use of statistics, and qualitative social science methods.

**Risk Management**
This course covers risk assessment from the public health, environmental risk, and emergency management perspectives. Students will explore vulnerability and risk assessment methodologies for natural disasters and man-made events. Vulnerability assessment is the process of identifying and quantifying vulnerabilities in a system. Vulnerability assessment has many methodological elements in common with human/ecological risk assessment. This course explains how risk management is an important component of emergency preparedness.

**Capstone Project in Emergency Readiness and Response Management**

In the capstone course, students will build on what they have learned in the major, integrating the theory and knowledge that they’ve gained in the classroom with the practical experience of an internship in emergency readiness and response. Capstone projects and internships will be developed through a series of meetings between the student and program faculty.

**Graduation Requirements**

- Total number of credits required, including general education = 120 credits
- Major core course requirements = 36 credits

**Online Format**

Classes are taught in an accelerated, interactive, online, 7-week format. Weekly assignments allow students to structure their course time around busy working family schedules.

**Bachelor of Arts in Business Administration**

The NLC offers a bachelor’s degree in Business Administration that is based upon the ethical treatment of all members of society (workers, consumers, inhabitants of the planet); sustainable business practices; and the idea that all organizations should contribute to the health of the community. Courses that explore the labor movement’s contributions to American society and economic prosperity make this program unique.

**Program Outcomes**

Students will learn:

- That successful businesses must consider three “bottom lines”: people, the planet and economic prosperity.
- Ethical management principles that value the contribution of all workers.
- Clean and green business practices.
- Critical thinking and problem solving skills that can be applied to 21st century business challenges.
- How to analyze and interpret financial statements.
- How to effectively market a business or organization.
- Effective organizing, planning, and leadership of different types of organizations.
- How to identify applicable legal principles.

**Business Administration Major**

The Business Administration program requires students to complete 36 credits – 12 required courses offered sequentially over two years. Prerequisite course requirements, credit load, and/or course availability may affect a student’s individual progress. Students should consult their Enrollment Coordinator or an academic advisor for individual program planning.
Admissions Criteria
- College and/or apprenticeship credits
- Admissions essay

Required Core Courses (3 credits each)
BADM-4000  Digital Learning for Business Administration
BADM-4200  Management and Labor in the 21st Century
BADM-4210  Business Ethics and Sustainability
BADM-4220  Financial and Accounting Controls
BADM-4700  Marketing and New Media (Business Research Methods)
PSLW-4001  Labor and Work in the United States
BADM-4215  The Legal Environment of Business
BADM-4230  Entrepreneurship
BADM-4250  Organizational Dynamics and Change
BADM-4255  Negotiations and Dispute Resolution
BADM-4900  Capstone Project in Business Administration
PSLW-4002  Labor and Work in the Global Economy

Additional Required Courses
Accounting (must be taken prior to Financial and Accounting Controls)

Electives
Bibliography and Research
History of Labor and the Law
Labor and the American Political System
Labor and the Economy
Leadership Theory
Union Structure and Governance
Ethics in Decision Making

Core Course Descriptions (3 credits each)

Digital Learning for Business Administration
This course is designed to introduce students to the Business Administration major, including a review of the main topic areas and the major’s learning objectives, along with the basic concepts and skills needed to succeed in online learning. In addition, students will analyze the economic and financial concepts required to understand business operations in the 21st century, and hone their upper-level college writing and online research skills.

Management and Labor in 21st Century
Students will analyze the principles and practices of leadership, management and labor relations in the context of 21st century businesses and other organizations. In this course students will consider the fundamental question of how to lead organizations and manage people in ways that make good business sense and also benefit their employees and society as a whole.
**Business Ethics and Sustainability**
Using a values-based curriculum, students will grapple with a series of case studies, drawn from a variety of work contexts, which challenge them to operate and manage a business in an ethical and sustainable manner.

**Financial and Accounting Controls**
Students will develop the skills and knowledge necessary to understand and manage the financial and accounting functions critical to the successful operation of a business. Particular attention will be paid to key concepts and practices related to finance, and an understanding of critical accounting practices, such as the interrelationship between cash flow, income statements, and balance sheets.

**Marketing and New Media (Business Research Methods)**
The course will begin with a brief overview of the traditional approaches to marketing and creating value. Students will then move to an analysis of marketing and communications in the 21st century, including an examination of the challenges and opportunities presented by new media, social networking tools and shifting political and economic environments. In this course students will evaluate the use of interviews, surveys and data analysis in business decision making.

**Labor and Work in the United States**
This class is designed to provide students with an understanding of issues related to the evolution of work, worker organizations, and labor management relations in the United States. The course will also examine practical aspects of collective bargaining and contract administration in a unionized workplace and related legal and policy debates.

**The Legal Environment of Business**
This course provides an overview of a set of laws that impact on the organization of a business, including the functions of agency, partnership and key elements of corporation law. In addition, it provides an introduction to legal areas related to the day-to-day management of an organization, including the basics of business contracts, and employment and labor relations law.

**Entrepreneurship**
Students will examine a variety of materials, including case studies, which explore the challenges of starting and managing a new venture or revitalizing an existing operation. These challenges include the analysis of risks and rewards, the issue of financing and consideration of the skills and resources required to run a successful, values-based business or organization.

**Organizational Dynamics and Change**
Students in this class will examine the leadership principles necessary for the development and operation of a successful and changing organization. Particular attention will be paid to the methods of organizational communication, along with the skills needed to conduct a careful analysis and strategic organizational decision-making processes, while serving as an effective agent of organizational change.

**Negotiations and Dispute Resolution**
Theory and practice come together in this exploration of methods of negotiations and dispute resolution in and outside of businesses and other types of organizations. Students will explore traditional and alternative methods of dispute resolution.

**Capstone Project in Business Administration**
Students will complete an integrative project that applies the knowledge and skills they have gained in their major to an actual case or situation. The scope and nature of the project will be worked out with individual faculty.

**Labor and Work in the Global Economy**
This class is designed to provide students with an understanding of global labor issues and how they affect the U.S. and world economies. The course will include, among other topics, an overview of the debate over international labor rights and standards, and an introduction to comparative labor movements.

**Graduation Requirements**
- Total number of credits required, including general education = 120 credits
- Major core course requirements = 36 credits

**Online Format**
Classes are taught in an accelerated, interactive, online, 7-week format. Weekly assignments allow students to structure their course time around busy working family schedules.

**Bachelor of Arts in Construction Management**
The NLC offers the only bachelor's degree in Construction Management with required courses that explore the labor movement’s preeminent role in the construction industry and contributions to American society and economic prosperity.

**Program Outcomes**
At the NLC, students supplement their current construction experience and knowledge with the managerial competencies required to propose, plan, and implement a range of construction projects. Students will develop knowledge and competence in integrating safe and ethical practices efficiently and profitably into construction management processes. Students will learn to:

- Communicate effectively with construction team and community members.
- Implement successful project management strategies and techniques.
- Analyze current issues in collective bargaining and labor-management relations in the construction industry.
- Manage construction projects with appropriate scheduling software.
- Estimate quantity take-offs and costs with computer aided methods.
- Master issues related to construction law and project management.
- Understand materials and methods listed in the Construction Specification Institute's Master Format.
- Improve jobsite safety and health.

**Construction Management Major**
The Construction Management program requires students to complete 36 credits – 12 required courses offered sequentially over two years. Prerequisite course requirements, credit load, and/or course availability may affect a student’s individual progress. Students should consult their Enrollment Coordinator or an academic advisor for individual program planning.

Admissions Criteria
- College and/or apprenticeship credits
- Union membership or sponsorship by a building trades union or building trades council
- Construction experience
- Admissions essay

Required Core Courses (3 credits each)
- CMGT-4000 Digital Learning for Construction Management
- CMGT-4050 Fundamentals of the Construction Industry I
- CMGT-4051 Fundamentals of the Construction Industry II
- CMGT-4100 Project Building Systems
- CMGT-4200 Project Administration
- PSLW-4001 Labor and Work in the United States
- CMGT-4700 Construction Cost Accounting, Estimating and Finance (Construction Research Methods)
- CMGT-4220 Construction Project Planning and Scheduling
- CMGT-4250 Industrial Relations in the Construction Industry
- CMGT-4230 Advanced Leadership and Business Communication
- CMGT-4900 Construction Industry Capstone Project
- PSLW-4002 Labor and Work in the Global Economy

Additional Required Courses
Statistics (Must be taken before Construction Project Planning and Scheduling).
A valid and current 510 certificate (OSHA 510 must be completed prior to graduation).

Elective Courses
- Effective Leadership
- Leadership Theory
- Computer Skills for Trade Unionists
- Ethics in Decision Making
- History of Labor and the Law
- Foundations of Safety and Health
- Industrial Hygiene

Core Course Descriptions

Digital Learning and Construction Management
Technological development has resulted in widespread change in the way information is acquired, manipulated, and analyzed. Every college and university in the world now relies on digital systems to meet the needs of their students and other stakeholders. Against this background, this course answers some of the fundamental questions about the nature of online
education and covers critical competencies that constitute successful learning in the 21st century, including research and writing skills. This course also provides useful information about the National Labor College and its organizational resources, and provides a detailed overview of the Construction Management major.

**Labor and Work in the United States**
This class is designed to provide students with an understanding of issues related to the evolution of work, worker organizations, and labor management relations in the United States. The course also examines practical aspects of collective bargaining and contract administration in a unionized workplace and related legal and policy debates.

**Labor and Work in the Global Economy**
This class is designed to provide students with an understanding of global labor issues and how they affect the U.S. and world economies. The course will include an overview of international labor rights and standards and an introduction to comparative labor movements.

**Fundamentals of the Construction Industry I**
Provides a general overview of the planning, administration, management, and cost of construction projects and an introduction to the methodology used in executing specific designs. Emphasis is placed on the organization of construction firms, use and types of primary construction equipment, estimating and quantity take-offs, contractual and management systems, scheduling, project administration, and inspection of construction operations.

**Fundamentals of the Construction Industry II**
Introduces the design process and development of construction documents. Covers the standard design phases: programming, conceptual design, schematic design, design development, construction documents and construction administration, and the format and utilization of project manuals including contract specifications, the interpretation and analysis of engineering plans and specifications, and new technologies being used in design including Building Informational Modeling (BIM) and sustainable (green) practices. Also, the course explores the various common project delivery methods.

**Project Building Systems**
Description and identification of the equipment and materials used in mechanical systems for heating, ventilating and air conditioning, electrical, plumbing, fire protection, piping, gas, lighting, water and waste water, conveyance, life safety systems, environmental, security, audio/visual, and building system controls. Also provides an introduction to building structural and envelope systems.

**Project Administration**
Provides exposure to and use of various types of project control systems for project efficiency and documentation. In this course, students will learn how the submittal process operates and is monitored. They will also be shown a variety of tools used in tracking project documentation, and essential elements related to contract law and administration.

**Construction Cost Accounting, Estimating and Finance (Construction Research Methods)**
Introduction to various costs of construction including direct and indirect project costs, comparison of hard and soft costs, job cost analysis and forecasting of cost-to-completion, labor, material and equipment expenses, cash flow, overhead, profitability, and general conditions costs. Students will learn research techniques used to create accurate estimating and bidding procedures.

**Construction Project Planning and Scheduling**
Students will learn procedures used in project planning and scheduling that employ float methods of scheduling logic. They will examine the critical path series of activities to project completion, including the use of computer software applications for problem solving, and related tools, spreadsheets, and information management. Also covered are work breakdown structures, activity durations, status reports, resource allocation, re-planning, monitoring and updating of projects. Students will develop project site logistics plans.

**Industrial Relations in the Construction Industry**
This course examines various perspectives (union, management, government) on the collective bargaining system in place in the construction industry. Topics include the legal and regulatory environment, problem solving, and the roles of labor and business.

**Advanced Leadership and Business Communication**
This course is designed to teach students to become more effective leaders and communicators in the construction industry. Drawing on various case studies, students will examine ethical business practices in the industry. They will define and role play effective communications strategies that simulate situations they may encounter within the industry such as general to subcontractor relations, corporate and labor relations. Students in this course will also examine principles of negotiation and dispute resolution in the construction industry.

**Construction Industry Capstone Project**
In the capstone course students will build on what they have learned in the major, integrating the theory and knowledge that they’ve gained in the classroom with the practical experience in the construction industry. Capstone projects will be developed through a series of project meetings between the student and program faculty.

**Graduation Requirements**
- Total number of credits required, including general education = 120 credits
- Major core course requirements = 36 credits
- A valid and current OSHA 10 certificate.

**Online Format**
Classes are taught in an accelerated, interactive, online, 7-week format. Weekly assignments allow students to structure their course time around busy working family schedules.

**NLC School of Labor Studies**
Students with fewer than 90 semester credits may take a range of elective courses or complete a Prior Learning Assessment portfolio at the NLC.
Labor Studies students must take the **final** 30 semester credits at the NLC.

i. Students take 12 credits in their Labor Studies major with a three-credit elective, either at NLC or through an approved partnership (see “Partnerships” section of catalog for more information).

ii. Students take five core classes (15 credits) that form a common Labor Studies general education program:
   - Introduction to Labor Studies
   - Labor and the Economy
   - Comparative Research Methods
   - Senior Seminar
   - Senior Project

Under certain circumstances, and with the permission of the senior seminar instructor, students can substitute a three-credit upper level NLC course for the three-credit senior project. These students still must complete senior seminar which requires a major research paper.

Students should also note that the NLC’s Union Skills courses are assessed for credit, and can be used as **elective courses** or as one course within the major to fulfill students’ requirements in the Labor Studies majors. Students may discuss these courses with their enrollment coordinator or academic advisor.

**BA Majors in the School of Labor Studies Program**

Within the Labor Studies BA program, students may select from among six different majors and complete their requirements as described in greater detail below. The six Labor Studies BA majors are:

- Labor Studies
- Labor Education
- Labor Safety and Health
- Labor History
- Political Economy of Labor
- Union Leadership and Administration

- Students must take 12 credits in their major area.
- Students must take one three-credit elective to complete the requirements for the major.
- 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 should be aware that Union Skills courses are not eligible for federal financial aid.
- Students must connect their Senior Projects to their Labor Studies majors.

Students who enter the College with significant experience, training, and/or prior coursework in their Labor Studies 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
used toward the major’s requirements.

**Labor Studies Major**
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-4988 Labor in the Global Economy (International)
- LBHU-4160 Images of Labor in Film
- LBHU-4110 History of Labor Theater

**Labor Education Major**
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

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 Major**

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 American Labor Movement—Part I
- LBHT-4001 History of the American Labor Movement—Part II
- LBHT-4002 History of Labor and the Law
- LBHT-4003 Gender and Identity in Labor History
- LBPE-4989 Global Capital and Full Employment: Leveling Labor’s Playing Field (Domestic)
- LBHU-4110 History of Labor Theater

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

**Political Economy of Labor Major**

Political economy bypasses the division between economics and politics to look at how economies actually work, the choices that shapes them, and who benefits and who gets 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. It helps students critique the economic concepts used in debates around jobs and the economy. And it explores the role the labor movement can play in creating more just alternatives.

**Requirements:** The following four three-credit courses must be completed successfully:

- LBPE-4990 Jobs and Growth, Debt and Deficits: What Should Labor Do?
- LBOR-4000 Organizing the Global Workforce
- LBPE-4989 Global Capital and Full Employment: Leveling Labor’s Playing Field (Domestic)
- LBPE-4988 Labor and Trade in the Global Economy

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

**Union Leadership and Administration Major**

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: Making it All Work
LBUS-3605 New Union Staff (if needed)
LBUS-3080 Strategic Grievance Handling

GENERIC
LBUA-4510 Leadership-Theory
LBHU-4170 Ethics in Decision Making
LBUA-3550 Grassroots Leadership for Working America I
LBUA-3551 Grassroots Leadership for Working America II
COMP-3011 Computer Skills for Trade Unionists 2
LBUS-3041 Effective Communication Skills for Trade Unionists

SPECIAL TOPICS
LBUA-4030 Fiduciary Duties
LBOR-4180 Organizing and Representing the New Workforce
LBUA-4100 Health Benefits Future
LBUA-4115 Health Care Bargaining: Impact of the New Law Now
LBUA-4120 Health Care Reform
LBPE-3000 Bargaining in the Global Economy
LBST-4020 Labor Law
LBST-4021 Employment Law
LBST-4030 Labor and the American Political System
LBUA-4400 Labor Management Partnerships

Union Skills courses—Arbitration, Contract Negotiations, Contract Writing, Organizing, Strategic Grievance Handling

**Labor Safety and Health Major**
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**
LBSH-4601 Workplace Hazards and the Law
LBSH-4620 Industrial Hygiene
LBSH-4510 Foundations in Occupational Safety and Health

**Category 2: Complete at least one (1) but no more than three (3) from Category 2.**
In addition, each student must take one (3 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 for Construction Research and Training (CPWR). 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.

**General Education Requirements for the BA in the School of Labor Studies**

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/or physical sciences, arts and/or humanities, and social behavioral sciences. If students do not have transfer credits to fulfill these requirements, the NLC offers courses or independent studies in these areas. Courses taken as part of the 30 credits required for their Labor Studies major may not be used as general education requirements. Students should consult with their enrollment coordinator or academic advisor.

- 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.
Double Majors in Labor Studies
To graduate with a double 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. No more than two majors are allowed at the NLC.

School of Labor Studies Course Descriptions

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)

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  RSCH-3900
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-4590
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)

Capital Stewardship  LBUA-4060
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)

Case Studies in Occupational Health and Safety   LBSH-4555
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 semester credit)

Comparative Research Methods   LBCR-4700
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   COMP-3010
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   COMP-3011
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)

Creative Writing   ENGL-3150
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**  
LBST-4929

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)

**Distance Learning for Labor Education**  
LBED-4410

This 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 semester credits)

**Effective Writing**  
ENGL-2200

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 lower division 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**  
LBUA-4550

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**  
LBST-4021

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)

**Employment Rights**  
LBST-4070

This course examines federal laws that govern nonunion and union workers including anti-discrimination laws, the Family and Medical Leave Act, the Fair Labor Standards Act and the Occupational Safety and Health Act. (3 semester credits)
Ethics in Decision Making  LBHU-4170
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  LBUA-4030
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 the role of Qualified Professional Asset Managers. (3 semester credits)

Film and Globalization  LBHU-4100
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  LBSH-4510
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  LBHT-4003
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. Using assigned readings and primary historical documents (such as speeches, posters, murals, photographs, and pamphlets), the course explores how workers, union, employers and government officials used changing understandings of gender and identity to promote their respective interests. (3 semester credits)

Global Capital and Full Employment: Leveling Labor’s Playing Field  LBPE-4989
This course explains how the rules for international money determine the playing field for labor and jobs in a globalized world. Over the past decades those rules – largely shaped by the United States – led to repeated economic crises and hurt the ability of governments around the world to support full employment and public services. This course helps students understand those rules and introduces them to the work that unions around the world are doing to change them. Students...
taking this course will be better prepared to support that work and participate in debates on the role of government in regulating the economy, lowering unemployment, raising wages, and preventing future crises.  (Former title: Where the Local Meets the Global) (3 semester credits)

**Grassroots Leadership for Working America I**  LBUA-3550
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 semester credit)

**Grassroots Leadership for Working America II**  LBUA-3551
During the final nine weeks, for two additional credits, students will carry out a detailed analysis of a 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 semester credits)

**Greening the Construction Industry**  LBUS-3310
This course is designed as an introductory course in green construction and green building design for members of the Building Trades unions. The course will include a craft specific component for each trade. Topics will include: building green, green materials, the elements of green buildings, making existing buildings green, promoting the selection of appropriate sites and environmentally sustainable site development, promoting efficient use of water resources, methods to conserve energy, how to use renewable energy and protect atmospheric resources, how to conserve building materials, how to reduce and recycle construction waste and sensibly use natural resources, and how to protect and enhance indoor and outdoor environmental quality. The NLC is seeking USGBC certification for this course. (2 semester credits)

**Hazardous Materials Transportation**  LBSH-4600
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**  LBSH-4606
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 Bargaining: Impact of the New Law    LBUA-4115
(Kaiser Permanente Healthcare Institute) 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 healthcare 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. (3 semester credits)

Healthcare Reform That Works    LBUA-4120
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 healthcare reform efforts in their community, union, or state campaign. (3 semester credits)

History of Communications, Culture and Technology    LBSS-3000
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    LBHT-4002
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    LBED-4004
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    LBHU-4110
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 American Labor Movement Part I (1790-1929)   LBHT-4000
This class examines the evolution of the American labor movement—from the 1790s Industrial Revolution to the 1920s employers’ “Open Shop” campaign. Major emphasis is placed on understanding the formation of the modern labor movement. Specifically, the course examines the transition from the 19th century “producers” organizations (pre-Civil War workingmen’s 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 American Labor Movement Part II (1930-Present)   LBHT-4001
This course examines the American labor movement from the Great Depression to recent times. Major emphasis is placed on the rise of the CIO, the impact of World War II, and the subsequent social, economic, and political transformations shaping labor since 1945. (3 semester credits)

Images of Labor in Art   LBHU-4180
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   LBHU-4160
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.”

Industrial Hygiene   LBSH-4620
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 permissable 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   LBED-4450
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**  
**LBED-4460**  
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)

**Introduction to Labor Studies**  
**LBCR-4000**  
This course introduces participants to the required writing and analytical standards of the College. Through course discussions and essays, students critically evaluate recent scholarship practice and current issues the field of labor studies. (3 semester credits)

**Jobs and Growth, Debt and Deficits: What Should Labor Do?**  
**LBPE-4990**  
Debt and deficits are taking center stage in political debates about jobs, growth and public services. This class helps students look behind media slogans to understand the economics of deficits, the politics of deficit debates, and the role of government spending in economic growth and job creation. Students who take it will be better equipped and empowered to understand what’s at stake for labor in these debates and to participate in them. (3 semester credits)

**Labor and the American Political System**  
**LBST-4030**  
Difficult times demand new skills and the election in November, 2008, changed the rules of the game. LBST 4030 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)

**Labor in the Economy**  
**LBCR-4600**  
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)

**Labor and Trade in the Global Economy**  
**LBPE-4988**  
Labor and Trade 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)

**Labor in the U.S.: Concepts, Choices and Challenges**  
LBST-4000  
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**  
LBST-4020  
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)

**Labor Management Partnerships**  
LBUA-4400  
This class is designed for union leaders, staff and activists who want to consider alternative relationships with both public and private employers, to understand the concepts of labor management partnerships, and to evaluate their viability within varying and volatile environments and bargaining relationships. (3 semester credits)

**Leadership and Landmark Events in 20th Century Labor History**  
LBHT-4050  
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  LBUA-4510

The course will compare selected leadership styles and strategies, test how they appear to work, observe whether or not they can predict 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)

Mathematics in Modern Society   MATH-2000

(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 semester credits, lower level course)

Methods that Motivate  LBED-4420

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 identify social, psychological, and cultural factors that influence the learning process. Students will experiment with a variety of experiential methods and techniques. (3 semester credits)

Multimedia Technology   COMP-4000

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)

Music Appreciation  LBHU-3000

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)

Organizing and Representing the New Workforce LBOR-4180

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 the Global Workforce  
LBOR-4000
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)

Reading & Writing Critically  
ENGL-3001
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)

Safety and Health for Union Organizers  
LBSH-4560
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  
SCIE-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)

Self-Directed Study in Occupational Health and Safety  
LBSH-4550
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  
LBCR-4900
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)
Permission of instructor advisor required.
Senior Seminar LBCR-4800
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) Permission of instructor advisor required.

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)

The Adult Learner LBED-4432
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 OSHA-0501
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. (3 semester credits)

Trainer Course in Occupational Safety & Health Standards for the Construction Industry OSHA-0500
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. (3 semester credits)

**Union Administration**  
**LB UA-4900**

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 Structure and Governance**  
**LB OR-4151**

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)

**Workplace Hazards and the Law**  
**LBS H-4601**

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)

**Writing about Labor and Literature**  
**ENGL-4100**

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)
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.

**Green Workplace Representative Certificate Program: 12 credits needed**

The NLC’s Green Workplace program is designed to provide working adults who are leaders in unions, public sector agencies and other organizations with the tools and knowledge required to conduct sustainability audits and to become effective advocates for sustainable workplaces. Completion of this curriculum will enable the Green Workplace Representatives to become leaders in the field of climate change and workplace sustainability.

Based upon the model of the British Trade Union Congress’s (TUC) Union Green Representative program, the NLC curriculum will provide working people with a practical guide for conducting a workplace audit, organizing a “greening committee” in every workplace, and working with management to make the positive changes necessary to achieve sustainability. Students in this program will also consider topics such as green building construction, strategy and design; building labor-management sustainability partnerships; and the labor movement’s role in the green economy. The NLC’s Green Workplace Representative curriculum is designed for people in every workplace. The level of training is not highly technical.

*Students must take the following four classes:*
- Introduction to Green Workplaces and Sustainability Audits
- Green Audit I: Building Sustainable Workplaces
- Green Audit II: Building Blue-Green Campaigns
- Building Green Labor-Management Partnerships

*Students may substitute two of the following classes for those specified above:*
- Greening the Construction Industry – This course can substitute for either Green Audit I or Green Audit II
- Strategic Bargaining and Organizing Campaigns – This course can substitute for Building Green Labor-Management Partnerships

**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 (NRC) program and at least one of the following classes:*
- 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
Students must take at least two of the following classes:
- Effective Communications
- Effective Leadership: Making It All Work
- Grassroots Leadership I and II
- New Union Staff
And at least 6 credits from the following course offerings
- Organizing and Representing the New Workforce
- Organizing I, II, and III
- Strategic Grievance Handling

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
- 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
- Closing the Deal

Certificate in Building Trades Organizational Dynamics and Growth: 12 credits
• 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
• Closing the Deal

Certificate in Leadership for Change: 12 Credits
All courses are offered for 3 credits or may take as non-credit; must complete 12 credits or 4 classes.

This certificate is a fully online program. Courses are designed to provide participants with a new comprehensive look at organization, management and leadership issues for today’s union leaders. Local union activists, officers, administrators and others in leadership positions are ideal candidates for this program.

• Effective Leadership – Making it all Happen
• Leadership Theory
• Grassroots Leadership for Working America I & II
• Union Administration
ADMISSIONS

The NLC is an open enrollment institution. Members of AFL-CIO affiliated unions, other eligible unions, state federations, central labor councils, and AFL-CIO staffs 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 either the BA or BS 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, 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 at least two months before the start of the semester to allow time to process applications and transcripts.

The admissions application is available online at www.nlc.edu. Please direct inquiries to admissions@nlc.edu or call 888-427-8500.

A one-time non-refundable application fee of $65.00 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 will be 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 in the School of Labor Studies or 84 credits for the School of Professional Studies are eligible to participate in PLA portfolio development. Applicants with fewer than 56 credits may take part in the program to earn credits necessary for full admission.

The Prior Learning Assessment Workshop, a noncredit, online seminar helps 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 fee is: $250
PLA Review: $250 for review of 1 to 15 credits
$250 for review of 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 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 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 published due dates for graduation.

Disability Services
The National Labor College does not discriminate on the basis of disability. NLC provides qualified students with disabilities an equal opportunity to participate in academic programs. Students seeking reasonable accommodations must provide proper documentation to the Registrar who serves as disability coordinator. The student should self-identify at the time of acceptance into the degree program or at least 6 weeks prior to the start of each semester. It is the student’s responsibility to request accommodations by notifying the Registrar each time they register. Additional information can be obtained by contacting the Registrar at registrar@nlc.edu.

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 English as a Second Language (EOL) 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. However, 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 by printing the form at www.ECE.org. An official copy of the report should be sent by ECE directly to the NLC Admissions 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. Academic policies and degree requirements for a major may have changed since the student last
attended NLC. A student who has been re-admitted must follow the academic policies and degree requirements for the catalog year in which they were re-admitted. Please talk to your Enrollment Coordinator or advisor if you have questions about which new policies or degree requirements may apply.

**Academic Advising**

As part of its mission, the National Labor College strives to make higher education a viable choice for working adults. Returning adults face many challenges and the academic advising program at NLC is designed to ensure that students get the level of support they need at all stages of the program: from the inquiry and admissions stage, through the completion of degree requirements, and on to graduation.

As an upper division program, we do our utmost to ensure that students have a clear understanding of the requirements for completion and are prepared to succeed in a challenging academic environment.

Enrollment coordinators (EC’s) provide prospective students with general information about the college, its schools and programs, and help to guide students through the admissions process.

The NLC also has professional academic advisors, who advise students about all matters relating to academic planning. Academic advisors work with students to complete an academic plan based on degree and program requirements. They may assist in the selection of a major or provide students with advice on course selection. Professional advisors and faculty also facilitate the Orientation and Advising Course online.

The NLC faculty advisors provide guidance and mentoring in their area of study. They work closely with students, monitor their progress in the program and assist with development and completion of the final Capstone Project. Faculty advisors also provide students with career guidance and opportunities for professional development.

Since NLC is a primarily distance learning institution, the majority of advising is done over the phone, through e-mails and via the Orientation and Advising Course online. However, students are encouraged to schedule face to face appointments and use the web meeting software Elluminate to schedule virtual advising appointments in the LMS (Learning Management system).

**Online Orientation and Advising Course**

Prospective students are automatically enrolled in the Online Orientation and Advising Course upon submitting a completed application to NLC. This non-credit course is designed to familiarize students with NLC’s institutional policies, programs and academic requirements. Students can use the FAQ’ database, the “Ask an Advisor” forum to find answers to common questions.
There is no additional charge for this course and no credit is awarded; however, new and returning students should complete the Online Orientation. In the Online Orientation students will view short video and complete tutorials on how to use the online campus (Self Service) the LMS (Learning Management System) and access other important resources. After completing the Online Orientation and tutorials, students in the School for Labor Studies must complete a short Orientation and Survey Questionnaire prior to registering for classes.

**Digital Learning and the Future**

All students in the School of Professional Studies are required to take Digital Learning and the Future, which is a 3 credit course. It is designed to orient new students to digital learning and provide useful information about NLC and its resources. The first four weeks of the course explores the evolution of online education and helps students identify critical competencies that will make them successful online learners.

In addition, students will be required to complete two short diagnostic assessments in math and writing. These assessments will help identify areas in which students may need additional support to complete the program. Students are not penalized for low scores, the assessment is merely used as a diagnostic tool to help advisors and faculty direct students to appropriate resources and/or courses that will strengthen their skills in these critical areas.

The last three weeks of the Digital Learning and the Future focus specifically on the subject areas of each program: Construction Management, Emergency Management or Business Administration.

**Transfer Credit**

In most cases, all classes with grade of “C” or better from an accredited college are transferable to the NLC. *The state of Maryland limits the number of lower level (e.g. 100-200 level freshman/sophomore) credits that we can accept to 70.* With the appropriate mix of lower and upper level classes, the NLC can accept up to 90 credits toward the Bachelor of Arts degree in the School of Labor Studies or 84 credits toward the Bachelor of Arts or Bachelor of Science degree in the School of Professional Studies.

Credits with a grade of “C” or above from a higher education institution that is regionally, nationally, professionally, or specialized accredited may be applied toward the degree program. Grades of “P” or “S” will not be transcripted without documentation from the sending institution that the course was completed at a “C” level or above. Credit for developmental coursework, even from an accredited college, cannot be accepted. Courses that have been assessed for prior learning credits at another institution will be reviewed and may be accepted at the discretion of the Provost. Trained evaluating professionals review transfer credits to ensure consistent and fair acceptance. All transfer credit is accepted at the discretion of the NLC.

New applicants must request official sealed transcripts from each college or university they have attended in the past and have their sealed transcripts sent directly to the NLC Admissions Office. Students who have taken ACE assessed courses through their apprenticeship or other licensure or
training programs must submit an official ACE transcript for transfer credit evaluation. 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

**Apprenticeship Credit**
The NLC reviews credits from apprenticeships that have been awarded American Council on Education (ACE) credit recommendation. Apprenticeship credit may also be awarded 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 Air Force, Army, Marines, Navy, and Coast Guard, and students can request the DD214 via regular mail or use the eVetRecs system at 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.

School of Labor Studies Academic Partners
Although NLC is the only institution of higher learning that focuses exclusively on the higher education needs of union leaders, union members and working families, a number of other colleges offer outstanding Labor Studies programs. The NLC has formed partnerships with many of these institutions to offer students the option of taking selected courses in these programs while working towards a degree from the NLC.

- California State University, Dominguez Hills
- Florida International University
- Michigan State University
- University of Illinois, Chicago Labor Education Program
- Wayne State University

The NLC also maintains articulation agreements with many community colleges that offer two-year programs that are similar to the degree offerings from the NLC. This list includes the following institutions:

College of the Menominee Nation (Kenesha, WI)
Community College of Allegheny County (Pittsburgh, PA)
Community College of Baltimore County (Baltimore, MD)
Community College of Philadelphia (Philadelphia, PA)
Community College of Rhode Island (Providence, RI)
Harvard University Trade Program
Ivy Tech Community College (Indianapolis, IN)
LA Trade Tech (Los Angeles, CA)
Montgomery Community College (Rockville, MD)
Owens Community College (Toledo, OH)
Prince Georges Community College (Largo, MD)
San Jose City College (San Jose, CA)
Stanley Community College (Albemarle, NC)
University of Wisconsin School of Workers
Washtenaw Community College (Ann Arbor, MI).

For more information about joint enrollment in these programs or the addition of other academic partners, please send an email to admissions@nlc.edu.

Union Partnerships
Many unions affiliated with the AFL-CIO 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 BS 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 transferring partner credits to the NLC. *Students must consult with their Enrollment Coordinator or an Academic Advisor to ensure that partnership courses meet NLC degree requirements.*
REGISTRATION

All active NLC students will receive course registration materials approximately six weeks before the classes begin online. Students may then register for courses by going to NLC’s Online Campus at https://portal.nlc.edu/Selfservice/. Please direct questions to registration@nlc.edu.

Students registered for courses will receive registration confirmation and information on how to order their books and begin their courses on Moodle, NLC’s Learning Management System, one to two weeks before the course begins online. Students must meet all deadlines and requirements to be fully registered in the program.

**Note for BA students in the School of Labor Studies enrolled in the low residency/blended courses:** While the intensive Week-in-Residence constitutes the core of NLC Labor Studies courses, the online component of each low residency course is also mandatory. Therefore, all students taking Labor Studies Week-in-Residence courses must have access to e-mail and the Internet.

**Books and Materials**
The cost of books and materials vary depending on the course. Costs average between $60.00-$175.00 per course. Students may order books through MBS Direct, the NLC’s online bookstore partner. MBS Direct can be reached through the following link: http://direct.mbsbooks.com/nlc.htm.
ADD/DROP/Withdraw/ Transcript and Refund Policies

Students should refer to the Academic Calendar for Add, Drop, and Withdrawal dates.

**Deadlines for Adding a Class**

**Degree fully online (seven and fifteen week) and online/residential courses:**
A student may add a fully online or online/residential course through the Friday of the first 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) up until the beginning of the first day of the class. Students are not allowed to add a Union Skills course once it has begun without the permission of the NLC Provost’s Office.

**Deadlines for Dropping a Class**

**Degree (seven and fifteen week) and**
Students enrolled in a fully online or online/residential course are permitted to drop the class through the end of the third week of the semester. A graduated refund policy has been adopted. Please see the academic calendar for specific semester refund dates.

### Refund Schedule for 15-week classes

<table>
<thead>
<tr>
<th>Drop Date</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the semester</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first week of the semester</td>
<td>75%</td>
</tr>
<tr>
<td>Through the second week of the semester</td>
<td>50%</td>
</tr>
<tr>
<td>Through the third week of the semester</td>
<td>25%</td>
</tr>
<tr>
<td>After the third week of the semester</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Refund Schedule for 7-week classes

<table>
<thead>
<tr>
<th>Drop Date</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the semester</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first week of the semester</td>
<td>75%</td>
</tr>
<tr>
<td>Through the second week of the semester</td>
<td>50%</td>
</tr>
<tr>
<td>After the second week of the semester</td>
<td>0%</td>
</tr>
</tbody>
</table>

Classes that are dropped within the refund period will not appear on the student’s transcript. Students receiving any type of Financial Aid should contact Student Financial Services to determine if their Financial Aid, Scholarship, GI Bill benefits, etc. will be impacted. Students must complete the add/drop form found at [www.nlc.edu](http://www.nlc.edu) to make schedule adjustments.
Union Skills 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 registered course(s).

Deadline for Withdrawals

Voluntary Withdrawal
After the refund period ends, a student may voluntarily withdraw from a course until the end of the eighth week of a 15-week semester or until the end of the fourth week of a 7-week term. 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 affect on financial aid and scholarship eligibility.

Involuntary Withdrawal
All students must contact their instructor through the Moodle system by the end of the second week of the course for 15-week classes and by the end of the first week of the course for 7-week classes. Any student who has registered for a course and does not participate shall be involuntarily withdrawn. 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 affect on financial aid and scholarship eligibility.

Union Skills 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 assigned a grade of “NC” (no credit). No refund will be granted.

Appeals
A student may appeal issues regarding add/drop/withdrawal to the Registrar and Office of the Provost.

Withdrawal from the College
If a student intends 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 one year period. The College will then assign the student a “Withdrawn” status. Students will need to reapply and pay a $25.00 re-admit fee to enroll in additional courses. The student must then follow the policies and degree requirements from the catalog in effect at the time of re-admission.

Online Participation and Attendance Policy
All students must contact their instructor through the Moodle system by the end of the second
week of the course. Students must participate in the online portion of a course by the end of the second week of the semester for a 15-week course or by the end of the first week of the term for a 7-week course. Participation will vary per course as determined by each instructor, but weekly online attendance is required. Failure to comply with the Online Participation Policy may possibly result in a grade of “IW” or a failing grade. Refunds will be granted based on the graduated refund policy.

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. NLC will not release a transcript or diploma if a student has any outstanding financial obligations. If there is a discrepancy between NLC’s records and the student’s, the burden of proof of payment is on the student.
GRADES

Students will receive a letter grade for degree courses. A maximum of 2 courses using the Pass/No Credit option may be counted toward electives in degree programs. See Pass/No Credit section for additional information.

Description of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grades Affecting the GPA</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>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></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>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grades Not Affecting the GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>Administrative Hold</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
<tr>
<td>CR</td>
<td>Credit (partnership, experiential, PLA courses)</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IW</td>
<td>Involuntary Withdrawal</td>
</tr>
<tr>
<td>LA</td>
<td>Leave of Absence</td>
</tr>
<tr>
<td>MH</td>
<td>Military Hold</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit (non-attendance or unsatisfactory work)</td>
</tr>
<tr>
<td>NG</td>
<td>No Grade (grade not submitted)</td>
</tr>
<tr>
<td>P</td>
<td>Pass (grade of “C” or above)</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit (academic, apprenticeship)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WK</td>
<td>Workshop</td>
</tr>
</tbody>
</table>

Grade Appeals

Any currently enrolled student may appeal his or her grade in a course; including any incomplete that is recorded. The student must first attempt to resolve the grade dispute with the faculty member. If a resolution is not met, the student may document the grading issue and submit the grade appeal to the Academic Review Committee. Grades may be grieved only on the ground that the grade is arbitrary or capricious. Arbitrary and capricious is defined as a grade (1) based on a criteria other than the course work performed by the student or (2) not based on criteria
outlined in the courses syllabus. Grievances over grades must be filed within three (3) months after the grade is awarded, and in the case of graduating students, prior to graduation.

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 grade of “IN” may only be assigned if at least 75 percent of the coursework has been completed. A student who receives an “IN” grade in a course must complete the work by the end of the following semester. If the “IN” grade is not completed within the required timeframe, the “IN” grade will automatically convert to an “F” grade or a “NC,” depending on which method of grading the student had requested. A grade of “IN” is not awarded quality points and is not included in the student’s grade point average. If the “IN” grade has converted to a grade of “F” and the student wishes to complete the course, s/he must re-register and pay for the course.

Students may file a formal request for additional time to complete the missing work. The student must complete and submit an Incomplete Extension form. The extension may only be granted under extenuating circumstances upon the approval of the Instructor and the 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 Provost may waive the provision under extraordinary circumstances.

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
A grade designation of “TC” is assigned to courses that are transferred into the NLC from an accredited college or university, ACE assessed apprenticeship or training programs, or military credits. These transfer credits 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. A maximum of 90 transfer credits will be accepted in the School of Labor Studies or 84 credits in the School of Professional Studies pending review by the Registrar’s office.

Credit
A grade designation of “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 a student does not want to receive a letter grade for a course. No credit is given for the AU designation; however, the course will appear on the transcript. The AU does not calculate into the GPA. Students may not receive Financial Aid for courses that are audited. 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 auditor must meet the course pre-requisites, or receive permission of the faculty member, in order to register for the course. The student must declare the end of the first week of classes.

If a student originally registered for a course as Audit, he/she has until the end of the second week of classes to change the class grading to a letter grade. Changes to a grading type must be made in writing to the Registrar’s Office. After the second week of classes, no changes may be made to an Audit status. 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.

Leave of Absence
A student may request a Leave of Absence submitting a request in writing to the Registrar. The leave of absence cannot 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 within a bracket 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.

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 in the GPA calculation.

**Pass/No Credit Grade Options**

- Students in the School of Labor Studies taking degree 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 semester. This form is located on the NLC website at [www.nlc.edu](http://www.nlc.edu) under “Registrar.”

- A maximum **2 elective courses** using the Pass/No Credit option may be counted toward the degree.

- The Pass/No Credit option may only be used for elective courses in the School of Labor Studies or the School of Professional Studies degree programs. Students pursuing a BA or BS degree should consult their advisor before registering with the Pass/No Credit option.

- Students must indicate their grading preference by the end of the first week of the course.

- 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 in degree classes. 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 coursework in a timely fashion and is essential for students to be eligible to qualify for federal financial aid. NLC uses both quantitative and qualitative measurements to ascertain satisfactory progress.

**Percentage of Courses Completed**
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 count as an unsuccessful attempt.

**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/no credit basis may be counted as a “C” and it may not be calculated in the GPA (for students taking a course on a pass/no credit 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 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**
Students receiving federal financial aid may appeal issues of satisfactory academic progress to the Office of Student Financial Services.
TUITION AND FEES

Tuition – School of Labor Studies
Tuition is payable in full 12 business days prior to the beginning of the semester. Students may pay by cash, personal check, American Express, MasterCard, or Visa.

$225.00 per credit hour for AFL-CIO affiliated union members and members of Working America
$275.00 per credit hour for non AFL-CIO affiliated union members
$1,308.00 per credit hour for non-union members

Tuition – School of Professional Studies
Tuition is payable in full 12 business days prior to the beginning of the semester. Students may pay by cash, personal check, American Express, MasterCard, or Visa.

$225.00 per credit hour for AFL-CIO affiliated union members and members of Working America
$275.00 per credit hour for non AFL-CIO affiliated union members
$400.00 per credit hour for non-union members

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

Fees -- School of Labor Studies and School of Professional Studies

$60.00 Application fee
$25.00 Re-admit fee
$25.00 Technology fee (per credit hour)
$25.00–$90.00 Materials fee (per course)(refer to schedule)
$25.00 Student activity fee (each semester that includes a residential component)
$150.00 Special portfolio assessment
$50.00 Partnership/Joint enrollment fee (per credit hour)
$25.00 Student Activity Fee (per credit hour)(SLS only)
$250.00 Graduation fee

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.

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

After registering for a class that includes a Residency, students in the School of Labor Studies can reserve a room through the website, www.nlc.edu or by calling the NLC front desk at 301-431-6400 or 800-462-4237.

$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

An 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 participates in the federal student loan programs. Only degree courses that extend the length of a full term (or semester) are eligible for federal aid. Students should consult with their Enrollment Coordinator or an academic advisor 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 POLICIES

The NLC graduates students three times a year: in December for fall graduates, in June for spring graduates, and in August for summer graduates. However, the Commencement Ceremony is held once a year in June. Diplomas will be mailed to Fall and Summer graduates. Spring graduates will receive their diplomas at the Commencement Ceremony in June.

Please refer to the academic calendar for the Commencement date. Plan to arrive a day early as activities are planned for graduates, guests, faculty, and staff the day before Commencement.

Filing for Graduation
1. Students 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, major requirements, and have a GPA of at least 2.0.

2. Students are allowed to participate in the Commencement Ceremony if they have no more than two incompletes. The incompletes cannot include Senior Seminar, Senior Projector Capstone Projects.

3. Upon filing an “Intent to Graduate” form, students must submit a required non-refundable $250 graduation fee. All financial obligations to the College must be met in order to obtain a transcript and diploma and participate in Commencement. If the student does not meet degree requirements, the graduation fee will be applied to the new graduation term.

GRADUATION DEADLINES
For December (Fall) graduates the deadlines are:

• The “Intent to Graduate” form must be submitted no later than September 1.
• Prior Learning Assessment portfolios must be completed satisfactorily no later than September 1.
• The last semester a student can take Senior Block (Senior Seminar, Senior Project and Comparative Research Methods) for December graduation is the summer semester preceding the December graduation. A student must successfully complete and submit the Senior Project by October 15.
• For students with incompletes who intend to have a December graduation date, 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 April graduation review.
• Upon filing an “Intent to Graduate” form, students must submit a required non-refundable $250 graduation fee.
For June (Spring) 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.
- The last semester a student can take Senior Block (Senior Seminar, Senior Project and Comparative Research Methods) for April graduation is the previous fall semester. A student must successfully complete and submit the Senior Project by April 15.
- 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 May 15th of the graduation year. If final grades for the incompletes are not received in the Registrar’s office by May 15th, the student will need to file a new “Intent to Graduate” form for the August graduation review.
- Upon filing an “Intent to Graduate” form, students must submit a required non-refundable $250 graduation fee.

For August (Summer) Graduates:

August Graduates are invited to participate in the Commencement Ceremony the following year. For example, if you complete your requirements in Summer 2010, you may participate in the June 2011 Commencement Ceremony.

- The “Intent to Graduate” form must be submitted no later than June 1.
- Prior Learning Assessment portfolios must be completed satisfactorily no later than June 1.
- The last semester a student can take Senior Block (Senior Seminar, Senior Project and Comparative Research Methods) for August graduation is the previous spring semester. A student must successfully complete and submit the Senior Project by June 15th.
- Grades for Incomplete courses must be submitted to the Registrar’s office no later than August 1st of the graduation year to fulfill the August graduation requirements. If final grades for the incompletes are not received in the Registrar’s office by August 1st, 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 non-refundable $250 graduation fee.

Commencement Participation

All students who have completed degree requirements the summer, fall, or spring semesters immediately prior to May 1st may participate in the June Commencement Ceremony. Students may not participate in the Ceremony if they have more than two (2) incomplete grades or if a grade of Incomplete is received in either the Senior Seminar or Senior Project.

Students may not participate in the Commencement Ceremony if they are missing any coursework. For example, if a student is short 3 credits at the end of the spring semester, s/he may not participate in the Commencement Ceremony by registering for a summer course. In this example, the student will have an August graduation date and be invited to participate in Commencement the following year.
Students who wish to participate in Commencement, but do not complete their incomplete work by the required spring deadline, will have their anticipated graduation date moved to the following semester.
UNION SKILLS TRAINING PROGRAM

The National Labor College offers continuing education for union leaders, staff and activists – known as Union Skills classes – that cover every aspect of union organizing, bargaining and administration (Arbitration, Bargaining, Contract Writing, etc.). With over forty years experience in teaching Union Skills through the George Meany Center, the NLC faculty offers a full range of classes each year. In conjunction with the AFL-CIO’s Building and Construction Trades Department, the NLC also offers specialized Union Skills courses designed for union members and activists in the building and construction trades unions. Course descriptions for all of the NLC’s Union Skills courses (including the Construction Industry courses) are listed below.

The majority of NLC Union Skills courses are delivered on campus, in a week long residential format. A small but growing number of Union Skills courses are offered in a fully online format. All Union Skills classes are taught for college credit, and these credits can be applied toward the NLC’s twelve credit certificates or toward the NLC’s Bachelor’s Degree programs. For more information on the NLC’s annual schedule of Union Skills and Union Skills/Construction Industry courses, see http://www.nlc.edu/educational-programs/union-skills-classes.
Union Skills Course Descriptions

Arbitration Preparation & Presentation Level I LBST-3901
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 analyze a sample disciplinary case involving “Just Cause” and practice direct and cross-examination and opening statements in a workshop setting; students also discuss closing arguments. At the end of the week, students participate in full-scale mock arbitrations and receive additional constructive critiques. The mock arbitrations are videotaped. 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; Grievance Mediation; and Strategic Grievance Handling. (3 semester credits)

Arbitration Preparation & Presentation Level II LBST-3902
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. Mock arbitrations will be videotaped. 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; Grievance Mediation; and Strategic Grievance Handling. (3 semester credits)

Arbitration Brief Writing LBUS-3900
More and more, union advocates are expected to submit briefs after an arbitration hearing. This class takes beginning and advanced advocates through the process of writing and researching a polished brief in a real case. Four weeks of easy to follow online step-by-step assignments help students immerse themselves in the facts of the case before coming to class. The final week of residential instruction gives students the opportunity for group work and personal feedback and editing by the instructor. Students hone both writing and legal reasoning skills, while also learning how to research and read cases. RELATED CLASSES: Arbitration Preparation and Presentation Levels I and II; Grievance Mediation; Strategic Grievance Handling. (3 semester credits)

Contract Negotiations in the Private Sector LBUS-3906
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)
Effective Communication Skills for Trade Unionists  LBUS-3041
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)

Grievance Handling and Internal Organizing  LBUS-3081
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  LBUS-3898
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. (1 semester credits)

Healthcare Bargaining  LBUS-3928
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 overtreatment 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  LBUA-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)

Immigration and Labor  LBUS-3020
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)
Greening the Construction Industry    LBUS-3310
This course is designed as an introductory course in green construction and green building design for members of the Building Trades unions. The course will include a craft specific component for each trade. Topics will include: building green, green materials, the elements of green buildings, making existing buildings green, promoting the selection of appropriate sites and environmentally sustainable site development, promoting efficient use of water resources, methods to conserve energy, how to use renewable energy and protect atmospheric resources, how to conserve building materials, how to reduce and recycle construction waste and sensibly use natural resources, and how to protect and enhance indoor and outdoor environmental quality. The NLC is seeking USGBC certification for this course. (2 semester credits)

Introduction to Green Workplaces and Sustainability Audits       LBUS-3311
The role and stake of American Labor, union green initiatives, business green initiatives, union greening communities, history of environmental policy in the U.S., history of labor-environmental movement interaction, venture capital and clean technologies, sustainability initiatives, the role of the green workplace representative. Additional readings, discussions, and case studies will accompany lectures. Guest speakers will be participating. (3 semester credits)

Green Audit I: Building Sustainable Workplaces     LBUS-3312
History of labor-management health and safety committees, role of the labor-management greening committee, research HVAC audit items and new technologies for practice audit, implementing labor level change, research lighting and electrical equipment audit items, overview of lighting and electrical issues, implementing labor level change, research work related transport audit items, overview of transportation issues, identify issues with designing and conducting a greening audit, research reduce, re-use, recycle audit items. (3 semester credits)

Green Audit II: Building Blue-Green Partnerships    LBUS-3313
Cost-Benefit implications, implementing labor level change, research renewable energy and energy efficient alternatives audit items, the future of the American automobile, impact of Detroit on U.S. economy, energy efficient buildings, energy audits, retrofits and weatherization, research hydrology audit items, research green procurement and supply chain audit items, green procurement, designing and conducting a green audit. Supplemental readings. (3 semester credits)

Building Green Labor-Management Partnerships  LBUS-3314
Green finance and business development, the business case for workplace carbon reduction, audit design implementation and evaluation, building sustainable labor-management partnerships, exploring the green workplace and health and wellness connection. (3 semester credits)

Labor Relations in the Federal Sector    LBUS-3910
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)
Managing Local Unions  LBUS-3091
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 work plans, as well as motivation, accountability, and communication strategies and techniques. (2 semester credits)

Negotiating and Writing Contract Language  LBUS-3912
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  LBUS-3913
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)

Strategic Bargaining and Organizing Campaigns  LBUS-3921
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, given in September. (2 semester credits)

Negotiations Strategy and Tactics  LBUS-3860
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 Training  LBUS-3605
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 I**   **LBUS-3915**
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**   **LBUS-3916**
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**   **LBUS-3917**
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)

**Representing Injured Workers**   **LBUS-3930**
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)

**Secretary-Treasurers—LM2 Requirements**   **LBUA-3501**
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. (3 semester credits)

**Secretary-Treasurers 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)

**Steward Training**  LBUS-3100

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**  LBUS-3921

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 Grievance Handling**  LBUS-3080

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 and Grievance Mediation. (2 semester credits)
Strategic Political Campaigns to Move Labor’s Agenda Forward  
LBUS-3925
Learn about the best political practices and how they could apply to locals and central labor bodies. (2 semester credits)

Teaching Techniques I  
LBED-3402
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. (3 semester credits)

Teaching Techniques II  
LBED-3412
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. (3 semester credits)

“Train-the-Trainer” on Workplace Health and Safety  
LBUS-4927
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. (3 semester credits)

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)

Union Leadership in the 21st Century  
LBUS-3904
For locals interested in motivating members to get involved and avoid burn out, in this class student’s also explore finding and developing leaders within their existing steward system. (2 semester credits)
Workers’ Rights Building Power in the Workplace  
LBUS-3060
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)

Building and Construction Trades Course Descriptions

Contract Negotiations in the Construction Industry  
LBUS-3907
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)

Labor Law in the Construction Industry  
LBUS-3909
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 proactive planning. (3 semester credits)

Organizing in the Construction Industry I  
LBUS-3918
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 in the Construction Industry II: Strategic Planning  
LBUS-3923
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 I. (2 semester credits)

**Organizing in the Construction Industry III: Closing the Deal**  
LBUS-3092  
This course prepares building trades organizers to conduct effective in-person meetings with targeted non-union contractors within the context of an organizing campaign. Participants review communications strategies and practice elements of persuasion and relationship building through one-on-one conversation. (2 semester credits)

**Organizing in the Construction Industry IV: Communications and Media**  
LBUS-3093  
This course is a series of interactive workshops designed for organizers, staff, officers, and campaign activists from building trades unions. It covers a range of tools and techniques for more effective communications within construction organizing campaigns. Topics include: developing messages for members, workers, contractors, owners, the news media, and the public; various tools and techniques for delivering those messages including social network and other electronic-based media. Enrollments are limited.

**Greening the Construction Industry**  
LBUS-3310  
This course is designed as an introductory course in green construction and green building design for members of the building trades unions. The course will include a craft-specific component for each trade. Topics will include: building green, green materials, the elements of green buildings, making existing buildings green, promoting the selection of appropriate sites and environmentally sustainable site development, promoting efficient use of water resources, methods to conserve energy, how to use renewable energy and protect atmospheric resources, how to conserve building materials, how to reduce and recycle construction waste and sensibly use natural resources, and how to protect and enhance indoor and outdoor environmental quality. The NLC is seeking USGBC certification for this course. (2 semester credits)
SAFETY AND HEALTH TRAINING PROGRAMS

The National Labor College Safety and Health Training Program

The National Labor College Safety and Health Training Program is committed to excellence and includes a variety of courses from basic safety and health awareness to in-depth Occupational Safety and Health Administration (OSHA) training. A consortium member of the National Resource Center (NRC) since 1994, the NLC provides a full range of OSHA courses for all workers in need of “Training that Matters.” With many years of work experience in general industry and construction and many more years in the classroom, the NLC faculty in the Safety and Health Program understand the difficulties working men and women face in their day to day work activities. Each year the NLC offers a full menu of classes geared for both new and experienced safety activists that are taught by experienced faculty members whose primary goal is to insure safe and healthful working conditions.

The NLC’s George Meany Campus is also home to several grant funded programs that focus on Worker Health and Safety including the Rail Workers Hazardous Materials Training Program, the Department of Transportation Hazardous Materials Instructor Training Program, and the Labor Safety and Health Training Project (funded by OSHA). The Labor Safety and Health Training Project focuses on teaching union members how to approach safety and health as a union issue. Most of the Project’s training is delivered for unions in the field and is provided free of charge. The remainder of the OSHA and grant specific courses are delivered on campus, in a week long residential format. Most of these classes are taught for college credit that can be applied toward the NLC’s twelve credit certificates or toward the NLC’s Bachelor’s Degree programs. For more information on the NLC Safety and Health Training Programs, please visit the specific areas of your training interest on the NLC website.

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

Course Descriptions and Schedule
For a list of courses and course descriptions view the NRC OSHA-TRAINING-Course-Schedule 2009-2010.pdf
You will need the Adobe Acrobat Reader to view the form in pdf format. The free Acrobat Reader is available for download at the Adobe web site:

Registration
You may register online or mail a printed registration form. Full tuition is due at the time of registration.

Cancellation Policy
If we receive your cancellation 14 days prior to the course starting date, we will refund your registration fee less a $120.00 nonrefundable deposit. Requests for refunds may be made by telephone, but must be confirmed in writing. No refunds will be issued for cancellations received less than 14 days before the course starting date. If insufficient enrollment requires cancellation of a course, we will refund your registration fee in full, or you may elect to transfer your fee to another scheduled course.

**Continuing Education Units**
Participants can earn between 1.7-2.5 Continuing Education Units (CEU) for satisfactory completion of individual courses. The CEU gives recognition on a national basis to individuals continuing their education and keeping current in their chosen fields.

Programs and activities of the National Resource Center are available for all persons without regard to race, color, sex, disability, religion, age, veteran status, sexual orientation, or national origin.

**Print the Registration Form**
You may mail or fax the Print Version of the NRC/OSHA Registration Form. You will need the Adobe Acrobat Reader to view the form in pdf format. The free Acrobat Reader is available for download.

**Mail**
Mail the completed form to:
OSHA Registration
The National Labor College
10000 New Hampshire Ave.
Silver Spring, MD 20903

Fax
Fax the completed form to 301-628-0165. Attn: Freddie Thomas

**Class Locations**
Since 1994, the National Resource Center has conducted training for students from all over the United States, as well as Italy and Puerto Rico. We have also conducted training in 25 states. Courses are routinely offered at NLC in Silver Spring, Maryland and at West Virginia University Safety and Health Extension in Morgantown, West Virginia. In addition courses are scheduled at locations in adjoining states: Charleston, WV; Huntington, WV; Lancaster, PA; Philadelphia, PA; Pittsburgh, PA; Reading, PA; Uniontown, PA; Wilkes-Barre, PA; York, PA and Richmond, VA.

For other course locations available see the National Resource Center for OSHA Training, West Virginia University Extension Service.

**Training at Your Location**
The National Resource Center will come to you. All of our standard training programs are offered on a contractual basis at your location, or we can customize our programs to fit your
needs. We bring course materials and instructors to your training site at a time to fit your schedule and a price to fit your budget.

Additional Information
For more information contact Freddie Thomas by phone at 301-431-5457 or email at fthomas@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, over 27,000 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. The North American Railway Foundation, a nonprofit organization that supports rail, labor and safety organizations has also provided funding when available.

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.

Labor Safety and Health Training Project
The Labor Safety and Health Training Project is a joint project of the National Labor College and the AFL-CIO.

The goal of the Project is to increase the involvement of workers in union efforts to improve workplace safety and health, and to increase the effectiveness of these efforts. The Project offers free safety and health training to union members, officers and staff, and also conducts a week long "train the trainer" program at the National Labor College.

For more information contact Project Director, Sharon Simon at ssimon@nlc.edu or at 301-431-5414.
EDUCATIONAL 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 NLC’s Southwest Organizing School offers union training across the Southwest for individual unions, groups of unions and central labor councils. Sponsoring unions arrange for facilities and ensure sufficient enrollment. These trainings can be tailored to fit the needs of individual unions or labor groups. For more information on the NLC’s Southwest Organizing School, see http://www.nlc.edu/educational-programs/southwest-organizing-school.

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 issues that will support and benefit the work of unions in this ever changing field as part of our bachelor’s degree. KPHCI is also developing a four-course Certificate in Healthcare for interested labor activists. A new emphasis on health and wellness and programs to bring healthy living to union members will be added to the KPHCI over the next period.

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 Nigerian Permanent Secretary of Labor or the Labor Ministers of newly elected Nigerian national administrations. For more information, email Carol Rodgers at crodgers@nlc.ed.

**NLC Investor Education Project**
The NLC Investor Education Project is a program to help union members increase their financial literacy and understanding of personal finance/investment through unbiased online resources, handbooks, in-person learning opportunities and train-the-trainer courses. This program was made possible with the generous support of The Financial Industry Regulatory Authority (FINRA) Investor Education Foundation.
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:  http://www.nlc.edu/educational-programs/graduate-studies.

George Mason University in Partnership with the National Labor College Masters of Science in Organization Development and Knowledge Management

The Organization Development and Knowledge Management (ODKM) masters program is designed to enhance participants’ abilities to be effective agents of change within their unions, communities and organizations. The focus of the program is to understand what is happening in organizations, to address issues and challenges relevant to labor representatives, and to practice new leadership skills. Graduates are prepared to find creative solutions to complex problems common to many organizations. This is a cohort program, so students begin and end together and work together throughout. Work between residencies is supported by online collaborative tools.

For more information, call or write:
University of Massachusetts Master’s Degree in Union Leadership and Administration

The University of Massachusetts offers a Master’s Degree in Union Leadership and Administration (ULA) at its Labor Relations and Research Center in Amherst, Massachusetts. This part-time, low residency program is designed for union officers, staff and activists. The ULA program provides the technical skills necessary for today’s union leaders to confront the challenges facing the modern labor movement.

For more information, call or write:

Union Leadership and Administration Program
University of Massachusetts
Labor Center/Gordon Hall
418 N. Pleasant Street, Suite B
Amherst, MA 01002-1735
Phone: 413-545-4875
Fax: 413-545-0110
Website: [http://www.umass.edu/lrrc](http://www.umass.edu/lrrc)
ACADEMIC POLICIES

Academic Amnesty

Academic Amnesty is designed for those students whose GPA from prior semesters is low and not reflective of the student’s current ability. Students who have not taken classes at the National Labor College for two consecutive years (six semesters), and who have an academic record they feel is below their abilities, may apply for Academic Amnesty.

Students may apply for Academic Amnesty only after they have been re-admitted to the College and successfully completed three degree courses (9 credits) with grades of “C” or better. The student may not select which courses are used in the Amnesty process. All courses with letter grades below a “C,” taken before readmission to the College, will be selected and used in the Amnesty process. Courses with grades below a “C” will not be calculated in the GPA and cannot be used toward degree requirements. Courses taken after the student has been re-admitted will not be used in the Amnesty process.

Students who elect to request Academic Amnesty will have a statement placed on their transcript indicating that Academic Amnesty was requested and granted. Students should be aware that other colleges, universities, or employers may not recognize Academic Amnesty.

Academic Amnesty may be granted only once to any student and is irreversible. The awarding of Academic Amnesty is at the discretion of the NLC Provost.

Questions regarding Academic Amnesty should be directed to the Registrar.

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.

The 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 to be considered misconduct 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. By registering for classes and logging in to Moodle, students indicate their agreement to follow the NLC’s Academic Honesty policy. See the policy at www.nlc.edu.

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.

**Academic Review Committee and Procedure**

**Purpose**
The Academic Review Committee is constituted for (1) the consideration of student grievances over grades and (2) appeals of findings of academic misconduct against students.

The functioning of the Academic Review Committee and this Procedure do not alter the provisions and requirements of the NLC antidiscrimination and anti-harassment policy and procedure.

**Authority**
The Academic Review Committee may address only the matters specifically included in this Procedure.

The Committee is, in all cases, authorized only to make recommendations to the Provost and/or President of NLC. It may not take any actions that conflict with any Collective Bargaining Agreement to which the NLC is a party.

**Composition**
The Academic Review Committee shall be composed of two Guild represented faculty members and one alternate selected by Guild represented faculty; and one currently enrolled undergraduate student and one alternate selected by the Student Union Association.
A majority of the Committee may excuse any member of the Committee from participating in consideration of an individual matter because of a conflict of interest and replace the member with the corresponding alternate.

Individuals selected to serve on the Committee are expected to serve for the duration of the academic year in which they are appointed. Individuals may serve on the Committee more than once. In the event that an individual resigns from the Committee during the academic year a successor shall be chosen from among those eligible by the same means as the initial selection.

**Scope of Procedure, Time Limits, and Limits on Remedies**

**Grades:**
Any currently enrolled student may use this procedure to grieve his or her own grade in a course; including any incomplete that is recorded. Grades may be grieved only on the ground that the grade is arbitrary or capricious. Arbitrary and capricious is defined as a grade (1) based on a criteria other than the course work performed by the student or (2) not based on criteria outlined in the courses syllabus.

Grievances over grades must be filed within three (3) months after the grade is awarded, and in the case of graduating students, prior to graduation.

*The remedy for grievances over grades is limited to directing the involved faculty member to (1) reconsider the grade without reference to criteria other than the course work performed, and/or (2) reconsider the grade in light of the criteria outlined in the course syllabus. In no case may the Committee reassess or reevaluate the student's work.*

**Findings of Academic Misconduct of the Student:**
Any student may use this procedure to appeal any finding of academic misconduct against him or her. Academic policies to which students are expected to adhere are listed in the *Student Handbook* and in rare cases before a policy can be reprinted in the *Student Handbook*, in supplemental notices mailed to students.

*Appeals of findings of academic misconduct must be made within three (3) months after the student receives notices of the finding of misconduct.*

The remedy for an appeal of a finding of academic misconduct may include reinstatement of any grade that was changed as a result of the finding of misconduct.

**Procedure**

*Actions Required from the Student:*
Any individual student may refer a grievance over grades to any member of the Committee or the Provost. Appeals of findings of academic misconduct must be referred to the Provost.

*Prior to filing a grievance with the Committee, the student must discuss the subject of the grievance with the faculty member involved and attempt to resolve it.*
Student grievances or appeals must (1) be in writing, (2) state the action complained of, and (3) explain why the finding of academic misconduct is unfair, or in the case of grades, arbitrary and capricious.

Steps by the Committee and NLC:
Once a matter has been referred to a member of the Committee or the Provost it is the member’s or Provost’s responsibility to inform the other members of the Committee of the matter as promptly as possible.

The Committee will conduct an investigation to determine whether or not the grievance has any merit. The investigation must include meeting with the individual who referred the matter, the faculty member or academic administrator involved, and other individuals who may have relevant information; however, where in-person meetings are impossible communication may be by phone. Relevant documents must also be reviewed. The investigation will be conducted promptly, thoroughly, and impartially and in as confidential a manner as possible. Wherever possible, the process shall be completed within sixty (60) days of referral of the matter.

Upon conclusion of the investigation the Committee shall make written findings to the Provost as to whether or not the grievance has any merit, and if the grievance or appeal has merit, shall also make written recommendations as to the appropriate remedy. All findings and recommendations shall be by simple majority vote. The Provost’s office shall provide copies of the findings and recommendations to both the individual who referred the matter and to any faculty member involved.

Within thirty (30) days of receiving the Committee’s findings and recommendations the Provost shall either endorse and implement the Committee’s findings and recommendations or provide a written statement to the Committee and the parties involved explaining why he/she has chosen not to.

All decisions of the Provost are subject to review by the President of NLC. In the event that the Provost must be excused from consideration of an individual matter because of a conflict of interest the President may act in his/her stead or designate someone to act in his/her stead. In the event that the President must be excused from consideration of an individual matter because of a conflict of interest the Executive Committee of the Board of Trustees may act in his/her stead or designate someone to act in her stead.

Online Participation and Attendance Policy
All students must participate in the online portion of a course by the end of the second week of the semester at the latest. Participation will vary per course as determined by each instructor, but weekly online attendance is required. Failure to comply with the Online Participation Policy will result in an “IW” or possibly an “F” grade. No refund will be issued.

National Labor College Policy on Family Education Rights and Privacy Act
The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), affords certain rights to students with respect to their education records. The primary rights afforded include:
• The right to inspect and review the student’s education records.
  o Students must be given the opportunity to review and challenge their “educational records.” Both currently enrolled and former students have the right to inspect and review their records, and to challenge contents they believe are inaccurate or misleading. The student must request to review their records in writing to the Registrar. The institution must comply with a request for access to records “within a reasonable period of time, but not more than 45 days after it receives the request.”

• The right to seek to have the records amended.
  o Students have the right to request to have education records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. A full and fair opportunity must be provided to present evidence relevant to the issue raised. Students who are not satisfied with the outcome of the challenge process have the right to place in their education record a statement commenting on the contents of the education record, or on their reason for disagreeing with the decision of the hearing panel.

• The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

  **Directory Information**
  The college has a right to release directory information without a student’s permission. The National Labor College defines directory information as follows: student’s name, home address, home phone number, e-mail address, union affiliation, degree, major, class rank (freshman, sophomore, junior, senior), dates of attendance, date of graduation, senior project titles, awards, and photographs.

  The student has a right to prohibit this information from being released. If a student does not want their directory information released, they must sign a “Restriction on Directory Information” prohibiting information from being released or published without their written consent. Exceptions to this restriction, which would permit disclosure without consent, are disclosed pursuant to, the USA Patriot Act and disclosure to school officials with legitimate educational interests.

  **USA Patriot Act**
  “When the U.S. Attorney General (or any federal officer or employee, in the position not lower than an Assistant Attorney General) certifies that “specific and articulable facts” support the request, such an official may obtain a court order that requires an educational institution to turn over education records related to a terrorism investigation, and the institution does not violate FERPA by complying with such an order, without student consent.

  **Disclosure to school officials with legitimate educational interests.**
  A school official is a person employed by the college in an administrative, academic or support staff position. A school official has a legitimate educational
interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
  - Family Policy Compliance Office
    - U.S. Department of Education
    - 400 Maryland Avenue, SW
    - Washington DC 20202-4605

Requirements for the Disclosure of Educational Records
- specify the records to be released;
- state the purpose of the disclosure;
- identify the party or class of parties to whom disclosure may be made;
- signed and dated by the student.

Definition of an Academic Record
An educational record is defined as a record, electronic or otherwise, that is directly related to a student and maintained by the National Labor College or by a party acting for the college.

“Educational records” do not include the following:
- Records created by and kept in the sole possession of an individual staff member that are not accessible to any other individual except a substitute.
- Records maintained by a law enforcement unit of the college.
- Employment records of persons used only for purposes related to employment, unless said persons are employed at the college because of their status as a student.
- Medical and psychological records that are maintained only in connection with provision of treatment to the student.
- Records which contain only information relating to a person after that person is no longer a student at the institution (e.g., information gathered on the accomplishments of alumni.)

Annual Notification
Mandated annual notification will be sent by October 15th of each year to students by email.

Anti-Discrimination and Anti-Harassment Policy and Complaint Procedure

Policy Statement
The National Labor College (NLC) is committed to providing all of its staff, faculty, students and participants with a work and academic environment that is free from discrimination and harassment. The NLC does not discriminate because of race, religion, creed, color, sex, age, national origin, sexual orientation, physical or mental disability or handicap, marital status, any other basis prohibited by law, or protected activity under the antidiscrimination statutes (that is, opposition to prohibited discrimination or participation in the statutory complaint process).
In keeping with this policy, the NLC reaffirms that it will not tolerate discrimination or harassment in any form. This prohibition covers discrimination or harassment by a staff member, faculty member, student, participant or vendor toward a staff member, faculty member, student or participant, including conduct by a staff member or faculty member toward another staff member or faculty member or conduct of a student, staff member or faculty member toward a student or participant.

As a means to ensuring an environment that is free from discrimination and harassment, the NLC has established a formal procedure for the handling of all complaints of discrimination or harassment.

This procedure for the handling of complaints of discrimination or harassment is intended to supplement — not to replace or supersede — the other procedures available to employees under an applicable collective bargaining agreement, Title VII of the Civil Rights Act of 1964, the Maryland Human Relations Act or otherwise, or to students under Title VI of the Civil Rights Act of 1964 or otherwise. A staff member, faculty member, student or participant who believes he or she is the victim of such harassment may file a complaint with the Equal Employment Opportunity Commission (Title VII) or the Office for Civil Rights of the U.S. Department of Education (Title IX), as applicable. A staff member also may file a grievance under any applicable collective bargaining agreement or a complaint with the Maryland Human Relations Commission.

**Definition of Sexual Harassment**

Sexual harassment (1) can take many forms – including unwelcome sexual advances, requests for sexual favors and other communicative or physical conduct of a sexual nature, (2) can involve behavior by a person of either gender against a person of the same or opposite gender and (3) may, depending on the circumstances, include conduct of a staff member, faculty member, student, participant or vendor toward a staff member, faculty member, student or participant, including conduct of a staff or faculty member toward another staff or faculty member, or conduct of a staff or faculty member toward a student or participant. Unwelcome sexual conduct constitutes harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic participation;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual or;

3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or academic participation or creating an intimidating, hostile or offensive working or academic environment.

**Complaint and Investigation Procedure**

A. **General Principles**
The NLC strongly encourages you to come forward with a complaint at the earliest possible point, for example, before harassment becomes severe and pervasive. The NLC is committed to stopping harassment even if the conduct has not risen to the level of a violation of law.

Efforts will be made to investigate and resolve complaints promptly, thoroughly, and impartially, and in as confidential a manner as is possible consistent with proper investigation of the complaint.

If a person is accused of discrimination or harassment, he or she shall not play any role in administering or making decisions under this procedure.

It is the responsibility of all managers and supervisors who learn of, receive a complaint of, or witness possible discrimination or harassment to report this information to the Director of Human Resources. (If the Director of Human Resources is the person accused of discrimination or harassment, the report shall be made to the Provost.) Failure to so report is itself a serious matter and may be grounds for discipline up to and including termination or expulsion.

There will be no retaliation or other adverse action against individuals who make good faith complaints or who in good faith provide information in the course of the investigation of such complaints. Retaliation or other adverse action against an individual for having complained of discrimination or harassment, or against an individual who provided information during the investigation, can also be the subject of a complaint under this procedure. If such retaliation or other adverse action in fact occurred, prompt and appropriate corrective action will be taken and appropriate discipline or sanctions imposed, up to and including termination or expulsion.

If an individual is determined to have engaged in discrimination or harassment, appropriate corrective action will be taken promptly, and appropriate discipline or sanctions will be imposed, up to and including termination or expulsion.

B. The Complaint and Investigation Procedure

The procedure for dealing with complaints of discrimination or harassment is as follows:

1. If an individual believes that he or she has been the target of discrimination or harassment, the NLC encourages the individual to report the alleged incident(s) as soon after the incident occurs as possible to the Director of Human Resources. The Director of Human Resources is located in the Administration Building.

If they choose, staff members, faculty members, students and participants may instead report the incident(s) to any supervisor or manager. It is the responsibility of the management individual who receives the complaint to ensure that the Director of Human Resources is informed of the allegations so that an investigation may be conducted.

The individual is not required under this procedure to complain directly to the offending individual.
2. When discrimination or harassment is alleged, if appropriate, the Director of Human Resources will attempt to resolve the matter.

3. If the nature of the allegations makes an informal investigation inappropriate, or if such informal efforts do not resolve the matter, the Director of Human Resources will ask the person making the complaint (“the complainant”) to promptly file a written complaint. That complaint should describe the alleged discrimination or harassment in as much detail as possible. The complainant also should submit the names of individuals who he or she believes have information relevant to the investigation.

4. The Director of Human Resources then will inform the individual alleged to have engaged in discrimination or harassment of the complaint, and will give him or her opportunity to respond to the allegations and to submit the names of individuals who he or she believes have information relevant to the investigation.

5. The Director of Human Resources or his/her designee will conduct an investigation to determine whether or not discrimination or harassment has occurred. That investigation may include meeting with the complainant, the accused, and other individuals who may have relevant information. Relevant documents may also be reviewed. The investigation will be conducted promptly, thoroughly, and impartially and in as confidential a manner as is possible, with the intent that the process be completed within thirty (30) days of the assertion of the complaint.

6. If necessary, the NLC will take steps to ensure that discrimination or harassment does not occur during the period of investigation.

7. At the conclusion of the investigation, the Director of Human Resources or his/her designee will submit findings to the President.

8. If the investigation establishes that discrimination or harassment has occurred, the NLC will take prompt and appropriate action. This may include corrective action designed to remedy any discrimination or harassment or the effects of said discrimination or harassment on the complainant and others. Action also may include imposition of sanctions against the discriminator/harasser, ranging from reprimand to termination or expulsion. The NLC will inform both the complainant and the accused of the outcome of the investigation.

9. If the investigation establishes that discrimination or harassment has occurred, the Director of Human Resources will make follow-up inquiries to ensure that the discrimination or harassment has not resumed and that neither the complainant nor any other person has been subjected to any retaliation or other adverse action for having complained of the discrimination or harassment or provided information during the investigation.

This policy and procedure applies to all NLC staff members, faculty members, students and others working on campus or participating in activities on campus.
If you have any questions about this policy and procedure or if you want additional information concerning complaints of discrimination or harassment, the NLC encourages you to contact the Director of Human Resources.

There are deadlines for filing charges of discrimination or harassment with the EEOC, the Maryland Human Relations Commission, or the Office for Civil Rights of the U.S. Department of Education. Those deadlines generally run from the last date of discrimination or harassment, not from the date that the complaint to the employer or institution is resolved. Contact the EEOC, the Maryland Human Relations Commission, or the Office for Civil Rights of the U.S. Department of Education if you want more information about filing deadlines.

Electronic Mail, Internet and Computer Usage Policy

NLC has established this policy to ensure that NLC employees, students, and all others who use the electronic mail (“e-mail”) system, connections to the Internet and the computer systems in an efficient, ethical, and lawful manner. This policy applies to both internal and external e-mail, and it applies to all usages of the e-mail system, the Internet and the computer systems by employees, students, or others, whether on campus or at any remote location. NLC reserves the right to change this policy as circumstances and experience require. Employees, students, and other users will be notified promptly of any changes.

The primary purpose of the e-mail system, the Internet connections and the computer systems provided to employees, students, and other users by NLC is to facilitate NLC business. Limited personal use of the e-mail system, the Internet and computer systems is permitted, so long as it is kept to a minimum, complies with NLC policies, and does not delay or disrupt NLC. NLC reserves the right to revoke or limit the e-mail, Internet and computer privileges of any employee, student or other user for excessive personal use of these resources, or for any other infraction of these policies.

Access to the e-mail system, the Internet connections and the computer systems provided by NLC, by any person, other than employees and students, must be expressly authorized by the President or the Director of Human Resources.

If an employee, student, or other user is authorized to access NLC computer systems, including its e-mail system and Internet connections, from remote locations, the employee, student, or other user may not share his or her password or permit unauthorized persons, including fellow employees or students, to gain access to the NLC e-mail system, Internet connections or computer systems for any reason.

NLC will, on a regular basis, permanently erase all e-mail messages that have been marked for deletion. Except for those e-mail messages that, for business reasons, must be retained for extended periods, users of e-mail should, on a regular basis, delete stored messages and should dispose of hard copy in the same way they would dispose of other business papers. In addition, NLC regularly will erase all e-mail messages stored in a user’s general “mailbox” and “sent folder” for more than six months, whether they have been marked for deletion or not.
Employees, students, and other users are responsible for all activity attributable to their accounts. For example, all e-mail sent from an individual's account goes out under that individual's “signature”; and all sites visited on the Internet under an individual's address will bear that address. For this reason, employees, students, and other users should not share their system or e-mail passwords with anyone, including fellow employees, except to the extent directed by a supervisor. For the same reason, employees, students, and other users should log out of the system when they are not in active use.

A record is created each time an employee, student, or other user composes, sends, or receives an e-mail message. All users should be aware that an e-mail message may remain on the system even after it is sent, read, or deleted, and that it will be preserved on the backup tapes made routinely by NLC. If a user does not wish an e-mail message to be forwarded, he or she must write, “DO NOT FORWARD” at the beginning of the message. However, this notation does not guarantee confidentiality, as any message may be wrongly addressed, or inadvertently forwarded, copied, or printed. Users must therefore use the same care in drafting e-mail messages as they would in composing a memo, note, or other permanent writing.

Employees, students, and others using the NLC e-mail systems, Internet connections and computer systems do not have a personal privacy right in their use of these systems. No privacy or confidentiality can be expected in any e-mail message, even if the message is marked “personal” or “confidential.” Nor may users encrypt any e-mail message (allow it to be read only with the use of a special password). Similarly, use of the Internet is not private. For each user, the computer systems may track the date and time of the Internet connection, the sites visited, and the length of time spent at each site. The use of personal passwords or other security devices is not intended to convey any expectation of privacy; these devices are merely intended to protect the system against outside intruders.

NLC reserves the right to monitor usage of the e-mail systems (including the right to audit any messages composed, sent, or received), Internet connections and computer systems for compliance with these policies and for administrative, business, or legal reasons. Employees, students, and other users should be aware that computer files – including e-mail and material downloaded from the Internet – are, like all paper documents, subject to disclosure and review by outside parties during the course of a legal or other dispute or investigatory proceeding. Therefore, employees, students, and other users should use the same care in drafting e-mail or other computer communications as they would be in any written communication. For example, employees, students, and other users should not make statements in e-mails that would not reflect favorably on themselves or NLC if disclosed in litigation or another matter.

The NLC e-mail system, Internet connections and computer systems must not be used in an inappropriate manner or in a manner disruptive to the work of any employee or student. “Mass mailings” that are not related to NLC business require express authorization from the Chief Technology Officer. Other examples of inappropriate or disruptive uses include, but are not limited to, use of these resources for any commercial ventures or for personal profit, or any excessive personal use.
The NLC e-mail system, Internet connections and computer systems must not be used in an offensive or unlawful manner. In general, material – including language, pictures, video, and sound – that would be offensive in person is equally offensive when depicted on a computer screen, contained in an e-mail message, or posted on an electronic bulletin board. Offensive uses of these resources include, but are not limited to, viewing or sending sexually explicit or obscene material, using these resources to threaten, defame, or harass any person, or to view or send material that disparages any person on the basis of race, ethnicity, national origin, sexual orientation, age, religion, gender, or disability.

Employees, students, and other users must obtain permission from the Technology Administrator before downloading any software from the Internet, to ensure that the software is compatible with the NLC system, and that the system remains operational, efficient, and free of viruses.

Under no circumstances may users install, download or otherwise transmit any copyrighted material through the NLC computer systems. This prohibition applies to graphics, text, or sound accessible through the Internet, and to “pirated” software (that is, software for which NLC does not own a license), regardless of its source. Software that users load onto the NLC computer systems is “pirated” even if the user personally owns a license for it.

Users may not transmit any NLC confidential or trade secret materials via e-mail or the Internet or post any such materials to any listserv news group, bulletin board, chat room or other interactive area of the Internet.

Users must not monitor or access messages not sent to or intended for them, or attempt to do so, without express permission from the intended recipient or the President or the Director of Human Resources. In addition, users are prohibited from using the system to access NLC files they are not authorized to access (e.g., personnel files, payroll records, etc.) and are prohibited from using the system to engage in so-called “hacking,” that is, gaining unauthorized access to any computer, server, file or any similar device not belonging to NLC.

NLC will not assume any liability for any claim, suit, criminal prosecution, or judgment against a user of e-mail or of the Internet because of any improper action by that user during the course of such use. If NLC is required to pay money damages in connection with any misuse of the system by any employee or other user, it reserves the right to recover such damages from the responsible employee or other user.

Any employee, student or other user who uses the e-mail system in an inappropriate, disruptive, offensive, or unlawful manner, or who otherwise violates this policy, shall be subject to discipline up to and including discharge or expulsion.

If any employee, student or other user has questions regarding the interpretation or application of this policy to a particular use of the system, he or she should seek authorization prior to so using the system, by speaking with the Chief Technology Officer.

Any complaints about unlawful, improper, or inappropriate use of e-mail (including receipt of such material) should be reported promptly to the Chief Technology Officer.
Drug and Alcohol Policy Statement

The National Labor College is committed to a zero tolerance policy with respect to the possession, use, manufacture, or distribution of any illegal controlled substance on the campus and its off-campus training sites or functions, and by NLC employees when they are engaged on NLC business. As a condition of employment and/or participation in NLC activities, all employees, contracted employees, students, and instructors are required to abide by this prohibition. In addition, any employee, contracted employee, student, or instructor who is convicted of a violation of a criminal drug statute based on a violation occurring in the workplace is required to notify the President no later than five days after such conviction.

Any proven violation of this drug policy (either by criminal conviction or by virtue of a finding based on the investigative procedure set forth below) will result in severe sanctions. Any proven violation by an employee or contracted employee may result in his or her dismissal. Any proven violation by a student may result in his or her expulsion. And, any proven violation by an instructor may result in the barring of that individual from participating in NLC activities. In addition, such a violation may result in criminal prosecution.

In an appropriate case, and at the sole discretion of the President, any employee found to have violated this policy may be required to participate in a drug rehabilitation program in lieu of, or in addition to, more severe sanctions. While NLC is not associated with any rehabilitation program, an Employee Assistance Program is available to employees represented by OPIEU, Local 2, and the President is willing to assist other employees in obtaining information about treatment programs.

NLC is also committed to a zero tolerance policy with respect to alcohol abuse. Alcohol abuse is linked to violence and other abusive and inappropriate behavior, and is strictly prohibited. For the purposes of this policy, alcohol abuse is defined as: (1) any use of alcohol which results in violence or any other abusive behavior toward any other individual on the grounds of NLC, its off-campus training sites, NLC functions, and any such use of alcohol by an NLC employee anywhere engaged on NLC business; and (2) any use of alcohol that interferes with the ability of an employee or instructor to do his or her job, or the ability of a student to conduct him or herself appropriately.

Alcohol is permitted in the common areas of NLC and at NLC functions only when served by an authorized ARAMARK bartender. Alcohol may not be served to individuals who appear to be inebriated, and the bartender has the absolute right to refuse to serve any individual. Any proven violation of this probation by any employee, contracted employee, student, or instructor may result in sanctions up to and including dismissal, expulsion, or barring from participation in NLC activities, and may include alcohol rehabilitation at the discretion of the President.

Complaint and Investigation Procedure

Violations of the drug and alcohol policy will be investigated by the President’s office. It is the responsibility of all managers and supervisors who have reasonable cause to believe that there
has been a violation of the drug and alcohol policy to make an immediate report to the President. Failure to do so may be grounds for discipline up to and including termination. While it is not required that employees, instructors, or students report any violation of the policy, it is strongly encouraged that they do so. Efforts will be made to investigate and resolve a reported violation of the policy in as confidential a manner as is possible consistent with proper investigation of the complaint and with consideration of fairness to the person accused.

The procedure for making such a report is as follows:

1. If you have reasonable cause to believe that there has been a violation of the policy, you may report the violation to the President, or to any supervisor or manager. It is the responsibility of the manager who receives the complaint to ensure that the President is promptly informed of the allegations so that an investigation may be conducted.

2. Retaliation against any individual who complains of a violation of the policy or who provides information during the course of the investigation of the violation of the policy is strictly prohibited. If such retaliation occurs, appropriate corrective action will be undertaken and appropriate discipline or sanctions will be imposed.

3. The reporting party will be asked to prepare a written statement describing the alleged violation in as much detail as possible and should include the names of witnesses who may have information relevant to the investigation. The person allegedly violating the policy will be informed of the report and will be given the opportunity to respond in writing to the allegations, if he or she chooses, and to submit evidence and the names of witnesses whom he or she believes have relevant information.

4. An investigation will be undertaken to determine whether there has been a violation of the policy. The investigation will include interviewing all individuals who may have relevant information. In addition, the investigation may include the examination of physical evidence. The investigation will be conducted promptly and thoroughly, with the intent that process be completed as quickly as possible.

5. At the conclusion of the investigation, the President will review the findings. If the investigation establishes that there has been a violation of the policy, appropriate disciplinary action will be taken. In appropriate cases, the individual may also be referred for treatment.
ADMINISTRATION, FACULTY AND STAFF

Executive Leadership

President
Paula E. Peinovich, Ph.D
Dr. Peinovich brings 35 years of outstanding leadership of higher education to the College. Long a champion of serving the underserved in higher education, Dr. Peinovich has devoted her career to meeting the needs of working adults. She began her career as an officer of AFT Local 243 in Madison, Wisconsin, where she championed and successfully won a fight for women’s rights on the job. Over her career she has focused on developing learner-centered, innovative programs delivered at a distance and in an online environment, as Academic Vice President at Excelsior College and most recently as President of Walden University. She is extremely well-positioned to lead NLC through its exciting expansion with new programs and improved accessibility to education for all union members.

She currently serves on the Board of Directors of the Council on Higher Education Accreditation, is the past president of the Association for Continuing Higher Education, a Fulbright Scholar, and a frequent presenter and writer on distance education, accreditation and assessment. She received her PhD from the University of Pennsylvania, a master’s degree from the University of Wisconsin – Madison, and a bachelor’s degree from St. Olaf College in Northfield, Minnesota.

Vice President for Academic Affairs and Provost
Thomas J. Kriger, Ph.D
Thomas J. Kriger has a Ph.D. in Political Science from the City University Graduate Center. He has taught at Hunter College, Brooklyn College, Saint Lawrence University, Providence College and the University of Northern Colorado. From 1998 to 2007, Kriger served as Director of Research and Legislation and Assistant to the President at the United University Professions (UUP), the nation’s largest higher education union, AFT Local #2190. From 2008 to 2009
Kriger held the position of Associate Budget Director for Research and Policy at the State University of New York Central Administration. Kriger is the author of numerous scholarly articles and professional publications, and is co-editor of the recently released Transforming Higher Education: Economy, Democracy and the University (Lexington Books, 2010). He serves on the editorial board of Working USA, Collective Bargaining in the Academy and Poverty and Public Policy.

**Vice President for Business Affairs**

**Rosalyn Pier, MBA**

Rosalyn Pier joined the National Labor College in June 2010, after serving for twenty years in budget and financial positions within higher education. A graduate of CUNY and SUNY, she completed an MBA at Adelphi University. Ms. Pier began her career in higher education at Passaic County Community College where the core student population was adult learners, who juggled jobs and families while completing their studies. At Rockland Community College and The Fashion Institute of Technology Pier led the budget and accounting offices through the implementation of new financial technologies and the redefined policies, procedures and practices. At the New School in New York City, Ms. Pier was responsible for a $250 million institutional budget.

**Vice President for Operations**

**Beth Shannon, MA**

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.

**Vice President for Government Relations and General Counsel**

**James Gentile, JD**

James Gentile has taught classes for the University of Baltimore, Montgomery College, and NLC. He holds a B.A. in Philosophy and Government from Georgetown University and a J.D. from Catholic University.

**College Administration**

**Vice President for Online Learning**

**Yoon-il Auh, Ph.D**

Dr. Auh previously served as a Director of Distance Learning at Central Michigan University. He taught at Teachers College, Columbia University 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 education. 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 in Instructional Technology. He is a member of American Federation of Musicians and APALA; and certified curriculum reviewer for the American Council on Education.
Associate Provost for External Relations and Director of Admissions
Carol 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. She now serves as liaison between NLC and the alumni association.

Registrar
Toni Riley
Toni Riley joined the College in November 2009. She brings a wealth of higher education experience to NLC. Prior to coming to the NLC, Toni held the position of Director of Student Services at Johns Hopkins University’s engineering graduate program. She also served as assistant registrar at Howard Community College. In addition, Toni received a B.S. in Computer Science from University of Maryland University College and an M.A. in Management (Higher Education) from Antioch University McGregor.

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.

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.

Database Administrator
Edward Fagbemi
Edward Fagbemi is the Database Administrator for the NLC. He is responsible for database development, administration and applications. He has more than 10 years experience working in the IT industry. His additional responsibilities include data manipulation, analysis and reporting and institutional research. Edward holds a B.A. in Accounting from Brooklyn College and an MS in Computer Information Systems from Regis College. Edward is a member of TNG-CWA.

Audio Visual Technician
Jeffrey S. Tillery
Jeffrey S. Tillery is the NLC’s Audio Visual Technician in the Conference Services department. He has been working in the audio video field for 8 years. Prior to joining NLC, Jeff worked as a
project manager for regional audio video integration company where he managed the installation of many large-scale high profile audio video projects. Jeff is a member of IATSE local 22.

Zachary Teutsch
Zachary Teutsch is the director of the NLC Investor Education Project. He previously coordinated AFSCME's Investor Education for Working Families program, served as an analyst in the CtW Investment Group and a researcher in the SEIU Capital Stewardship Program. He is a graduate of Brown University (A.B. in Economic Sociology, second concentration in Public and Private Sector Organizations) and has been a member of USU and OPEIU.

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.

Jannie Cobb
Jannie Cobb is the librarian for the George Meany Memorial Archives Library 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. Jannie has been with the library since 1991.

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.

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.

Patricia A. Greenfield, Ph.D
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.
Director of Assessment
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, NLC student learning assessment, and the writing lab. 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.

Peter Hoefer
Peter Hoefer teaches courses in labor studies and labor history. He holds a Ph.D. in United States History from the University of Maryland, College Park. He also earned his BA (History) and MA (American History) at the University of Maryland. Areas of interest: Modern U.S. History; 20th century Reform & Social Movements; Labor; History of the Modern Right; Gender History.

Henry Jajuga
Professor for Health and Safety and Director of the College’s Rail Workers Hazmat Training Program and the National Resource Center for OSHA training. Henry has participated in the Rail Workers Hazardous Materials Training Program at NLC since 1999 and worked as a Rail Road Maintenance of Way crane operator since 1983 traveling extensively in the Western United States until 2008 when he became a faculty member at NLC. Henry also has held several union positions for BMWED local 227 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.
In addition to his responsibilities with the NLC, Jajuga is a volunteer advisor and training associate with the Africa United States Partnership Fund (AUSPF). He is currently working on training projects for entrepreneurial business development skills with the Tigania Womens SACCO group in Meru, Kenya which is a micro-financing and lending organization. For additional information visit the AUSPF website at www.AUSPF.org

Stephen J. Krone
Stephen Krone has taught for construction management and civil engineering programs for 15 years at the George Washington University, Bowling Green State University, and the University of Toledo. He has worked for USDA’s Rural Electrification, University of Maryland’s Engineering and Architecture Department, and on international and industrial construction projects. He has served on committees and accreditation visiting teams for the American Council of Construction Education and authored articles for the Project Management Journal and the Engineering Management Journal. He has a DSc in Engineering Management from the George Washington University and a BS in civil engineering from the University of Maryland.

Director of Advising
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.

**Robert Morriss**
Robert Morriss is a faculty member at the National Labor College. He teaches courses on Distance Learning, Instructional Technology, History of Communication, Web 2.0 Collaboration, Digital Storytelling, Multimedia Technology and Microsoft Office. 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.

**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.

**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.

**Katherine Sciacchitano**
Katherine Sciacchitano teaches arbitration and political economy at the NLC. Prior to joining the NLC faculty she worked as an organizer, a union representative and a labor lawyer; she also taught at the School for Workers, University of Wisconsin. She has published articles on organizing, the global economy, the financial crisis, welfare reform, and health care reform. She graduated from the Columbus School of Law of The Catholic University of America and is a member of the District of Columbia Bar.

**Sharon Simon**
Sharon Simon is a Professor and is also Director of the NLC’s Labor Safety and Health Training Project. As Director, she manages a nationwide project which provides safety and health training to unions and their members so that they can be more effective in their efforts to improve workplace safety and health. She develops extensive worker training materials and curricula/facilitators’ guides on occupational safety and health and conducts train-the-trainer week-long programs. In addition to workplace safety and health, she teaches courses on negotiating and writing contract language and teaching techniques, and also teaches in other NLC programs. She has taught for more than 25 years at the NLC. 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 the 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.
Melanye Smith, Ph.D
Melanye Smith has enjoyed a twenty-five year career as a law enforcement officer, manager and administrator in the Nation’s Capitol. During that time, she’s held numerous leadership positions in law enforcement as well as teaching and training in some form for over twenty years. Examples of courses include leadership, management, ethics, criminal procedures and NCIS-type computer forensics. Dr. Smith began her undergraduate studies at Howard University and received her undergraduate degree in Organizational Psychology from Washington Adventist University, her masters in Organizational Development from the University of Phoenix, and her Doctorate in Organization & Management from Capella’s online program.

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.
Directions to the National Labor College

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

Address: 10,000 New Hampshire Ave., Silver Spring, Maryland 20903
Phone: (301) 431-6400 or 1-800-GMC-4CDP.

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.

Amalgamated Limousine, Inc.  240-396-4200
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 to 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.

For driving directions from your location, check http://www.mapquest.com/.
If you're driving, look for Route 495 (Washington's beltway). Route 495 is at the top of the map below. Take Exit 28A to New Hampshire Avenue North. Make a left turn at the third traffic light, Powder Mill Road. There's an Exxon gas station on the corner. Parking on campus is free for those attending labor studies programs.

Address: 10,000 New Hampshire Ave., Silver Spring, Maryland 20903
Phone: (301) 431-6400 or 1-800-GMC-4CDP.

For driving directions from your location, you can also check http://www.mapquest.com/.
IMPORTANT LINKS

For information about NLC programs go to:
www.nlc.edu

To apply to the degree programs in Labor Studies or Professional Studies go to:
http://www.nlc.edu/new-students/admissions

To register for a union skills training program course go to:
http://www.nlc.edu/educational-programs/union-skills-classes

Course Catalog Disclaimer: Terms, conditions, fees, course offerings, admissions, graduation requirements, college rules and regulations, college calendar and other regulations affecting the student body set forth in the course catalogs above are in accordance with information available at the time of publication. The National Labor College reserves the right to change these conditions when necessary. The College reserves the right to change, modify, or alter without notice all fees, charges, tuition, expenses, and costs of any kind, and further reserves the right to add or delete without notice any course or program offering, service, or information in above catalogs. The catalog is not to be regarded as a contract.