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# 2013–14 Academic Calendar

## FALL 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Term A</th>
<th>Term B</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to add/drop without fee</td>
<td>September 2</td>
<td>October 27</td>
</tr>
<tr>
<td>Classes begin</td>
<td>September 3</td>
<td>October 28</td>
</tr>
<tr>
<td>Course Add Deadline</td>
<td>September 8</td>
<td>November 3</td>
</tr>
<tr>
<td>Drop deadline with late fee and no grade notation on transcript</td>
<td>September 8</td>
<td>November 3</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W and 50% refund</td>
<td>September 15</td>
<td>November 10</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W and 25% refund</td>
<td>September 22</td>
<td>—</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W without refund</td>
<td>October 27</td>
<td>September 29</td>
</tr>
<tr>
<td>Classes end</td>
<td>December 13</td>
<td>October 18</td>
</tr>
<tr>
<td>Final grades due</td>
<td>December 22</td>
<td>October 27</td>
</tr>
<tr>
<td>Residence (courses with residency component only)</td>
<td>October 11–14</td>
<td></td>
</tr>
</tbody>
</table>

### COLLEGE CLOSED

- Labor Day: Monday, September 2
- Columbus Day: Monday, October 14
- Veterans Day: Monday, November 11

### Holidays
- Thanksgiving: Thursday, November 28–Friday, November 29
- Christmas: Tuesday, December 24–Wednesday, December 25

## SPRING 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Term A</th>
<th>Term B</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to add/drop without fee</td>
<td>January 5</td>
<td>March 2</td>
</tr>
<tr>
<td>Classes begin</td>
<td>January 6</td>
<td>March 3</td>
</tr>
<tr>
<td>Add deadline with late fee</td>
<td>January 12</td>
<td>March 9</td>
</tr>
<tr>
<td>Drop deadline with late fee and no grade notation on transcript</td>
<td>January 12</td>
<td>March 9</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W and 50% refund</td>
<td>January 19</td>
<td>March 16</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W and 25% refund</td>
<td>January 26</td>
<td>—</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W without refund</td>
<td>March 2</td>
<td>February 2</td>
</tr>
<tr>
<td>Classes end</td>
<td>April 18</td>
<td>April 18</td>
</tr>
<tr>
<td>Final grades due</td>
<td>April 27</td>
<td>April 27</td>
</tr>
<tr>
<td>Residence (courses with residency component only)</td>
<td>February 14–17</td>
<td></td>
</tr>
</tbody>
</table>

### COLLEGE CLOSED

- New Year’s Day: Wednesday, January 1
- Martin Luther King Day: Monday, January 20
- President’s Day: Monday, February 17
- Good Friday: Friday, April 18
<table>
<thead>
<tr>
<th>SUMMER 2014</th>
<th>Semester 15 weeks</th>
<th>Term A 7 weeks</th>
<th>Term B 7 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add/drop without fee</td>
<td>May 4</td>
<td>May 4</td>
<td>June 29</td>
</tr>
<tr>
<td>Classes begin</td>
<td>May 5</td>
<td>May 5</td>
<td>June 30</td>
</tr>
<tr>
<td>Add deadline with late fee</td>
<td>May 11</td>
<td>May 11</td>
<td>July 6</td>
</tr>
<tr>
<td>Drop deadline with late fee and no grade notation on transcript</td>
<td>May 11</td>
<td>May 11</td>
<td>July 6</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W and 50% refund</td>
<td>May 18</td>
<td>May 18</td>
<td>July 13</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W and 25% refund</td>
<td>May 25</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Deadline to withdraw from course with grade of W without refund</td>
<td>June 29</td>
<td>June 1</td>
<td>July 27</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 28</td>
<td></td>
<td></td>
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<tr>
<td>Classes end</td>
<td>August 15</td>
<td>June 20</td>
<td>August 15</td>
</tr>
<tr>
<td>Final grades due</td>
<td>August 24</td>
<td>June 29</td>
<td>August 24</td>
</tr>
<tr>
<td>Residence</td>
<td>No summer courses with residency components scheduled for 2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| COLLEGE CLOSED                             |                    |                |
| Memorial Day: Monday, May 26               |                    | Independence Day: Friday, July 4 |
About National Labor College

National Labor College is one of a kind, the only college in the United States with an exclusive mission to educating union members and their families, and union leaders and staff. We are 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 our student body is made up of experienced, highly skilled working adults who have multiple commitments to family, job, union, and community. In our academic programs, NLC honors higher learning that takes place both inside and outside the collegiate community.

Accreditation

National Labor College (NLC) is regionally accredited by the Middle States Commission on Higher Education (MSCHE), which is the “unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations internationally.” (3624 Market Street, Philadelphia, PA 19104; 1-267-284-5000)

Mission

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

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 Training Center, which was created to offer the training programs that would produce a diverse movement of working men and women dedicated to a more equitable and just society. In 1997, the AFL-CIO established National Labor College at the George Meany Training Center to offer union members the opportunity to earn a high quality baccalaureate degree in Labor Studies. 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 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 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.
Institutional Goals

NLC works to achieve the following institutional goals, which are guided by our mission 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 a diverse group of members and leaders who are critical thinkers and skilled communicators; and
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.

National Labor College Outcomes

NLC graduates achieve the following outcomes as a result of their educational experience, rooted in NLC’s mission, values, and goals:

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. 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.
5. Technological Proficiency: The ability to understand and use basic digital communication tools to function effectively in the changing society.
Admission Policies

NLC’s Schools of Study

Bachelor degrees and certificates at NLC are offered through two schools, the School of Labor Studies and the School of Professional Studies. The programs are listed below and complete descriptions are included later in the catalog.

Associate of Arts degrees are not assigned to either school but prepare students for entrance into any program of study.

School of Labor Studies (SLS)

- Bachelor of Arts in Labor Education
  - Certificate in Labor Education
- Bachelor of Arts in Labor Safety and Health
  - Certificate in Labor Safety and Health
- Bachelor of Arts in Labor Studies
  - Certificate in Labor Studies
  - Certificate in Organizing
- Bachelor of Arts in Union Leadership and Administration
  - Certificate in Arbitration and Grievance Handling
  - Certificate in Leadership for Change
  - Certificate in Union Administration
- Bachelor of Arts in Building Trades Union Leadership and Administration
  - Certificate in Building Trades Organizational Dynamics and Growth

School of Professional Studies (SPS)

- Bachelor of Arts in Business Administration
  - Certificate in Ethical Management
  - Certificate in Small Business Management
- Bachelor of Arts in Construction Management
  - Certificate in Construction Management
- Bachelor of Science in Emergency Readiness and Response Management
  - Certificate in Emergency Management

Admission to Associate and Bachelor Degree Programs

NLC offers rolling admissions throughout the year. Students may apply and receive an admissions decision at any time, and then begin taking classes in January, May, or September. Ideally, students should apply at least two months before the start of the semester to allow time to process applications and transcripts.

NLC’s Bachelor degree curriculum constitutes the junior and senior years of the baccalaureate degree. Our Associate degree curriculum equals the freshman and sophomore years. Students may transfer credits they have earned through prior college work, apprenticeships, testing, and the prior learning process.

Applicants who have completed at least 56 credits may be admitted into a Bachelor degree program and begin coursework in their chosen major. Applicants who have fewer than 56 credits may be admitted into the Associate degree program and begin coursework in the core areas. All Bachelor and Associate degree applicants may be eligible for federal financial aid in the form of loans or grants and are encouraged to complete the Free Application for Federal Student Aid (FAFSA) form to apply.

Members of AFL-CIO affiliated unions, other eligible unions, state federations, central labor councils, and AFL-CIO staff are entitled to take advantage of the AFL-CIO’s subsidized tuition rates. Discounted rates are also available to union families and individuals who belong to the organization Working America.

Admissions applications are available online at www.nlc.edu/application.html. Please direct inquiries to admissions@nlc.edu or call 888-427-8100. A one-time non-refundable application fee is required with the application. Additional documentation includes union verification, a narrative essay, and official college transcripts.

New applicants must provide an official transcript from each college, university, school, or institute they have attended in the past, bearing the seal of the institution, date, and appropriate signature(s). Official transcripts must come directly from the prior institution or be delivered in a sealed envelope from the sending institution.
Students who have taken American Council on Education (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.

**Official transcripts should be sent to:**
National Labor College, Admissions Office  
BACHELOR DEGREE  
10000 New Hampshire Avenue  
Silver Spring, MD 20903

**OR**

National Labor College, Admissions Office  
ASSOCIATE DEGREE  
815 16th Street, NW  
Washington, DC 20006

**Admission to Certificate Programs**

Students interested in earning a certificate from the School of Labor Studies or the School of Professional Studies should follow the standard admissions process and submit their application, union verification, and application fee.

**Admission to Non-Degree Programs (Union Skills/OSHA/HazMat)**

Students who are interested in non-degree classes in Union Skills or OSHA/HazMat should follow the links from the NLC website, [www.nlcedu](http://www.nlcedu) for information on how to register. For convenience, courses in these programs are included near the end of this catalog. No transcripts or application fees are required for these hands-on training courses.

**Readmission Policy**

Students must participate in at least one class during each twelve-month period to be considered active at NLC. Students who have withdrawn voluntarily or have been withdrawn by the College for inactivity may regain their active student status by completing a readmission form, verifying union membership, and submitting the readmission fee. This form may be found at [www.nlcedu/documents_PDF/Readmission-Form.pdf](http://www.nlcedu/documents_PDF/Readmission-Form.pdf). Academic policies and degree requirements may have changed since the student last attended NLC, and readmitted students must follow the policies and requirements for the catalog year in which they were re-enrolled. Admission Counselors or Academic Advisors can answer questions about which policies or degree requirements apply.

**Disability Services**

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 Director of Advising who serves as disability coordinator. The student must self-identify at the time of acceptance into the degree program or at least six 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 an Academic Advisor.

**International Applicants**

Since instruction in the degree programs at 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 Test of English in a Foreign Language (TOEFL) examination and submit results to establish English fluency. Since NLC does not have English as a Second Language (ESL) programs, students who need this support should consult with their Academic Advisors for help in addressing this need.
Transfer Credit Policies

Transfer Credit

Transfer credit may be awarded for college-level coursework with a grade of C (2.0) or better from a regionally accredited institution of higher education or a recognized nationally accredited organization toward a Bachelor or Associate degree.

The State of Maryland limits the number of lower-level (e.g. 100-200 level, freshman or sophomore) credits that can be accepted. With the appropriate mix of lower- and upper-level classes, NLC will accept up to 84 credits toward a Bachelor degree. Students may transfer up to 46 credits toward the completion of an Associate degree, including up to 15 credits earned through NLC’s PLA program.

Credit is NOT awarded for the following:

- Courses completed at institutions not accredited or approved as indicated above.
- Courses with a grade below C (2.0).
- Courses with a grade of P or S unless the sending institution provides documentation that the course was completed at a level of C (2.0) or better.
- Remedial or developmental courses, even from an accredited institution.
- Courses taken for graduate credit at other institutions unless approved by the appropriate academic department head as described in the “Transfer Credit Appeal” section below.

Exceptions must be approved on a course-by-course basis by the head of the appropriate department and by the Dean.

In addition to transfers from other accredited colleges and universities, credit toward the degree may be awarded for prior work and experience through the following:

- Excelsior Credit by Examination.
- NCCRS evaluated courses, training or apprenticeship programs, examinations, or licenses.
- ACE accredited courses, training programs, examinations, licenses, apprenticeships, and military credits.
- CLEP examinations.
- Credit from international colleges and universities.
- Prior Learning Assessment (PLA) programs.
- International Baccalaureate (IB).
- Advanced Placement (AP).
- DANTES/DSST.
- NLC Academic & Union Partnerships.

Credit for prior learning may be awarded on a case-by-case basis pending a faculty review of the sending institution’s PLA evaluation process according to policy guidelines. Faculty with expertise in Prior Learning Assessment review transfer credits to ensure consistent and fair acceptance.

All transfer credit is accepted at the discretion of NLC.

National College Credit Recommendation Service (NCCRS)

Students who have completed coursework may be able to earn credit through the National College Credit Recommendation Service (formerly known as National PONSI). Established in 1973, the University of the State of New York’s Regents Research Fund is an educational advisory service that links learning experiences that take place outside of college classrooms to college degrees. NCCRS evaluates learning experiences for non-collegiate organizations throughout the United States and overseas and makes the results available on their College Credit Recommendations Directory for colleges to use as a guide in awarding credit for non-collegiate course work. For more information, view the directory online at www.nationalccrs.org/ccr/home.html.

American Council on Education (ACE)

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.

Some military training has been evaluated for college credit by ACE. Details about each service transcript request requirements are available at www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx. The military often refers to official copies of transcripts that are sent to college registrars as “institutional copies.”

When the military cannot provide transcripts, students must submit a DD-214 to NLC’s 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 DD-214 via regular mail or use the eVetRecs system at www.archives.gov/veterans/military-service-records/.

College Level Examination Program (CLEP)

Students may be awarded up to 30 credit hours earned through CLEP testing; details are available from The College Board at www.collegeboard.org or 800-257-9558.

Apprenticeship Credits

NLC reviews credits from apprenticeships that have been evaluated by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS) for credit recommendation. Apprenticeship credit may also be awarded through community colleges. A list of apprenticeships that may award college credit can be found on our website at www.nlc.edu/admissions-transcripts.html

Credit from International Colleges and Universities

NLC accepts credits earned at institutions recognized outside the United States. Applicants who have attended a college or university outside the United States must arrange, at their own expense, to have their academic records evaluated on a course-by-course basis by an external credential evaluator such as Educational Credential Evaluators (ECE) at www.ece.org or World Education Services (WES) at www.wes.org. An official copy of the report should be sent from the evaluating organization to NLC’s Registrar’s Office.

Credit for Prior Learning

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 toward a Bachelor degree and up to 15 credits toward an Associate degree. The PLA Workshop guides 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.

Any student who needs to earn additional credits to satisfy degree requirements is eligible to pursue PLA by enrolling in the Prior Learning Assessment Workshop. The seven-week workshop is offered online every term.

PLA essays are limited to subject matter represented by 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:

- 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.

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. NLC will accept PLA essays until students reach the maximum credits allowed or until published due dates for graduation.
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. NLC has formed partnerships with many of these institutions to offer students the option of taking selected courses in these programs while working toward a degree from NLC:

- California State University, Dominguez Hills
- Cornell University, ILR School—The Worker Institute
- Florida International University
- Harvard University Trade Union Program
- Michigan State University
- University of Illinois, Chicago Labor Education Program
- University of Wisconsin—Extension, School for Workers
- Wayne State University

NLC also maintains articulation agreements with many community colleges that offer two-year programs that are similar to the degree offerings from NLC:

- City Colleges of Chicago (Chicago, IL)
- College of Menominee Nation (Keshena, WI)
- Community College of Allegheny County (Pittsburgh, PA)
- Community College of Philadelphia (Philadelphia, PA)
- Community College of Rhode Island (Warwick, RI)
- Ivy Tech Community College (Indianapolis, IN)
- Los Angeles Trade Technical College (Los Angeles, CA)
- Montgomery College (Rockville, MD)
- Owens Community College (Toledo, OH)
- Prince George’s Community College (Largo, MD)
- South Seattle Community College (Seattle, WA)
- The Community College of Baltimore County (Baltimore, MD)
- 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

National Labor College (NLC) has established partnerships with several unions that have specialized union training programs and courses. Many of these training programs and courses have been assessed by NLC for college credit. With the Dean’s approval, students enrolled in the School of Labor Studies may apply up to 15 partnership credits completed through their union toward the program requirements in their major area of study. Students enrolled in the School of Labor Studies must complete the 18 credit core curriculum, the 3 credit capstone, and satisfy all other degree requirements; a joint enrollment fee is charged for partner credits. No credit will be applied without official documentation from the union. Students must request a transcript or letter from their union to be sent directly to the attention of the Registrar at National Labor College. Students must consult with an NLC Admissions Counselor or Academic Advisor to ensure that partnership courses meet NLC degree requirements.
Tuition and Fees (as of July 1, 2013)

**Certificate and Degree Programs**

<table>
<thead>
<tr>
<th>Tuition</th>
<th></th>
<th>Per Credit Hour</th>
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<tbody>
<tr>
<td>AFL-CIO Union Member/Family</td>
<td></td>
<td></td>
<td>297</td>
</tr>
<tr>
<td>Working America Member</td>
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<tr>
<td>Non AFL-CIO Union Member/Family</td>
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<tr>
<td>Non Union Member</td>
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<table>
<thead>
<tr>
<th>Fees</th>
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</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td></td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>Graduation Fee</td>
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<tr>
<td>Partnership Joint/Enrollment Fee</td>
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</tr>
<tr>
<td>Portfolio Assessment</td>
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<td>Special Portfolio Assessment</td>
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</tr>
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<td>Prior Learning Assessment Workshop</td>
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<tr>
<td>Prior Learning Assessment Review</td>
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<td>Per 15 Credits</td>
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<td>Readmission Fee</td>
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<tr>
<td>Student Activity Fee (Residential—SLS only)</td>
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<td>Per Course</td>
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</tr>
<tr>
<td>Technology Fee</td>
<td></td>
<td>Per Credit Hour</td>
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</tr>
<tr>
<td>Work in Progress</td>
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<td>Per Semester</td>
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<tr>
<td>Late Add Fee (effective Spring 2014 semester)</td>
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<td>Per Course</td>
<td>35</td>
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<tr>
<td>Late Drop Fee</td>
<td></td>
<td>Per Credit</td>
<td>75</td>
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</tbody>
</table>

Tuition is payable in full upon course registration but no later than twelve business days prior to the beginning of the semester. Students may pay by cash, personal check, American Express, MasterCard, or Visa. For current tuition and fees for non-degree programs, see the program information on NLC’s website. The cost of books and materials varies depending on the course, usually between $60 and $225 per course. Students may order books through NLC’s online bookstore partner.

**Note:** Policies and fees are subject to change. Please see [www.nlc.edu/ tuition-fees.html](http://www.nlc.edu/tuition-fees.html) for current charges and financial policies.
National Labor College recognizes the impact the cost of higher education has on students and their families, and endeavors to minimize financial barriers to students seeking to continue their education. Below are some of the types of assistance available. Students interested in applying for financial aid and scholarships should visit our website at www.nlc.edu/financial-aid.html. Students receiving financial aid and scholarships must be in compliance with National Labor College's policy on satisfactory academic progress.

Federal Student Aid
The US Government offers a number of grant and loan programs to help eligible students finance college. Federal student aid covers expenses such as:
- Tuition and fees
- Room and board
- Books and supplies
- Transportation

National Labor College participates in the federal student loan programs. To be eligible students must:
- Be enrolled in one of our bachelor's degree programs; and
- Be enrolled at National Labor College for a minimum of 6 credit hours and these courses must span the length of an academic term. (For example, students must take two fifteen-week courses simultaneously or two seven-week courses consecutively in a semester.)

To apply students must:
- Complete and submit a FAFSA (Free Application for Federal Student Aid) at www.fafsa.ed.gov;
- Create a free profile on National Labor College’s Virtual Financial Aid Office (VFAO) at https://nlc.vfao.com/register.aspx; and
- Conduct a “virtual interview” through National Labor College’s VFAO.

Scholarships
A number of scholarships are available to students and are awarded to qualified students on the basis of financial need. Some, however, are union-specific scholarships available only to students who are members of that union. A complete list of these scholarships and the required scholarship request form are available from the Office of Financial Aid, 301-431-5404 or at www.nlc.edu/scholarships.html.

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.
Academic Services and Policies

Advising Services

National Labor College's goal is to provide support throughout all stages of a student's college life and ensure that they are prepared to succeed in a challenging academic environment.

Admissions Counselors are assigned to every new applicant and assist students through the admissions process.

Academic Advisors work with new, current, and re-admitting students to develop a degree completion plan and help determine which courses will satisfy degree requirements. Academic Advisors can answer questions about the various majors and degree programs and refer students to a variety of resources that will enable them to achieve their goals.

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 primarily a distance learning institution, the majority of advising is done over the phone, through email, and via the online Orientation and Advising Course. However, we welcome any opportunity to meet with students face-to-face and encourage students who are able to meet with us in person to schedule an appointment.

Transcript Evaluation

Official transcripts are reviewed by an NLC transcript evaluator and students are apprised of the transfer credits that will apply toward their degree. New applicants will receive a tentative transfer credit evaluation based on an initial review of each transcript as it arrives. Once all transcripts are received, all applicable transfer credits are entered onto an official NLC transcript.

The transcript evaluation verifies the accreditation of the sending institution and examines coursework to determine the number of credits that can be applied toward the degree. The evaluation includes validating upper- and lower-level credits, as well as credits that can be used to fulfill general education requirements. In some cases, students may be asked to provide additional documentation from the sending institution, such as a syllabus, before a final determination can be made. Students can request a faculty review of coursework, syllabi, assignments, examinations, or portfolios to assist in determining whether or not the course fulfills a general education requirement or other course equivalency.

Transfer Credit Appeal

Students have the right to appeal transferability decisions in accordance with NLC's Transfer Credit Appeal Process as outlined below. The final level of appeal within the institution is the Provost. If, in the end, it is determined that the course in question does not satisfy the requirement, credit may still be awarded as an elective transfer credit.

Students concurrently enrolled in courses at other institutions or who plan to complete general education requirements at other institutions are advised to consult with a transcript evaluator to confirm transferability of courses. Email registrar@nlc.edu for more information.
Course Registration Process and Policies

Registering for Courses

All active NLC students will receive course registration materials approximately twelve weeks before the classes begin online. Students may then register for courses by going to NLC’s Current Student Self-Service 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.

Students may make course schedule adjustments (add or drop courses) at NLC’s Current Student Self-Service portal https://portal.nlc.edu/Selfservice/. Students may also make course schedule adjustments by downloading an Add/Drop form at www.nlc.edu/documents_PDF/ADD-DROP%20FORM.pdf and submitting the completed form to the Registrar’s Office.

Adding and Dropping Courses

ADDING A COURSE

A student may register for a degree program course through the Sunday 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. Refer to the academic calendar for the specific Add date for each semester. However, students who register for a course during the first week of classes will be charged a Late Add Fee, effective at the start of the Spring 2014 semester.

DROPPING A COURSE

A student registered for a degree program course is permitted to drop the class and receive a full tuition refund through the Sunday of the first week of the course. However, students who drop a course during the first week of classes will be charged a Late Drop Fee. A dropped course will not appear on the transcript.

Students receiving any type of financial assistance should contact the Office of Financial Aid to determine if the change in credit load will impact their financial aid, scholarship, GI Bill benefits, etc.

Tuition refunds are prorated according to the schedules below. Refer to the academic calendar for the specific Drop dates for each semester. Different refund policies apply for courses offered by non-degree programs.

### FEE SCHEDULE FOR LATE ADD/DROP (first day of classes to following Sunday)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Add</td>
<td>$35 per course</td>
</tr>
<tr>
<td>Late Drop</td>
<td>$75 per credit hour</td>
</tr>
</tbody>
</table>

### Refund Schedule for Withdrawal from a 15-week course after Late Drop Deadline

<table>
<thead>
<tr>
<th>WITHDRAWAL DATE</th>
<th>REFUND PROPORTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal in the second week of the semester</td>
<td>50% refund</td>
</tr>
<tr>
<td>Withdrawal in the third week of the semester</td>
<td>25% refund</td>
</tr>
<tr>
<td>After the third week of the semester</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

### Refund Schedule for Withdrawal from a 7-week course after Late Drop Deadline

<table>
<thead>
<tr>
<th>WITHDRAWAL DATE</th>
<th>REFUND PROPORTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal in the second week of the term</td>
<td>50%</td>
</tr>
<tr>
<td>After the second week of the term</td>
<td>0%</td>
</tr>
</tbody>
</table>
Academic Attendance

Students fulfill their attendance requirements by faculty determination. Students in online coursework must participate in academically related course activity as described by the US Department of Education. In general, students are considered in attendance if they:

- Physically attend a course where there is an opportunity for direct interaction between the instructor and students; or
- Submit an academic assignment; or
- Take an exam, an interactive tutorial, or computer-assisted instruction; or
- Attend a study group or work group that is assigned by the institution; or
- Participate in an online discussion about academic matters; or
- Initiate contact with a faculty member to ask a question about the academic subject studied in the course or other student-teacher interactions as deemed by the instructor.

However, faculty may determine that other student-teacher interactions are equally valid as marking attendance. Logging into an online course without active participation in an academically related activity will result in an absence.

Faculty must record absences weekly and may allow students “excused” absences at their discretion. Excused absences would not result in an involuntary withdrawal. Faculty members are expected to include a statement about the attendance policy in their syllabus. They may also refer students to the catalog for more detailed information.

Attendance for Online Courses

Attendance for online courses is mandatory and is tracked and recorded weekly (Monday–Sunday) by monitoring activity and participation that occurs between Monday and Sunday. A student who is absent for any two weeks occurring prior to the withdrawal period in a seven-week course, or any two weeks occurring prior to the withdrawal period in a fifteen-week course may be involuntarily withdrawn (AW) from the course. Students withdrawn for any reason prior to the end of the drop period will be refunded according to the graduated refund schedule.

Attendance for Blended and Residential Courses

Attendance for the online portion of a blended course is tracked and recorded weekly (Monday-Sunday), based on “academic attendance” as noted above. Attendance for the residential portion is tracked and recorded daily. Students attending the residential portion of a blended course must attend all scheduled class sessions in order to receive academic credit.

Attendance for Non-Degree Courses
(Union Skills, OSHA, HazMat)

Attendance for onsite courses is tracked and recorded daily. Students enrolled in onsite courses must attend all scheduled class sessions in order to receive academic credit or certificate.
### Attendance and Withdrawal Classifications

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POLICY</th>
<th>ACTION</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td>Students who drop a course within the first week of classes receive a 100% tuition refund, however will be charged a late drop fee.</td>
<td>Students submit add/drop request—or drop through self-service.</td>
<td>100% tuition refund, less Late Drop Fee of $75 per credit hour.</td>
</tr>
<tr>
<td></td>
<td>Students may request drop within week 1 of a 7-week course.</td>
<td></td>
<td>Course does not appear on transcript.</td>
</tr>
<tr>
<td>W</td>
<td>Students voluntarily request to be withdrawn within the prescribed timeframe.</td>
<td>Student submits withdrawal form prior to the deadline for withdrawal.</td>
<td>No refund; W appears on transcript; does not calculate in GPA.</td>
</tr>
<tr>
<td>AW</td>
<td>Student is administratively withdrawn due to verifiable extenuating circumstances.</td>
<td>Student submits form and documentation.</td>
<td>Follows graduated refund policy, AW appears on transcript; does not calculate in GPA.</td>
</tr>
<tr>
<td></td>
<td>Student is withdrawn after any 2 weeks of absences in a 15-week course</td>
<td>Faculty initiates withdrawal due to non-attendance occurring prior to the deadline for withdrawal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is withdrawn after any 2 weeks of absences in a 7-week course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Withdrawal from a Course

Students may voluntarily withdraw from a course after the first week’s drop period has ended. Withdrawal requests can be submitted through the end of week eight in a fifteen-week semester course, or until the end of week four in a seven-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 grade of W appears on the transcript and refunds follow the graduated refund schedule outlined in the academic calendar. A withdrawal may adversely affect a student’s Satisfactory Academic Progress standing. It may also have an adverse effect on financial aid and scholarship eligibility.

A student may appeal registration and billing issues regarding add/drop/withdrawal from a course. Contact the Registrar for information.

### Withdrawal from National Labor College

If a student intends to withdraw from the College, he or she must notify the Registrar’s Office in writing. An active student who is enrolled may withdraw from the College immediately or as of the end of the current semester. A student will be considered to have withdrawn if there is no registration activity in a twelve-month period. The College will then assign the student a “Withdrawn” status. To enroll again, a student will need to reapply and pay the readmission fee. The student must then follow the policies and degree requirements from the catalog in effect at the time of re-enrollment.
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/documents-pdf/transcript-request-form.pdf. 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 rests with the student.

A graduate may obtain a duplicate diploma from the Registrar’s Office by submitting a written request with payment of a $75 fee.

Release of Educational Information

A student may authorize the College to release educational information to a third party by submitting a written request to the Registrar’s Office. Students must submit a release form which is located on NLC’s website under the Registrar’s Office at www.nlc.edu/students/registrars-office.html.

Non-Disclosure of Directory Information

At its discretion, NLC may provide “Directory Information” to third parties in accordance with the provisions of the Family Education Rights and Privacy Act of 1974, as amended (FERPA). “Directory Information” is defined as information that would generally not be considered harmful or an invasion of privacy if disclosed, such as dates of attendance and degrees awarded. A student may instruct the College to withhold this information from third parties by submitting to the Registrar’s Office a completed Restriction on Directory Information form. Additional information and the form are available on NLC’s website at www.nlc.edu/students/registrars-office.html.
Grades and Grading Policies

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

<table>
<thead>
<tr>
<th>Grades Affecting the GPA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ Extraordinary Growth</td>
<td>4.00</td>
</tr>
<tr>
<td>A Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+ Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+ Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D Poor</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F Failing</td>
<td>0.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades Not Affecting the GPA</th>
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</thead>
<tbody>
<tr>
<td>AU Audit</td>
<td></td>
</tr>
<tr>
<td>AW Administrative Withdrawal</td>
<td></td>
</tr>
<tr>
<td>CR Credit (partnership, experiential, PLA)</td>
<td></td>
</tr>
<tr>
<td>IN Incomplete</td>
<td></td>
</tr>
<tr>
<td>NC No Credit (unsatisfactory work or attendance)</td>
<td></td>
</tr>
<tr>
<td>NG No Grade (grade not submitted)</td>
<td></td>
</tr>
<tr>
<td>P Pass (grade of C or above)</td>
<td></td>
</tr>
<tr>
<td>TC Transfer Credit (academic, apprenticeship)</td>
<td></td>
</tr>
<tr>
<td>W Withdrawal</td>
<td></td>
</tr>
<tr>
<td>WK Workshop</td>
<td></td>
</tr>
</tbody>
</table>

Change of Grade

An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. Changes may not be made on the basis of additional work completed by a student unless all members of the class had the option to submit additional work. After the grading deadline for a term, the instructor must submit the changes to the Registrar’s Office using the Official Change of Grade form. Petitions for changes of grades from concluded courses older than 90 days from the date the original grade was received will not be considered.
Audit (AU). A notation of AU appears on the transcript when a student does not want to receive credit for a course. The course will appear on the transcript but the AU does not calculate into the GPA. Students may not receive financial aid or scholarships 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 prerequisites, or receive permission of the faculty member, in order to register for the course. The student must declare audit status by the end of the first week of classes. If a student originally registered for a course as audit, he or 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 tuition rate and fees as for a credit course.

Administrative Withdrawal (AW). In the case of a crisis such as a medical emergency or natural disaster, the College administration may issue a grade of AW on a student’s transcript. Students may be administratively withdrawn for non-compliance with NLC’s Academic Attendance policy. Administrative withdrawal for non-attendance may adversely affect a student’s Satisfactory Academic Progress and eligibility for federal financial aid and scholarships.

Credit (CR). A grade designation of CR is assigned to courses that are taken with an NLC partner or through a third party-assessed apprenticeship and will not affect the student’s grade point average.

Incomplete Grade (IN). With the consent of the instructor, a grade of incomplete (IN) is assigned when a student is temporarily prevented from completing the required coursework by the end of the term. A student must 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% of the coursework has been completed. A student who receives an IN grade must complete the coursework 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 a grade of F or 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. Once the IN grade has converted to a grade of F, a student who wishes to complete the course must re-register and pay for the course.

Students may not register for additional classes if they have more than two incompletes. A student with more than two incompletes who has pre-registered may be dropped from courses on the recommendation of the Academic Advisor. An incomplete may not be removed by repeating the course. If a student enrolls in a course in which he or she has an incomplete, the IN grade will automatically become an F. No student will be allowed to graduate with an incomplete on his or her record.

No Credit (NC). The grade of NC is used to indicate unsatisfactory performance in a course. A grade of NC results in no credit earned and is not included when calculating GPA.

No Grade (NG). This grade designation indicates that a grade has not been submitted by the instructor.

Pass (P). The grade of P is used to indicate successful completion of a course (C or better). A grade of P carries credit but is not included when calculating GPA.

Transfer Credit (TC). A grade designation of TC is assigned to courses that are transferred into NLC from an accredited college or university, ACE-assessed apprenticeship or training programs, military, Advanced Placement, CLEP, or International Baccalaureate credits. These transfer credits will not have an effect on the student’s grade point average. NLC only accepts courses that are the equivalent to a C or better and are not remedial or development-level courses. A maximum of 84 transfer credits will be accepted toward a Bachelor degree (no more than 70 of which can be freshman and sophomore lower level courses). Students may transfer up to 45 credits toward the completion of an Associate degree.

Withdrawal (W). A grade of W is issued when a student formally withdraws from a course. The withdrawal must be initiated by the student in accordance with the procedures and deadline dates published in NLC’s Academic Calendar. W grades carry no credit and are not included when calculating GPA.

Workshop (WK). A grade of WK is issued for participation in the Prior Learning Assessment (PLA) program.
Pass/No Credit Grade Option

The Pass/No Credit option may be used only for elective courses in the School of Labor Studies or the School of Professional Studies degree programs. Students should consult an Academic Advisor before registering with the Pass/No Credit option.

A maximum of two elective courses using the Pass/No Credit option may be counted toward a bachelor’s degree.

Students must indicate their choice of the Pass/No Credit option by completing and submitting a Pass/No Credit option form by the end of the second Friday of the semester. This form is available on the NLC website at www.nlc.edu/students/registrar-office.html

Once a Pass/No Credit option form has been submitted, students will not be permitted to change this designation. Students who do not complete the form will automatically be assigned a letter grade. A letter grade will have a cumulative effect on the student’s overall grade point average; the Pass/No Credit grade will have no effect on the GPA.

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 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 2.0. Students may graduate with an NLC grade not less than a D in an individual class, if the overall cumulative GPA is 2.0 or above. GPA is calculated from the courses taken at NLC; grades earned through partnerships or from other accredited institutions are not used in the GPA calculation.
Graduation and Commencement

National Labor College confers degrees three times a year: in December for fall graduates, in April for spring graduates, and in August for summer graduates. NLC’s Commencement Ceremony, however, is held only once per year, on the fourth Saturday in June.

**Steps to Graduation and Deadlines**

Students should confirm their eligibility with an Academic Advisor prior to completing an intent to graduate form. Typically students complete their intent to graduate form at the beginning of the semester in which they expect to graduate.

Complete the Intent to Graduate form, available from the Registrar’s Office, your Advisor, or online at [www.nlc.edu/students/registrars-office.html](http://www.nlc.edu/students/registrars-office.html).

<table>
<thead>
<tr>
<th>IMPORTANT DEADLINES</th>
<th>Summer Graduates</th>
<th>Fall Graduates</th>
<th>Spring Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete an Intent to Graduate form and pay the fee</td>
<td>Start of summer semester</td>
<td>Start of fall semester</td>
<td>Start of spring semester</td>
</tr>
<tr>
<td>PLA Portfolio Final Review</td>
<td>Start of summer semester</td>
<td>Start of fall semester</td>
<td>Start of spring semester</td>
</tr>
<tr>
<td>Complete all outstanding coursework</td>
<td>End of summer semester</td>
<td>End of fall semester</td>
<td>End of spring semester</td>
</tr>
<tr>
<td>Settle all outstanding balances</td>
<td>August 15</td>
<td>December 15</td>
<td>May 15</td>
</tr>
</tbody>
</table>

Students who have not completed all outstanding degree requirements by the end of semester of their anticipated graduation will be deferred to the following semester and the fee will be applied to the new graduation date.

National Labor College’s Commencement Ceremony is held once a year in June.

Spring graduates attending the June Commencement Exercises will receive their diplomas and final transcripts following the ceremony. Students who do not attend the Commencement Ceremony will receive diplomas and official transcripts by mail.

Summer graduates who are eligible to attend June Commencement Exercises will receive their diploma by mail once all outstanding coursework has been satisfactorily completed.

Prospective summer graduates may be allowed to participate in June Commencement Exercises provided that the student:

- has no more than 6 credits of outstanding coursework to complete by the end of the summer term;
- is currently registered for the 6 credits that will satisfy all outstanding degree requirements;
- is in good academic standing with a GPA of 2.0 or better;
- has demonstrated persistence toward completion;
- has submitted the Intent to Graduate form; and
- has paid the fee prior to the deadline for outstanding balances.

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

The awarding of academic amnesty is at the discretion of the NLC Provost and the decision is irreversible. Academic amnesty may be granted only once to any student. Questions regarding academic amnesty should be directed to the Registrar.

Academic Honesty

A. General Statement

Academic honesty is a matter of concern to everyone connected with National Labor College. A clear and carefully thought-out policy and set of procedures guide students and faculty members toward the accomplishment of academic honesty. Communication of these procedures is made through the following sources:

1. All course catalogs and course outlines will contain at least the statement: “Academic honesty, as defined in the college catalog, is expected of all students.”

2. By logging in to the online learning management system and beginning their coursework, students acknowledge agreement to abide by NLC’s Academic Honesty policy.

B. Definition

NLC students are held accountable to the Academic Honesty policy, which prohibits plagiarism, as defined below:

Plagiarism includes the following: 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:

- Copying all or parts of a paper without using quotation marks and/or academic citation.
- Submitting a paper that the student has not composed.
- Paraphrasing improperly, which involves unacceptable

Academic Freedom

As an educational institution of higher learning, 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.

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 the learning management system, students indicate their agreement to follow NLC’s Academic Honesty Policy.
borrowing of another writer’s phrasing without quotation marks, even if a citation is offered.

- Using another writer’s phrasing without quotation marks in a paper that is mostly original.
- Using another writer’s analogies, allusions, or other figures of speech without proper citation.
- Presenting another writer’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. National Labor College’s Academic Review Committee makes recommendations to the Dean and President in the event of an alleged case of academic misconduct.

C. Penalties

As NLC expects academic honesty, there are procedures for dealing with infractions of the Academic Honesty policy.

Faculty members may use their discretion in approaching academic honesty issues from a learning perspective in cases where faculty infer that students are attempting to follow academic citing conventions but fail to do so.

Level 1

For a level 1 infraction of the Academic Honesty policy the faculty member may determine the penalty based on how serious s/he feels the infraction to be. The instructor will provide informational counseling, may require the student to re-do the assignment, and will explain the consequences and implications of this infraction. This action could result in a lower final grade for the assignment. The faculty member will complete a Notification of Academic Dishonesty form and submit it to the Dean.

Level 2

A level 2 infraction of academic honesty, either in the same course or in another course, will result in an automatic “F” for the assignment. The faculty member will complete a Notification of Academic Dishonesty form and submit it to the Dean. In cases where the infraction occurs in the same course, the faculty member will notify the student and explain the reason for the “F” on the assignment. In cases involving two courses, the Dean will notify the student of the “F” on the assignment and apprise the student of the implication of the infraction.

Level 3

A level 3 infraction of academic honesty, either in the same course or in another course, will result in an automatic “F” in the course in which the third infraction occurred. The student will be barred from further class participation. The faculty member will complete the Notification of Academic Dishonesty form and submit it to the Dean. In cases where the infraction occurs in the same course, the faculty member will notify the student and explain the reason for the “F” in the course. Otherwise, the Dean will notify the student of the “F” in the course. The Dean will notify the Registrar that the student is to receive an “F” for the course.

Level 4

A level 4 infraction of academic honesty, either in the same course or in another course, will result in an automatic “F” in the course in which the infraction occurred. The student will be barred from further class participation. The faculty member will complete the Notification of Academic Dishonesty form and submit it to the Dean. In cases where the infraction occurs in the same course, the faculty member will notify the student and explain the reason for the “F” in the course. Otherwise, the Dean will notify the student of the “F” in the course. The Dean will notify the Registrar that the student is to receive an “F” for the course. A level 4 instance of plagiarism or any behavior involving an infraction of the Academic Honesty Policy will result in disciplinary action as determined by the Dean, in consultation with NLC’s President and Academic Review Committee.

Details about a student’s opportunity to appeal are recorded in the Academic Review Committee guidelines in the NLC catalog.

NLC administration has expressed strong support for faculty members who identify academic honesty infractions and pursue remediation. The Academic Advising Department and the Academic Standards Committee will be available to provide counseling support to the faculty members when necessary. NLC’s Academic Standards Committee encourages a no tolerance stance on plagiarism.
Academic Review Committee

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.

A. Purpose

These procedures are designed to provide undergraduate students with a means of appeal for academic actions, primarily grades. However, students should first attempt to resolve such grievances informally, by consulting first with the instructor. The Academic Review Committee (through the Provost’s Office) is the next step. Students who file a written appeal under these procedures shall abide by the final disposition of the appeal, and are precluded from subsequently seeking review of the matter under any other procedure that may exist within the College. The functioning of the Academic Review Committee and this procedure do not alter the provisions and requirements of NLC’s anti-discrimination and anti-harassment policy and procedure. The Committee may not take any actions that conflict with any collective bargaining agreement to which NLC is a party.

Students may appeal:

• A grade thought to be arbitrary or capricious.
• PLA review.
• Issues regarding add/drop/withdrawal.
• Issues of satisfactory academic progress.
• Findings of academic misconduct.

B. Definition

“ Arbitrary and capricious” grading refers to:

(i) the assignment of a course grade to a student on some basis other than performance in the course or not based on criteria outlined in the course’s syllabus;

(ii) the assignment of a course grade to a student by resorting to unreasonable standards or standards different from those which were applied to other students in that course; or

(iii) the assignment of a course grade by a substantial, unreasonable, and unannounced departure from the instructor’s previously articulated standards.

C. Procedures

At the beginning of each academic year (in September), the Faculty shall elect two members for the Committee and an alternate, and an officer of the Steward’s Council shall serve on the committee and shall elect one alternate. The student member and alternate must be students at the time of selection. The chair shall be selected by the committee. Individuals selected to serve on the Committee are expected to serve for the duration of the academic year in which they are appointed. 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. An individual may serve no more than three consecutive years. 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.

1. An undergraduate student who believes that his/her grade in a course is improper and the result of arbitrary and capricious grading, should first attempt to resolve the matter informally, as indicated above.

2. If a satisfactory outcome is not forthcoming, the student (or a group of students with the same complaint) may file a formal appeal with the Academic Review Committee. This appeal must be made within two months of the academic term following assignment of the disputed grade, and it shall be accomplished by a report of student effort to resolve the dispute informally and the consequences thereof. In the case of graduating students, grievances must be filed prior to graduation. The student shall file an appeal by submitting a written statement detailing the basis for the allegation that a grade is improper, justifying the claim that it is arbitrary and capricious, and presenting relevant evidence, or in the case of academic misconduct, stating why the finding of academic misconduct is unfair. The appeal may be dismissed if:

(i) the allegations, even if true, would not constitute arbitrary and capricious grading;

(ii) the appeal was not timely; or

(iii) the student has not attempted to resolve the matter informally.
3. If the appeal is not dismissed, the committee shall submit a copy of the student’s written statement to the instructor with a request for a written reply within ten days. If it then appears that the dispute may be resolved without recourse to the procedures specified below, the committee will attempt to arrange a mutually agreeable solution.

4. If a mutually agreeable solution is not achieved, the Committee shall proceed, within thirty (30) days of the decision to move forward, to hold an informal, non adversarial fact finding meeting concerning the allegations, by telephone, if necessary. The student (or several delegates from a group of students with the same complaint) and the instructor shall be entitled to be present throughout this meeting and to present any relevant evidence. The student or the faculty member may be accompanied by an advocate or representative. The meeting shall not be open to the public.

5. Once a matter has been referred to the Committee it is the Committee’s responsibility to take up 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 committee shall deliberate privately at the close of the fact finding meeting. If two members of the committee find the allegation not to be supported by clear and convincing evidence, the appeal shall be denied. If two members of the committee find the allegation supported by clear and convincing evidence, the committee shall take any action which it believes will bring about substantial justice, including, but not limited to:
   (i) requesting that the instructor re-evaluate the student’s work, listing, defining, weighing the criteria used in the evaluation;
   (ii) requesting that the instructor administer a new final examination or paper in the course;
   (iii) directing the cancellation of the student’s registration in the course; or
   (iv) directing the award of “Pass” in the course (other pass/no credit regulations notwithstanding), except that such a remedy shall be used only if there is no dispute concerning whether the student has passed the course.

6. The process shall be completed within sixty (60) days of the student’s appeal. 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. The Provost’s decision is final.

7. 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.

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 or her stead or designate someone to act in his or her stead.
**Satisfactory Academic Progress Policy**

**Satisfactory Academic Progress for Federal Student Aid**

Federal and state regulations require that students meet certain academic standards to be eligible for financial aid. The basic standards are these:

1. Maintain a minimum cumulative grade-point average of 2.0.
2. Successfully complete at least 67% of the classes they attempt.
3. Complete their program in a timely manner.

Students must meet the retention standards of the College in order to maintain eligibility and remain in good standing.

Students are expected to maintain progress toward the completion of their degree. Therefore, students must have an overall completion rate of 67% of all college-level hours attempted. The completion rate is calculated by dividing the cumulative number of hours successfully completed by the cumulative number of hours attempted. A grade of A, B, C, D, or P is required for successful completion. Grades of W, AW, AU, or F are not considered completions. Classes that are dropped/withdrawn, repeated, or earn incomplete grades after the beginning of the semester or term are counted as attempted hours. Students who do not keep pace with this progression requirement will be considered as making unsatisfactory academic progress.

Regardless of overall grade point average, students who do not earn any credits in any one semester or term will be considered as making unsatisfactory academic progress. These students may be responsible for repayment of financial aid received for that semester or term. All coursework is evaluated for financial aid purposes whether or not financial aid was received for that work. These standards will be evaluated at the end of each semester or term. Students with an incomplete grade (IN) will be held for review, since satisfactory academic progress cannot be determined until the grade is posted.

All credits from repeated courses will be counted toward maximum hours. Students may repeat a previously passed course once and be eligible for payment on the repeat. Students may repeat a failed course until it is passed and be eligible for payment. Academic transcripts for possible transfer credit must be received and evaluated by the College prior to determining satisfactory academic progress for financial aid. Only transfer credit officially accepted by the College will be counted in determining satisfactory academic progress.

**Maximum Time to Degree**

A reasonable length of time for completion of an educational program is defined as no longer than 150% of the length of the program. For example, a student enrolled in a degree program that requires 90 credit hours must complete all requirements by the time he/she has attempted 135 hours. Students will not be considered to have reached the 150% hour maximum until after the semester or term in which they reach or exceed the attempted hours allowed. (Note: transfer hours accepted by the College count toward the attempted hours.) Once the required courses to earn a degree have been completed, students are no longer eligible to receive aid. Students can receive aid for up to 30 attempted credit hours of remedial or developmental coursework. Transfer credits will be included in the total hours of eligibility. All attempts including withdrawals and repeats count toward the maximum number of hours attempted. Financial aid for a student who has exceeded this maximum will be based on college-level courses only. This time limit cannot be appealed.

**Financial Aid Probation**

A student who does not meet the retention standards will be placed on financial aid probation and may continue to receive financial aid for one payment period. A student who meets the retention standards while on probationary status will return to good academic standing. A student who fails to meet the retention standards while on probationary status will be considered to be making unsatisfactory academic progress and cannot appeal or regain financial aid eligibility until the minimum cumulative GPA requirement has been met.

**Loss of Eligibility Due to Unsatisfactory Academic Progress**

Students who fail to meet any of the above requirements are considered as making unsatisfactory academic progress. Failure to meet these standards will result in the loss of eligibility to receive federal aid (including grant and loan programs and scholarships). Once a student becomes ineligible for aid due to unsatisfactory academic progress, he/she is not eligible to receive aid until the standards have been met. Students may attend classes and pay from their own resources until satisfactory progress has been re-established.
 Appeal to Regain Eligibility

Any loss of eligibility as a result of this policy may be appealed in writing to the Director of Financial Aid. The appeal request consists of a signed appeal letter, appropriate supporting documents, and an Academic Recovery Plan. Students will be granted no more than two appeals throughout their enrollment at National Labor College. If mitigating circumstances can be documented for the specific semester(s) or term(s) when the deficiencies occurred, the student should include this information in the appeal. Examples include: the death of a relative, an injury or illness of the student, or other extenuating circumstances. The appeal must explain why the student failed to make satisfactory academic progress and what has changed that will allow the student to make satisfactory progress by the end of the next semester or term or a specific point in time.

Appeals and supporting documentation must be submitted within two weeks of notification of suspension, but no later than these dates:

For eligibility in the fall semester: August 15
For eligibility in the spring semester: December 12
For eligibility in the summer semester: April 11

Appeals submitted after the deadline or without the required documentation may result in an automatic denial, or may be held until the next semester or term for review. Students with an appeal decision pending at the beginning of the semester or term are responsible for payment of their tuition and fees.

Notification

It is the student’s responsibility to stay informed of the satisfactory academic progress standards and to monitor their own progress. The Office of Financial Aid will notify by letter any student who is suspended from the federal aid programs as well as the results of any appeal.
In order to earn an Associate of Arts degree at National Labor College, a student must:

- Complete a total of 60 or more semester credit hours.
- Earn a cumulative grade-point average (GPA) of 2.0 or higher (out of 4.0) in NLC courses.
- Meet the general education requirements as specified below.
- Complete the 15 required core credit hours (academic residency) at National Labor College.

The following forms of credit may not be used to fulfill the 15 core credit course (academic residency) requirement: transfer credit; proficiency exams; Advanced Placement; military training; ACE-evaluated credits; study abroad; cross-registration; international baccalaureate credit; and Prior Learning Assessment (PLA).

In addition to taking NLC courses, a student may meet the minimum 60 credit hours through a combination of up to 45 transfer credit hours from an accredited college or university, partnership credits, ACE-certified apprenticeships, ACE-accredited courses or training, CLEP testing, military credits, and credit for lifelong learning experience through NLC’s Prior Learning Assessment (PLA). Limits on the total number of credit hours in these categories apply; consult and Academic Advisor for details.

**Learning Outcomes for the Associate of Arts Degree**

Students graduating from National Labor College with the Associate of Arts degree should have acquired skills at the postsecondary level in:

- Effective communication
- Information literacy
- Technical proficiency
- Leadership
- Critical Thinking
- Global Thinking

and have a foundation in each of the following academic disciplines:

- American history, including labor history
- Humanities and arts, including literature
- Social and behavioral sciences, including government and labor studies
- Mathematical and natural sciences
Core Credit Hours/Academic Residency Requirements for the Associate of Arts Degree

All Associate of Arts degrees require these 5 core courses* of 3 credits each:

- NLCC 1100 NLC Pathways: Becoming A Successful Online Learner**
- LBST-1400 Introduction to US Labor Studies#
- ENGL-2240 Reading, Writing, and Research [pre-requisite: Effective Writing or equivalent]
- HIST-1500 US History: Work, Workers, and the Building of the American Nation
- LBST-2400 Introduction to Global Labor Studies^

*Selected courses from the upper-level curriculum in the Bachelor degree program may be applied to the academic residency (core credit hours) requirements for the Associate degree. Students transferring from the Bachelor to the Associate degree program should contact an Academic Advisor for more information.

**NLCC-4000 Digital Learning in the 21st Century may replace NLCC 1100 NLC Pathways: Becoming a Successful Online Learner;

#LBST-4200 Labor and Work in the US may replace Introduction to US Labor Studies;

^LBST-4500 Labor and Work in the Global Economy may replace Introduction to Global Labor Studies.

General Education Required Coursework for the Associate of Arts Degree

All Associate of Arts degrees require a minimum of 21 credits distributed in the following topic areas (may be transferred):

- Labor Arts, Humanities or Literature
- Effective Writing (or equivalent course in English composition)
- Information Technology or Communications
- Labor Safety and Health
- US Government, Politics, Policy, or Law
- Mathematics
- Natural Sciences
Bachelor Degree Requirements

BA/BS Degree Requirements

In order to earn a bachelor degree at National Labor College, a student must:

• Complete a total of 120 or more semester credit hours.
• Earn a cumulative grade-point average (GPA) of 2.0 or higher out of 4.0 in NLC courses.
• Meet the general education requirements for the bachelor’s level for the State of Maryland.
• Satisfy the Academic Residency Requirement by completing a minimum of 36 upper division undergraduate credit hours (courses numbered 3000 or higher) at National Labor College. (This requirement is not to be confused with the residential week spent on campus for students in the School of Labor Studies).

The following forms of credit may not be used to fulfill the academic residency requirement: transfer credit; proficiency exams; Advanced Placement; military training; ACE-evaluated credits; study abroad; cross-registration; international baccalaureate credit; and Prior Learning Assessment (PLA).

In addition to taking NLC courses, a student may meet the minimum 120 credit hours through a combination of up to 84 transfer credit hours from an accredited college or university, partnership credits, ACE-certified apprenticeships, ACE-accredited courses or training, CLEP testing, military credits, and credit for lifelong learning experience through NLC’s Prior Learning Assessment. Limits on the total number of credit hours in these categories apply; consult an Academic Advisor for details.

For students entering with fewer than 84 credit hours, NLC offers a range of online courses of general interest and within major programs as electives.

General Education Requirements for the BA/BS Degree

The general education requirements for the State of Maryland mandate that no fewer than 40 credit hours of required Arts & Sciences core courses with at least one 3-credit course to be taken from each category:

• Arts & Humanities
• English Composition
• Social & Behavioral Sciences
• Mathematics
• Biological & Physical Sciences

For students who have not fulfilled all of these requirements through transfer credit, NLC offers courses designed specifically to fulfill general education requirements. Certain other BA/BS courses are also approved for general education credit, as noted in the course descriptions. Students should be aware that courses are offered on a rotating basis and the schedule is not guaranteed. See the course descriptions and consult an Academic Advisor for more information.
School of Labor Studies (SLS) Programs

This section outlines the bachelor degree requirements for students entering in Fall 2012 or later. Students who began an NLC program prior to Fall 2012 should consult their Academic Advisor for course equivalences and options for completing their degree requirements.

The School of Labor Studies currently offers four degree programs: Labor Education, Labor Safety and Health, Labor Studies (with an area of concentration), and Union Leadership and Administration. These programs are specifically designed to help working people advance in their careers, develop leadership skills, and deepen their knowledge of the labor movement.

The course Living Labor History* and the Capstone Writing Seminar* in the degree program are designed to be taken at the beginning and end of students’ SLS programs respectively. Each of these required courses has a residency component.

Students should note that NLC’s Union Skills courses are assessed for credit and may be taken as elective courses. With permission of their Academic Advisor, one Union Skills course may be used to fulfill a degree program requirement.

Learning Outcomes for the School of Labor Studies

A graduate of National Labor College’s School of Labor Studies should have a basic understanding of:

- Building solidarity within labor and among community and coalition partners
- Labor history
- Race and gender and their influence on work and labor
- Union structure and governance in the US and other countries
- The collective bargaining process in the US and other countries
- Relevance and application of labor and employment law
- Labor and the American political system
- Fundamental role of labor in the domestic and global economy
- Social science research methods

SLS Core Requirements

All degrees in SLS require these six core courses:

- LBCC-4100 Living Labor History (with residency*)
- NLCC-4200 Labor and Work in the United States
- LBCC-4300 Research Methods
- LBCC-4400 Labor and Politics
- NLCC-4500 Labor and Work in the Global Economy
- LBCC-4600 Labor and Employment Law

*Residencies are an integral part of the educational experience at NLC. The opportunity to meet with professors and fellow classmates in a face-to-face setting is often cited as one of the highlights of the program. Residencies are typically scheduled Friday-Monday over a holiday weekend and occur in the fourth or fifth week of the semester. These residencies are mandatory. For details on residencies please visit our website at www.nlc.edu/students/residencies.html
BA in Labor Education

The Labor Education program is specifically designed for labor and community educators, trainers, and activists who teach, design, implement, and administer educational programs invested in key areas, including leadership, organizing, health and safety, and apprenticeships. The Labor Education program empowers trainers, educators, and activists by giving them the tools they need to deliver exceptional educational experiences.

Students completing this program should be able to:

- Design, develop, and implement programs and curricula based on a systematic approach
- Apply adult learning principles and methodology as appropriate in all phases of instructional design
- Craft measurable goals and objectives at the student and program level
- Use appropriate instruments to evaluate and assess learning and program outcomes
- Facilitate effective instruction in a variety of face-to-face, hybrid, and distance learning situations
- Utilize techniques to increase student motivation, interaction, participation, and engagement

Six courses are required in addition to the SLS core—any five of the following:

- LBED-3412 Teaching Techniques II (with residency)
- LBED-4410 Distance Learning for Labor Education
- LBED-4420 Methods that Motivate
- LBED-4432 The Adult Learner
- LBED-4450 Instructional Systems Design
- LBED-4460 Instructional Technology
- LBED-4495 Enhancing Student Collaboration

and:

- LBED-4950 Capstone Writing Seminar (with residency)

BA in Labor Safety and Health

Students in the Labor Safety and Health program study policy, standards, and union strategies. In addition, they learn technical skills to improve their understanding and application of worker safety and health principles.

Students completing this program should be able to:

- Identify hazards in their workplace, home, and communities and communicate the risks associated with these hazards
- Locate and use health and safety resources, including regulations and standards related to specific worker health and safety hazards
- Analyze policy and union strategies to effectively communicate the need to eliminate or to protect workers against known hazards
- Analyze available data to create a Safety and Health Plan, an Emergency Action Plan and/or deliver training on the plan(s) for the union members they represent
- Demonstrate advanced technical skills that improve worker safety and health
- Communicate an understanding of the field of labor safety and health programs, including government health and safety resources, science and engineering, hazard recognition and abatement, and current issues in safety and health

Six courses are required in addition to the SLS core:

- LBSH-4510 Foundations in Safety and Health
- LBSH-4620 Industrial Hygiene

and any three of the following:

- LBSH-4550 Self-Directed Study in Occupational Health and Safety (1 to 3 credit hours)
- LBSH-4590 Bioterrorism: Agents and Emergency Response
- LBSH-4600 Hazardous Materials Transportation
- LBSH-4601 Workplace Hazards and the Law
- LBSH-4606 HazMat/Chemical Emergency Response (Courses must be attended within the state of Maryland to qualify for credit.)

(OSHA, HZMT, EMGT, or LBUS courses with departmental or advisor approval)

and:

- LBSH-4950 Capstone Writing Seminar (with residency)
BA in Labor Studies

The Labor Studies program encourages students to develop an in-depth understanding of the labor movement’s historical development and its contemporary opportunities and challenges. There are currently two concentrations from which to choose within the Labor Studies program: the Labor and Politics concentration and the Individually Designed concentration, in which students can design a course of study with their Advisor.

Students completing this program should be able to:

- Describe and analyze the contemporary opportunities and challenges facing working people and the labor movement
- Describe and analyze organized labor’s context and role in society and culture
- Demonstrate an understanding of the history of work and the labor movement’s origins and history
- Demonstrate potential and/or ability to take on and effectively carry out significant leadership functions in or related to the labor movement
- Explain the role of working people and organized labor in at least one specialized area (e.g., labor history, political economy labor and politics, communications, public history, or labor arts and culture)
- Communicate clearly a broad-based understanding of labor’s context
- Demonstrate the ability to utilize advanced technological tools necessary to analyze and participate in the contemporary labor movement

LABOR AND POLITICS CONCENTRATION

The Labor and Politics concentration is designed to offer students an in-depth analysis of labor’s role in the political process. This concentration includes a combination of theoretical and practical exercises and perspectives. Required courses examine labor’s relationship with the institutions of American government (Congress, the Courts, and the Presidency), labor’s role in lobbying and the policy making process, the role of labor in campaigns and elections, and a range of contemporary issues and controversies in labor politics.

Six courses are required in addition to the SLS core:

- LBST-4100 The Future of Labor and Work
- LBST-4420 Labor, Congress, and the Presidency
- LBST-4440 Campaigns and Elections
- LBST-4600 Labor as a Social Movement
- LBST-4498 Special Topics in Labor and Politics
- LBST-4950 Capstone Writing Seminar (with residency)

INDIVIDUALLY-DESIGNED CONCENTRATION

The Individually-Designed concentration is structured so that students can explore a range of topics and subject areas, drawn from NLC’s Labor and Professional Studies programs, which best fit their particular personal and career interests. The actual list of classes will be designed in consultation with a student’s Academic Advisor. This concentration is intended to offer self-motivated students maximum flexibility in designing a course of studies that best fits their needs.

Six courses are required in addition to the SLS core:

- LBST-4100 The Future of Labor and Work
- LBST-4950 Capstone Writing Seminar (with residency)

and a program of four additional upper-division NLC courses, approved by the department or Advisor
BA in Union Leadership and Administration

The Union Leadership and Administration program is designed to explore the theoretical and practical aspects of labor movement leadership and leadership more 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 union leadership positions are ideal candidates for this course of study.

Students completing this program should be able to:

- Fully understand how unions are structured and governed
- Evaluate various structures and lead organizations within the labor movement
- Identify best leadership practices within unions and the labor movement
- Analyze key challenges and opportunities facing the labor movement
- Evaluate and implement a variety of practical leadership strategies
- Critically examine leadership theories and apply selected theories to specific issues confronting the labor movement

Six courses are required in addition to the SLS core:

- LBUA-4050 Union Administration
- LBUA-4151 Union Structure and Governance
- LBUA-4510 Leadership Theory
- LBUA-4550 Effective Leadership

and three or more courses listed below or above (to make a total of twelve courses):

- COMP-3010 Computer Skills for Trade Unionists Level I
- LBHU-4170 Ethics in Decision Making
- LBUA-4180 Organizing and Representing the New Workforce
- LBUA-4115 Health Care Bargaining: Impact of the New Law
- LBUA-4400 The Power of Partnerships
- LBUA-4450 Grassroots Leadership for Working America
- LBUA-4498 Special Topics in Union Leadership and Administration
- LBUA-4950 Capstone Writing Seminar (with residency)
SLS Certificate Programs

The School of Labor Studies offers a variety of certificate programs, each consisting of 12 credit hours of SLS and/or Union Skills courses. Certificate coursework is non-sequential and therefore may be completed in any order. All courses are 3 credit hours unless otherwise indicated.

CERTIFICATE FOR ARBITRATION AND GRIEVANCE HANDLING (with residency)

Students must take twelve credits from among the following courses:

- LBUS-3080 Strategic Grievance Handling (2 credits)
- LBUS-3898 Grievance Mediation (1 credit)
- LBUS-3900 Arbitration Brief Writing
- LBUS-3901 Arbitration Preparation and Presentation Level I
- LBUS-3902 Arbitration Preparation and Presentation Level II
- LBUS-3910 Labor Relations in the Federal Sector (2 credits)

CERTIFICATE IN LABOR EDUCATION (fully online or with residency)

The fully-online Labor Education Certificate requires these four courses:

- LBED-4432 The Adult Learner
- LBED-4450 Instructional Systems Design
- LBED-4410 Distance Learning for Labor Educators
- LBED-4460 Instructional Technology

A student may apply 3 credits earned in related NLC Union Skills or other degree courses in place of one of the courses listed above with permission of the Labor Studies Coordinator or Dean.

The closed-cohort residency program in Labor Education requires four courses from the following offerings:

- LBED-3402 Teaching Techniques I
- LBED-3412 Teaching Techniques II
- LBED-4420 Methods that Motivate
- LBUS-3450 Advanced Teaching Methods
- LBUS-3430 Psychology of the Adult Learner
- LBUS-3927 Train-the-Trainer on Workplace Safety and Health

CERTIFICATE IN LABOR STUDIES (fully online)

The program requires these two courses:

- NLCC-4200 Labor and Work in the United States
- NLCC-4500 Labor and Work in the Global Economy

and two from the following offerings:

- LBCC-4400 Labor and Politics
- LBCC-4600 Labor and Employment Law
- LBST-4100 The Future of Labor and Work
- LBUA-4151 Union Structure and Governance
- LBUA-4050 Union Administration
- LBSH-4510 Foundations in Safety and Health

A student may apply 3 credits earned in related NLC Union Skills or other degree courses in place of one of the courses listed above with permission of the Labor Studies Coordinator or Dean.

CERTIFICATE IN LEADERSHIP FOR CHANGE (fully online)

The program requires these two courses:

- LBUA-4550 Effective Leadership
- LBUA-4510 Leadership Theory

and two from the following offerings:

- LBUA-4050 Union Administration
- LBHU-4170 Ethics in Decision Making
- LBUA-4450 Grassroots Leadership for Working America
- LBED-4432 The Adult Learner
- BADM-4200 Management and Labor in the 21st Century (SPS course)
- BADM-4270 Managing Human Resources in a Dynamic Environment (SPS course)

A student may apply 3 credits earned in related NLC Union Skills or other degree courses in place of one of the courses listed above with permission of the Labor Studies Coordinator or Dean.
CERTIFICATE IN UNION ADMINISTRATION (fully online)
The program requires this course:
NLCC-4200 Labor and Work in the United States
and three courses from the following offerings:
LBUA-4050 Union Administration
LBUA-4151 Union Structure and Governance
LBUA-4550 Effective Leadership
A student may apply 3 credits earned in related NLC Union Skills or other degree courses in place of one of the courses listed above with permission of the Labor Studies Coordinator or Dean.

CERTIFICATE IN LABOR SAFETY AND HEALTH (with residency)
The program requires at least one course in each of three groups, and a total of 12 credit hours.

Group A: OSHA class through NLC’s National Resource Center program

Group B:
LBWH-4620 Industrial Hygiene
LBUS-3927 Train-the-Trainer on Workplace Safety and Health

Additional Safety and Health course offered in the BA program (1 to 3 credits per course)

Group C:
LBWH-4600 Hazardous Materials Transportation
LBWH-4606 Rail Workers Hazardous Materials Training Program
LBWH-4601 Workplace Hazards and the Law

CERTIFICATE IN ORGANIZING (with residency)
The program requires 12 credit hours, with at least two of the following courses:
LBUS-3041 Effective Communication Skills for Trade Unionists (2 credits)
LBUA-4550 Effective Leadership
LBUA-4450 Grassroots Leadership for Working America
LBUS-3605 New Union Staff Training (2 credits)

and at least 6 credit hours from the following offerings:
LBUS-3080 Strategic Grievance Handling (2 credits)
LBUA-4180 Organizing and Representing the New Workforce
LBUS-3915 Organizing I (2 credits)
LBUS-3916 Organizing II (2 credits)

CERTIFICATE IN BUILDING TRADES ORGANIZATIONAL DYNAMICS AND GROWTH (with residency)
The program requires 12 credit hours from the following courses:
LBUS-3941 Organizational/Membership Development (OMD) in the Construction Industry I (2 credits)
LBUS-3942 OMD in the Construction Industry II: Strategic Planning (2 credits)
LBUS-3943 OMD in the Construction Industry III: Closing the Deal (2 credits)
LBUS-3944 OMD in the Construction Industry IV: Communications and Media (2 credits)
LBUS-3041 Effective Communication Skills for Trade Unionists (2 credits)
LBUA-4151 Union Structure and Governance

CERTIFICATE IN BUILDING TRADES UNION LEADERSHIP AND ADMINISTRATION (with residency)
The program requires 12 credit hours from the following courses:
LBUS-3907 Contract Negotiations in the Construction Industry (2 credits)
LBUS-3909 Labor Law in the Construction Industry (2 credits)
LBUS-3941 Organizational/Membership Development (OMD) in the Construction Industry I (2 credits)
LBUS-3942 OMD in the Construction Industry II: Strategic Planning (2 credits)
LBUS-3943 OMD in the Construction Industry III: Closing the Deal (2 credits)
LBUS-3944 OMD in the Construction Industry IV: Communications and Media (2 credits)
LBUS-3091 Managing Local Unions (2 credits)
LBUS-3605 New Union Staff Training (2 credits)
LBUA-4151 Union Structure and Governance
School of Professional Studies (SPS) Programs

The School of Professional Studies currently offers three degree programs: Business Administration, Construction Management, and Emergency Readiness and Response Management. These programs are specifically designed to help working people advance in their careers. All SPS majors have two required courses in labor studies that provide students with an understanding of the contributions of the labor movement to the world of work. Courses that explore the labor movement’s contributions to American society and economic prosperity make this program unique.

All courses in the School of Professional Studies are taught in an accelerated, interactive, online, seven-week format. Weekly assignments allow students to structure their course time around busy work and family schedules. Prerequisite course requirements, credit load, and/or course availability may affect a student’s individual progress. Students should consult their Academic Advisor for individual program planning.

Learning Outcomes for the School of Professional Studies

A graduate of National Labor College’s School of Professional Studies should have a basic understanding of:

- The ethical treatment of all workers and members of society
- Sustainable practice
- The idea that all organizations should contribute to the health of the community

SPS Core Requirements

All degrees in SPS require these three core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NLCC-4000</td>
<td>Digital Learning for the 21st Century</td>
</tr>
<tr>
<td>NLCC-4200</td>
<td>Labor and Work in the United States</td>
</tr>
<tr>
<td>NLCC-4500</td>
<td>Labor and Work in the Global Economy</td>
</tr>
</tbody>
</table>

(NOTE: NLCC-4000 may be taken by students in both schools, required in SPS or elective in SLS)
**BA in Business Administration**

NLC’s bachelor’s degree in Business Administration is designed for rank-and-file union members and adult members of union families interested in acquiring the business knowledge and skills in a degree program that emphasizes sustainable and ethical business practices. Union members interested in starting or improving the performance of their own small business will find this program suitable for their learning needs. This program is also effective for union staff or elected officials interested in improving their ability to manage and administer unions and other organizations.

**Program Outcomes**

Students will be able to:

- Identify ethical management principles that value the contribution of all workers
- Identify and design business around clean and green business practices
- Demonstrate critical thinking and problem solving skills that can be applied to 21st century business challenges
- Analyze and interpret financial statements
- Employ effective marketing strategies in a business or organization
- Effectively organize, plan, and lead different types of organizations
- Identify legal issues and principles as applied in business

The program requires twelve courses—the SPS core and the following nine courses:

- BADM-4200 Management and Labor in the 21st Century
- BADM-4210 Business Ethics and Sustainability
- BADM-4215 Legal Environment of Business
- BADM-4220 Financial and Accounting Controls
- BADM-4230 Entrepreneurship
- BADM-4270 Managing Human Resources in a Dynamic Environment
- BADM-4300 Research Methods
- BADM-4700 Marketing and New Media
- BADM-4900 Capstone Project

**BA in Construction Management**

NLC’s Construction Management program is geared for building and construction trade members who are interested in combining their experience in the industry with the knowledge required to advance their careers. The NLC curriculum blends traditional construction management classes with classes in industrial and labor relations. The program is ideal for journeypersons and seasoned professionals in the construction industry as well as apprentices who are looking to develop leadership skills and advance their careers.

**Program Outcomes**

Students will be able to:

- Supplement construction experience with the managerial skills required to propose, plan, and implement a range of construction projects
- Develop competence in integrating safe and ethical practices efficiently and profitably
- Communicate effectively with construction teams 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

The program requires twelve courses—the SPS core and the following nine courses:

- 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
- CMGT-4210 Construction Cost Accounting, Estimating, and Finance
- CMGT-4220 Construction Project Planning and Scheduling
- CMGT-4230 Advanced Leadership and Communication
- CMGT-4250 Industrial Relations in the Construction Industry
- CMGT-4900 Capstone Project
**BS in Emergency Readiness and Response Management**

NLC’s degree in Emergency Readiness and Response Management is designed for rank-and-file union members and adult members of union families interested in any area of emergency management. This includes, but is not limited to, first responders such as fire service, EMS, law enforcement, public safety, and related fields. Through this program, students will gain the skills currently in high demand for expanding opportunities at the federal, state, and local government levels, as well as in industry, the military, or health care. NLC is the only higher education institution offering a Bachelor of Science degree that combines emergency management courses, which equip students to prepare for, mitigate against, respond to, and recover from natural and man-made disasters, with courses in labor studies.

**Program Outcomes**

At the completion of the Emergency Readiness and Response Management program, students will:

- Demonstrate knowledge of the history of natural and man-made disasters and understand the evolution of the emergency management field
- Understand all aspects of emergency management responsibility including mitigation, planning, training, exercises, warning, evacuation, sheltering, damage assessment, debris removal, donation management, volunteer management, public information, federal assistance programs, and recovery programs
- Develop and revise emergency operations, continuity of operations, and incident action plans
- Identify legal and ethical aspects of emergency management at various levels; federal, state, tribal and local policies, legislation, directives, and regulations
- Apply processes and methodologies of hazard identification, threat analysis and vulnerability assessment
- Explain the policies and procedures that drive the budgetary process, as well as understand internal and external resources, budgets and expenditures, accountability, reimbursements, grant management, mutual aid, procurement and disaster assistance funding
- Demonstrate characteristics of effective leadership in the field, including strategic thinking, critical decision-making, interpersonal skills, and management skills

The program requires twelve courses—the SPS core and the following courses:

- **EMGT-4050** Fundamentals of Emergency Readiness and Response Management
- **EMGT-4100** Disaster Response, Operations, and Management
- **EMGT-4210** Legal and Ethical Aspects of 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-4300** Research Methods
- **EMGT-4900** Capstone Project
SPS Certificate Programs

The School of Professional Studies offers a variety of certificate programs, consisting of four or five fully online 3-credit courses. Certificate coursework is non-sequential and may be completed in any order.

CERTIFICATE IN CONSTRUCTION MANAGEMENT (fully online)

The Certificate in Construction Management is a 15-credit program designed to develop competency in the comprehension of general and construction management skills. The required courses are:

- CMGT-4050 Fundamentals of the Construction Industry I
- CMGT-4051 Fundamentals of the Construction Industry II
- CMGT-4100 Project Building Systems
- CMGT-4210 Construction Cost Accounting, Estimating, and Finance
- CMGT-4220 Construction Project Planning and Scheduling

Upon completion, students will have a thorough understanding of the planning, directing, coordinating, and budgeting needed for a wide variety of construction projects, including the building of all types of residential, commercial, and industrial structures, roads, bridges, wastewater treatment plants, schools, and hospitals.

CERTIFICATE IN EMERGENCY MANAGEMENT (fully online)

The Certificate in Emergency Management is a 15-credit program designed for individuals interested in entering the field of emergency management as well as for those currently in an emergency response profession seeking to update or broaden their skills. The required courses are:

- EMGT-4050 Fundamentals of Emergency Readiness and Response Management
- EMGT-4100 Disaster Response, Operations, and Management
- EMGT-4210 Legal and Ethical Aspects of Emergency Readiness and Response Management
- EMGT-4230 Leadership: Systems Thinking and Critical Decision Making
- EMGT-4240 Emergency Planning

Upon completion, students will have a comprehensive understanding of why the old, profit-centered model of business management is outdated and inefficient. Students will be able to grow organizations sustainably and ethically.

CERTIFICATE IN ETHICAL MANAGEMENT (fully online)

The Certificate in Ethical Management is a 12-credit program aimed at fostering a new breed of manager, one who strives to promote people, the planet, and economic prosperity. This certificate goes beyond the traditional “dollars and cents” view of a manager and teaches skills that will result in people-centered growth in organizations and the broader economy. The required courses are:

- BADM-4200 Management and Labor in the 21st Century
- BADM-4210 Business Ethics and Sustainability
- BADM-4270 Managing Human Resources in a Dynamic Environment
- NLCC-4200 Labor and Work in the United States
- NLCC-4500 Labor and Work in the Global Economy
- LBHU-4170 Ethics in Decision-Making

Upon completion, students will have a comprehensive understanding of why the old, profit-centered model of business management is outdated and inefficient. Students will be able to grow organizations sustainably and ethically.

CERTIFICATE IN SMALL BUSINESS MANAGEMENT (fully online)

The Certificate in Small Business Management is a 12-credit program geared toward union members interested in starting their own businesses. The required courses are:

- BADM-4215 Legal Environment of Business
- BADM-4220 Financial and Accounting Controls
- BADM-4230 Entrepreneurship
- BADM-4700 Marketing and New Media

Upon completion, students will have a basic understanding of how to set up, staff, and manage a small business.
Degree Course Descriptions

Courses numbered below 3000 are lower division and may not be used to satisfy Bachelor degree requirements.

A course that fulfills the general education requirement in Arts and Humanities (A&H), English Composition (Eng), Mathematics (Mat), or Biological and Physical Sciences (Sci) is indicated by [Gen Ed: area]. Courses that satisfy the general education requirement in the Social and Behavioral Sciences are not noted, since the required courses NLCC-4200 and NLCC-4500, among many others in the NLC curriculum, cover this area.

Courses that have a residency component or that are offered only in residence are noted in the course description.

BA/BS students should consult their Academic Advisor regarding OSHA, HazMat, and Union Skills courses that may meet degree program requirements or be used as electives toward the minimum 120 credit hours for the degree.

If two courses at NLC or elsewhere are substantially the same, a student may not receive degree credit for both of them. Equivalent or similar courses in the NLC curriculum are noted.

All courses earn 3 credit hours unless specified otherwise.

**BADM-4200 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. [*Seven week format.*]

**BADM-4210 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. [*Seven week format.*]

**BADM-4215 Legal Environment of Business**

This course provides an overview of a set of laws that impact 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. [*Seven week format.*]

**BADM-4220 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. [*Seven week format.*]

**BADM-4230 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. [*Seven week format.*]
BADM-4270  Managing Human Resources in a Dynamic Environment

This course will examine the key components of human resource management. The skills that will be acquired include: recruitment and selection, training and development, performance review, compensation management, and labor and employee relations. The course will illustrate how HR managers can become employee advocates. [Seven week format.]

BADM-4300  Research Methods

The purpose of this methodological course is to introduce students to the fundamentals of social science research methods, particularly as they apply to the study of business administration. Students will learn about qualitative and quantitative research methods. These skills will be useful not only in terms of conducting academic research, but also for purposes of empirically-informed management decision-making. [Formerly BADM-4240; a student may not receive credit for both. Seven week format.]

BADM-4700  Marketing and New Media

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. [Seven week format.]

BADM-4900  Capstone Project

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 determined with individual faculty. [Seven week format.]

CMGT-4050  Fundamentals of the Construction Industry I

This course 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. [Seven week format.]

CMGT-4051  Fundamentals of the Construction Industry II

This course introduces the design process and development of construction documents. It 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. The course also explores the various common project delivery methods. [Seven week format.]

CMGT-4100  Project Building Systems

Students will learn the 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. The course also provides an introduction to building structural and envelope systems. [Seven week format.]
### CMGT-4200  Project Administration

This course provides exposure to and use of various types of project control systems for project efficiency and documentation. 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. **[Seven week format.]**

### CMGT-4210  Construction Cost Accounting, Estimating, and Finance

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. **[Formerly CMGT-4700; a student may not receive credit for both. Seven week format.]**

### CMGT-4220  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. **[Seven week format.]**

### CMGT-4230  Advanced Leadership and 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, corporate, and labor relations. Students in this course will also examine principles of negotiation and dispute resolution in the construction industry. **[Seven week format.]**

### CMGT-4250  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. **[Seven week format.]**

### CMGT-4900  Capstone Project

In the 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 practical experience in the construction industry. Capstone projects are developed in working student groups that begin prior to the time that the actually students enroll in the Capstone course. **[Seven week format.]**

### COMP-3010  Computer Skills for Trade Unionists Level I

This course 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 email and web-conferencing tools. Class discussions revolve around how labor unions can best use computer technology. **[Fifteen week format.]**
**COMP-3011  Computer Skills for Trade Unionists Level II**

This course 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 applications. In addition, students are introduced to database applications. [*Fifteen week format.*]

**[DGTL-4000  Digital Learning for the 21st Century (now NLCC-4000)]**


This course provides an introduction to the fundamental principles of emergency readiness and response management and provides historical case studies on 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. [*Seven week format.*]

**EMGT-4100  Disaster Response, Operations, and Management**

This course gives students 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 FEMA’s Core Capabilities). [*Seven week format.*]

**EMGT-4210  Legal and Ethical Aspects of Emergency Readiness and Response Management**

Students will examine various case studies as a method of considering law and legal principles related to consequence management for community and workers’ health and safety. These case studies will examine ethical approaches in emergency readiness and response management. [*Seven week format.*]

**EMGT-4215  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. [*Seven week format.*]

**EMGT-4220  Strategic Financial Planning and Management**

Topics include the following: an introduction to financial planning (private vs. public); an introduction to basic financial concepts; an introduction to budgeting (fiscal year); and an examination of financial tools and their application to significant events. This course also covers budgeting and managing grant applications in both the public and private sectors. [*Seven week format.*]

**EMGT-4230  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. [*Seven week format.*]
EMGT-4240  Emergency Planning

The ‘Comprehensive Emergency Management Program (CEMP)’ is a framework under which emergency plans at all levels of government, volunteer, and private organizations can be aligned. In this course, students will review the planning process and draft an emergency operations plan. Students will also review federal guidance that establishes the National Response Framework as a comprehensive, coordinated federal/state/local emergency management system. [Seven week format.]

EMGT-4300  Research Methods

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. [Formerly EMGT-4700; a student may not receive credit for both. Seven week format.]

EMGT-4900  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 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. [Seven week format.]

ENGL-1000  Effective Writing  [Gen Ed: Eng]

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 toward developing individual styles, and gain skills in writing essays. [This course addresses the writing needs of students returning to college or just starting school. May not be used to fulfill a major requirement. Not open to students who have taken Reading & Writing Critically. Fifteen week format.]

ENGL-2200  Effective Writing  [Gen Ed: Eng]

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. [Fifteen week format.]

ENGL-2400  Reading, Writing & Research  [Gen Ed: Eng]

Building on Effective Writing, this writing intensive advanced composition course is designed to enhance proficiency in critical reading and thinking and improve expository writing skills. Students will investigate the expressive powers of argumentation in writing while building their information literacy skills through an extended research project. [Prerequisite: Effective Writing or advisor’s approval. Fifteen week format.]

ENGL-3001  Reading & Writing Critically  [Gen Ed: Eng]

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. [Fifteen week format.]
ENGL-3150  Creative Writing  [Gen Ed: A&H or Eng]

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’ 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. [Seven week format.]

ENGL-3300  Social Justice and Activist Writing  [Gen Ed: A&H or Eng]

An interdisciplinary exploration of how people use writing and other forms of expression to act socially, this course engages a range of readings from labor and working-class studies, diversity and gender studies, and labor literature. Students will build on their critical thinking skills as they analyze and discuss a range of works that argue for social justice from multiple perspectives. Learning to recognize how language works unlocks numerous tools for crafting ethical, persuasive arguments that can frame the debate and sidestep spin and logical fallacies. Students will consider how writing and social justice intersect and will learn to craft their own writing with transformational power. [Fifteen week format.]

ENGL-4102  American Labor Literature  [Gen Ed: A&H or Eng]

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. [Fifteen week format.]


The purpose of this course is to introduce students to some of the complexities and contradictions in the history of the United States as it developed, first as colonies in the British Empire. The history and various cultures of the British colonies continue to inform the development of the independent nation that expanded through conquest to include former colonies of Spain and France, even Russia, and a large region of Mexico. Working with primary documents, students will explore both the intended and the unintended consequences of key episodes and debate the contested meaning of language and symbols central to the emergence of the world’s most powerful nation. We will pay particularly close attention to the concepts and institutions of a democratic society that ordinary people, including workers, have come to expect as American citizens. [Fifteen week format.]

LBCC-4100  Living Labor History

This course introduces students to the major developments of working people, their organizations, and their communities over the course of American history. Special emphasis will be placed on understanding the formation of the modern labor movement as a transition from 19th century “producers” organizations to the founding of the early American Federation of Labor, the rise of the Congress of Industrial Organizations, and the social, economic, and political forces shaping labor since 1945. [Required for students in SLS majors. Students should take this course in the spring or fall semester of their first year at NLC. This course has a mandatory residency component. All students enrolled in the course must attend the residency component in order to receive credit for the class. Fifteen week format.]
LBCC-4300 Research Methods

Research Methods is an advanced course designed to provide SLS students with the tools necessary to conduct social science research related to their courses and assignments. In this course, students will devise and write a research design for the required Capstone Project in their program. The course examines and compares various strategies for data collection and analysis, and provides an understanding of the appropriate use of various research methods for addressing different research problems. *[A student may not receive credit for both this course and LBCR-4700. Fifteen week format.]*

LBCC-4400 Labor and Politics

This course provides an overview of the institutions and processes of the American political system as they relate to organized labor and working people. Students will engage in critical analysis of selections from American political thought, important milestones in the relationship between American unions and American political institutions, and organized labor’s role in the political process from workingmen’s associations to labor’s contemporary engagement in campaigns and elections, lobbying and coalition politics. *[Fifteen week format.]*

LBCC-4600 Labor and Employment Law

This course examines the broad range of issues related to the law, workers, and unions. Students critically examine the evolution of labor and employment law, different types of law that apply to workers and unions (statutes, common law, administrative law, etc.) the limits of the law and general rules that workers confront on the job (such as the employment at will rule and its exceptions.) Specific topics include traditional labor law (e.g., NLRA) as well as laws related to workplace safety, privacy, discrimination, overtime, and other common workplace concerns. *[Fifteen week format.]*

[LBCC-4700 Comparative Research Methods (replaced by LBCC-4300 Research Methods)]

LBCR-4800 Senior Seminar

The Senior Seminar is designed to guide students through the completion of their Capstone Project, the final requirement for all students in the School of Labor Studies. The essential question driving the Senior Seminar is this: How can labor be a force for social change? Students are encouraged to select a research topic to effect change within their major area of study. They will conduct original research on this topic within a selected methodological framework, critically analyze their results, and present their findings in written and oral form to their peers. The most common format for the Capstone Project is a research paper, although flexibility in methodologies and outcomes is encouraged on the part of the students and faculty. Students will select their topics and design their research in cooperation with the instructor and faculty in their major area of study. *[Required of SLS majors who began their study prior to fall 2012. Students who began in fall 2012 or later are required to take the Capstone Writing Seminar and may not also receive credit for LBCR-4800.]*

LBCR-4900 Senior Project

Students may elect to undertake a Senior Project in conjunction with the Senior Seminar. The project should emphasize a student’s role in the labor movement in conjunction with his or her classroom experience. Students use the Senior Seminar to select a topic. *[Optional companion to the Senior Seminar for SLS majors who began their study prior to fall 2012; not open to other students.]*
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| LBED-3402      | Teaching Techniques I               | With an ever-present need for renewed activism and broader involvement among the rank-and-file, membership education is a top priority of today’s unions. This introductory course—ideal for union staff members who teach at conferences, workshops, or other educational settings—covers a broad range of education skills, from planning a time-sensitive teaching outline to conducting an effective class. Since most adults learn better when actively involved, this class will stress participation techniques. Practice teaching is a key component of the course, and during these sessions, guidance and feedback by a skilled labor educator will be offered.  

*This course is offered in a residential format only.*  |
| LBED-3412      | Teaching Techniques II              | A follow-up to the basic Teaching Techniques I course, this advanced course offers participants the opportunity to upgrade their teaching skills and allows them a forum to exchange ideas with other experienced labor educators. Participants will learn methods for designing effective teaching outlines. In addition, participants will expand the range of techniques they use and will learn how to write their own teaching materials. Leading a discussion—a complex, but critical component of teaching—will be emphasized. Practice teaching, with critique, is also an important part of this program.  

*Permission of the instructor is required for admission. This course is offered in a residential format only.*  |
| LBED-4410      | Distance Learning for Labor Education | 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.  

*Fifteen week format.*  |
| LBED-4420      | Methods that Motivate               | 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.  

*Fifteen week format.*  |
| LBED-4432      | The Adult Learner                   | This course covers adult learning theories and principles essential for instruction for and communication with adults. The programmatic and personal application of the theories and practices are examined and discussed. This course also explores how students can increase their capacity as life-long learners.  

*May not be taken in addition to Theories of Adult Learning. Seven week format.*  |
| LBED-4450      | Instructional Systems Design        | Instructional Systems Design (ISD) is the primary curriculum development method in use in adult training and education in the US and around the world. It uses a systematic approach to design, develop, deliver, and evaluate training. This course covers the fundamentals of ISD and includes practical hands-on exercises and assignments. Students have the opportunity to develop their own curriculum design plan and lesson plan.  

*Seven week format.*  |
**LBED-4460  Instructional Technology**

The course provides participants with a practical understanding of the instructional applications of modern technology. The emphasis is on using technology to increase communication and collaboration in the distance learning environment. Students will learn to present educational content using software, such as blogs, wikis, podcasts, and audio/video conferencing tools. Students will use and evaluate course management systems and develop online student assessments. Students will learn to think critically about the appropriate uses of instructional technology and strategies to increase student learning. *[Fifteen week format]*

**LBED-4495  Enhancing Student Collaboration**

What are the web tools available to support group work and study teams? Students will actively use web tools for communication, cooperation, and collaboration during this course. They will consider the factors involved in selecting technologies to match instructional purposes for face-to-face, hybrid, and distance learning situations. Students will examine strategies for teamwork within the context of the technology being used and learn to assess collaborative and group projects. *[Prerequisites: Instructional Technology and either Instructional Systems Design or The Adult Learner. Equivalent to LBED-4490; a student may not receive credit for both courses. Fifteen week format]*

**LBED-4950  Capstone Writing Seminar**

The Capstone Writing Seminar is designed to guide students through the completion of their Capstone Project, the final requirement for all students in the School of Labor Studies. The essential question driving the Capstone Seminar is this: How can labor be a force for social change? Students are encouraged to select a research topic to effect change within their major area of study. They will conduct original research on this topic within a selected methodological framework, critically analyze their results, and present their findings in written and oral form to their peers. The most common format for the Capstone Project is a research paper, although flexibility in methodologies and outcomes is encouraged on the part of the students and faculty. Students will select their topics and design their research in cooperation with the instructor and faculty in their major area of study. *[This course follows a fifteen-week format and has a mandatory residency component]*

**LBHT-4050  Leadership and Landmark Events in 20th Century Labor History [Gen Ed: A&H]**

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. Reading assignments are from existing websites 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. *[Fifteen week format]*

**LBHU-4100  Film and Globalization [Gen Ed: A&H]**

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. *[Seven week format]*
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<th>Course Code</th>
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<tr>
<td>LBHU-4170</td>
<td>Ethics in Decision Making [Gen Ed: A&amp;H]</td>
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<td>This course examines choices through an ethical</td>
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<td>lens and the study of ethical theories as</td>
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<td>applied to a series of moral problems. Issues</td>
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<td>from the workplace will be examined to see</td>
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<td>which principles of right conduct, if any,</td>
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<td>clarify, guide, or determine their decisions.</td>
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<td>Labor case problems will be included. [Fifteen</td>
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<tr>
<td>LBHU-4180</td>
<td>Images of Labor in Art [Gen Ed: A&amp;H]</td>
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<td>Images of Labor in Art is an art history course</td>
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<td>that explores the way in which art and artists</td>
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<td>shape the image of work and workers throughout</td>
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<td>the industrial and modern eras. Students</td>
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<td>explore significant themes, artistic movements,</td>
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<td>and styles and discuss their meaning and</td>
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<td>significance in the context of the labor</td>
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<td>movement and working class culture. [Fifteen</td>
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<tr>
<td>[LBOR-4151]</td>
<td>Union Structure and Governance (now LBUA-4151)</td>
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<td>[LBOR-4180]</td>
<td>Organizing and Representing the New Workforce</td>
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<td>(now LBUA-4180)]</td>
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<tr>
<td>LBPE-4991</td>
<td>Labor in the Economy (formerly LBCC-4600)</td>
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<td>Since the global economic crisis erupted in</td>
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<td>2008, 27 million workers around the world have</td>
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<td>lost their jobs, many young workers have been</td>
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<td>shut out of the labor force, and attacks on</td>
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<td>labor rights and living standards have</td>
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<td>intensified. This course explains the economic</td>
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<td>roots of the crisis, why issues critical to</td>
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<td>labor were central to the evolution or the</td>
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<td>crisis, and why labor is central to an economic</td>
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<td>recovery. Although this is not an economics</td>
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<td>course, it provides a basic foundation for</td>
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<td>understanding the economy, economic policy</td>
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<td>debates, and labor’s role in those debates.</td>
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<td>In addition to taking students through the</td>
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<td>history of the ongoing crisis and labor’s</td>
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<td>role in the recovery, the course introduces</td>
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<td>students to capitalism as an economic system,</td>
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<td>neoliberalism, globalization, “Keynesian”</td>
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<td>economic policy, and the difference between</td>
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<td>“mainstream economics” and political economy.</td>
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<td>[Fifteen week format.]</td>
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<tr>
<td>LBPE-4988</td>
<td>Labor and Trade in the Global Economy</td>
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<td>Labor and Trade in the Global Economy looks at</td>
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<td>how trade has been transformed to affect not</td>
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<td>only wages and jobs but public services and</td>
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<td>democratic decision-making. Students use case</td>
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<td>studies of NAFTA to critique the economic</td>
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<td>arguments used to justify globalization in its</td>
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<td>current form; examine capitalism as an economic</td>
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<td>system to understand its effects on labor;</td>
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<td></td>
<td>learn about the roots of NAFTA in the so-called</td>
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<td>Third World Debt Crisis and discuss alternatives</td>
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<td>to NAFTA and WTO-style trade agreements for</td>
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<td>building a more just global economy. [Fifteen</td>
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<td>week format.]</td>
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<td>LBPE-4989</td>
<td>Global Capital and Full Employment: Leveling</td>
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<td>Labor’s Playing Field</td>
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<td>This course explains how the rules for</td>
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<td>international money determine the playing</td>
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<td>field for labor and jobs in a globalized</td>
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<td>world. Over the past decades those rules—lately</td>
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<td>shaped by the United States—led to repeated</td>
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<td>economic crises and hurt the ability of</td>
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<td>governments around the world to support full</td>
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<td>employment and public services. The course</td>
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<td>helps students understand those rules and</td>
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<td>introduces them to the work that unions around</td>
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<td>the world are doing to change them. Students</td>
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<td>taking this course will be better prepared to</td>
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<td>support that work and participate in debates</td>
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<td>on the role of government in regulating the</td>
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<td>economy, lowering unemployment, raising wages,</td>
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<td>and preventing future crises. [Fifteen week</td>
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**LBPE-4990  Jobs and Growth, Debt and Deficits: What Should Labor Do?**

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. **[Fifteen week format.]**

**LBSH-4510  Foundations in Safety and Health**

This course is intended for health and safety majors and other students who may be interested in labor safety and health. It will provide students with core competencies required for a basic understanding of the field of labor safety and health. The course 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. **[Seven week format.]**

**LBSH-4550  Self-Directed Study in Occupational Health and Safety (1 to 3 credit hours)**

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. **[Requires Department Chair’s approval.]**

**LBSH-4590  Bioterrorism: Agents and Emergency Response**

This course is designed to provide workers with the knowledge and information on how best to respond to a terrorist 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 US Department of Agriculture, which include anthrax, smallpox, tularemia/plague, and botulism/foodborne. **[Fifteen week format.]**


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. **[Seven week format.]**

**LBSH-4601  Workplace Hazards and the Law**

This course is intended for students seeking a health and safety program 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. **[Fifteen week format.]**
LBSH-4606 Hazardous Materials Transportation/Chemical Emergency Response

This five-day course 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). [This course is offered in a residential format only and must be attended in the State of Maryland to qualify for credit.]

LBSH-4620 Industrial Hygiene [Gen Ed: Sci]

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

LBSH-4950 Capstone Writing Seminar

The Capstone Writing Seminar is designed to guide students through the completion of their Capstone Project, the final requirement for all students in the School of Labor Studies. The essential question driving the Capstone Seminar is this: How can labor be a force for social change? Students are encouraged to select a research topic to effect change within their major area of study. They will conduct original research on this topic within a selected methodological framework, critically analyze their results, and present their findings in written and oral form to their peers. The most common format for the Capstone Project is a research paper, although flexibility in methodologies and outcomes is encouraged on the part of the students and faculty. Students will select their topics and design their research in cooperation with the instructor and faculty in their major area of study. [This course follows a fifteen-week format and has a mandatory residency component.]

LBSS-3000 History of Communications, Culture, and Technology [Gen Ed: A&H]

This course examines the historical relationship between communications, culture, and technology. The impact of the alphabet, printing press, telegraph, radio, television, and the Internet on life and work are explored. The impact of today’s social media is discussed. In turn the influence of politics and culture on media practices throughout history is examined. [Fifteen week format.]

LBST-1400 Introduction to US Labor Studies [Gen Ed: Core]

This class will introduce students to the landscape in which the labor movement operates. It will also provide students with a historical and legal perspective of union development and operation. Students will be introduced to expectations of the National Labor College including on-line class work, library research, and composition. [Fifteen week format.]

LBST-2400 Introduction to Global Labor Studies [Gen Ed: Core]

This course will introduce the student to the main issues, emerging patterns and current conditions of work and workers in the global system. Topics include globalization and neoliberalism, global supply chains, the role of labor unions, and the international labor movement in protecting workers. [Fifteen week format.]
### LBST-4020  Labor Law

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. The focus of this course 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. In addition, 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. *[Fifteen week format.]*

### LBST-4100  The Future of Labor and Work

In this course, students will critically examine contemporary issues and conflicts both within the labor movement and within the larger political and economic environment. This class will contemplate the future of work, worker organizations, and labor management relations throughout the world. Topics include technological challenges to labor and work, the future of organized labor, the prospects for collective bargaining in a global future, and other relevant questions from this area of inquiry. *[Fifteen week format.]*

### LBST-4420  Labor, Congress, and the Presidency

Students in this course critically examine Congress and the Presidency from the perspective of organized labor. This course examines the constitutional framework for each branch of government and considers how the legislative and executive branches interact. Topics will include the historic relations between labor, Congress, and the Presidency, the role of interest groups and lobbying as labor pursues its agenda with both branches, the policy-making process, and labor’s role in the current era of polarization. *[Fifteen week format.]*

### LBST-4440  Campaigns and Elections

This course analyzes the labor movement’s involvement in political campaigns and elections. It critically examines both the legal requirements of the current campaign system as well as strategic issues. Students in this course analyze the intersection of campaign strategies and labor’s policy goals. This course is intended for anyone interested in the electoral strategy and tactics of the labor movement. *[Fifteen week format.]*

### LBST-4498  Special Topics in Labor and Politics

To be arranged in consultation with an Academic Advisor.

### LBST-4600  Labor as a Social Movement

In this course, students will explore contemporary workers’ rights movements in the United States and around the world. There are many examples of workers’ rights movements today—from the protests in Ohio and Wisconsin to the Occupy Movement to the austerity protests in Europe. In each instance, students investigate the origins, demands and structure of each movement and their relationships with existing labor organizations. This class also analyzes labor’s relationships with community organizations and affinity groups in the dynamic labor struggles of our time. *[Fifteen week format.]*
**LBST-4950  Capstone Writing Seminar**

The Capstone Writing Seminar is designed to guide students through the completion of their Capstone Project, the final requirement for all students in the School of Labor Studies. The essential question driving the Capstone Seminar is this: How can labor be a force for social change? Students are encouraged to select a research topic to effect change within their major area of study. They will conduct original research on this topic within a selected methodological framework, critically analyze their results, and present their findings in written and oral form to their peers. The most common format for the Capstone Project is a research paper, although flexibility in methodologies and outcomes is encouraged on the part of the students and faculty. Students will select their topics and design their research in cooperation with the instructor and faculty in their major area of study. [This course follows a fifteen-week format and has a mandatory residency component.]

**[LBUA-3550  Grassroots Leadership for Working America I (see LBUA-4450)]**

**[LBUA-3551  Grassroots Leadership for Working America II (see LBUA-4450)]**

**LBUA-4050  Union Administration**

This course will provide a comprehensive understanding of best practices of executing union responsibilities. Students are exposed to a wide variety of situations and challenges encountered by union officials in carrying out their duties. The course centers around the objective of building stronger unions through member commitment and participation in union governance and activities. [Formerly LBUA-4900; a student may not receive credit for both. Fifteen week format.]

**LBUA-4100  Health Benefits Future**

This course will focus on the history and future of health care as a job benefit. It will review the union’s 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. [Fifteen week format.]

**LBUA-4115  Health Care Bargaining: Impact of the New Law**

This class will begin with an overview of the US health care system, emphasizing key features such as hospitals, prescription drugs, testing and medical devices, and cost-drivers such as over-treatment and prescription drug marketing and research schemes. Students will learn bargaining dynamics by participating in a health care collective bargaining scenario. 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. [Fifteen week format.]
**LBUA-4118  Employer-Based Health Care: Impact of the New Law**

This course will analyze the 2010 Affordable Care Act which will ensure universal coverage for all Americans beginning in 2014 and its impact on labor union members and health care bargaining. Topics include the impact of the new law on the US health care system as a whole, the timeline for implementation, changes in financing, public and private insurance rules, employer and employee contributions, benefits and other provisions that will impact current benefit plans. Students will learn more about the status of the law and current policy developments, union strategies at the bargaining table, and what the labor movement is doing to influence the implementation of the law. In the online portion of the course, students will examine the parts of the Health Care Reform Act and 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. [This course follows a fifteen-week format and has a mandatory residency component.]

**LBUA-4151  Union Structure and Governance**

This course introduces the diversity of structure and function found in contemporary union organization and governance. It addresses the range of similarities and differences found within unions which make up the contemporary labor movement. Students view their own unions in entirety from an evolutionary perspective and within the context of history, culture, and membership. The inter-relationship between union bodies (national union, local union, and federation) is examined in detail. [Formerly LBOR-4151; a student may not receive credit for both. Fifteen week format.]

**LBUA-4180  Organizing and Representing the New Workforce**

This course explores the challenges and opportunities new immigrants and young workers bring 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 are also explored. [Formerly LBOR-4180; a student may not receive credit for both. Fifteen week format.]

**LBUA-4400  The Power of Partnerships**

This course 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. [Former title: Labor Management Partnerships. Fifteen week format.]

**LBUA-4450  Grassroots Leadership for Working America**

This highly interactive course is designed to develop critical leadership skills for union activists at the grassroots level. Students will explore the economic and historical roots of the current challenges to organized labor, with the goal of identifying issues of concern to them and their community. Students will then select one issue upon which to build a mini-campaign. The mini-campaign will be comprised of a series of activities designed to influence the development and outcome of the selected issue. Students will learn about and be exposed to a wide variety of grassroots campaign skills that they can draw upon during the development of their campaign. [This course combines and replaces LBUA-3550 and LBUA-3551; a student taking LBUA-4450 may not receive credit for either of these. Fifteen week format.]

**LBUA-4498  Special Topics in Union Leadership and Administration**

This course will examine a different subject or problem of current interest within the field of union leadership and administration. [May be repeated for credit if topic changes.]
LBUA-4510  Leadership Theory

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. [Fifteen week format.]

LBUA-4550  Effective Leadership

One key aspect of leadership is being able to translate vision into action. This course will address the definition of leadership; elements for leadership success; and how to lead and organize groups of individuals to impact change. The course will prepare students to lead more effectively through analyzing case studies, practicing leadership skills in group activities, and participating in self-awareness exercises. This course will cover the essential skills needed for effective leadership: communication, crisis management, team development, ethical decision making, and change management. [Fifteen week format.]

LBUA-4950  Capstone Writing Seminar

The Capstone Writing Seminar is designed to guide students through the completion of their Capstone Project, the final requirement for all students in the School of Labor Studies. The essential question driving the Capstone Seminar is this: How can labor be a force for social change? Students are encouraged to select a research topic to effect change within their major area of study. They will conduct original research on this topic within a selected methodological framework, critically analyze their results, and present their findings in written and oral form to their peers. The most common format for the Capstone Project is a research paper, although flexibility in methodologies and outcomes is encouraged on the part of the students and faculty. Students will select their topics and design their research in cooperation with the instructor and faculty in their major area of study. [This course follows a fifteen-week format and has a mandatory residency component.]

MATH-2005  Business Mathematics  [Gen Ed: Mat]

This is a basic course designed to provide solid, practical, up-to-date coverage of the mathematical techniques and word problems commonly used in the business world today. The course will assist students in reaching a level of increased competence in understanding the applications of mathematics, and ideas and techniques related to business. Emphasis is placed upon learning mathematical concepts through practical application to common business problems. Areas covered include percentages, business statistics, interest, discounts, markups, markdowns, insurance, taxes, inventory control, payroll, and amortization. The practice students have with problems throughout the course will help build the skills and confidence needed to succeed in business today. [Seven week format.]

MATH-2120  College Algebra  [Gen Ed: Mat]

This course provides a working knowledge of college-level algebra and its applications. It is designed for students who are self-motivated, self-disciplined with strong commitment, and successful at keeping a study schedule for themselves. It is particularly recommended for students who have moderate knowledge of math or whose placement scores are at a level suggesting that the student will benefit from this course. Emphasis is placed upon the application of algebra to solve problems in real-life situations. Topics include linear equations, quadratic equations, functions and graphs, polynomial and rational functions, and exponential and logarithmic functions. [Seven or fifteen week format.]
NLCC-1100  NLC Pathways: Becoming a Successful Online Learner [Gen Ed: Core]

NLC Pathways will teach new students skills they need to become successful online learners. Students will complete a comprehensive orientation and overview of National Labor College; its mission, policies and programs. They will develop an academic plan that clearly outlines a pathway to degree completion. They will practice techniques and strategies that help them to become more effective and efficient students. Students will apply basic concepts of adult learning theory, motivational theory as well as organizational and time management tools to help them prioritize and manage their obligations. As part of a vibrant online learning community students will experience the solidarity that distinguishes National Labor College as the college for working people and their families. This three-credit course is required for all students enrolled in the Associate of Arts degree program. [Fifteen week format.]

NLCC-4000  Digital Learning for the 21st Century

Technological development has resulted in widespread change in the way people acquire information. Every college and university in the world now relies on digital systems to a greater or lesser extent; both at home and at work, we routinely rely on the use of Internet technology, multi-media, and computer applications. Against this background, and the fact that technology is now a staple of education and work, this course answers fundamental questions about the nature and extent of online education and its future. The course also provides students the necessary technological and critical thinking skills that are integral to learning in the 21st century. In addition to examining principles of adult and digital learning, students will explore a range of online research techniques. Project-based work in this course will include writing and editing upper-level academic work, becoming familiar with and utilizing a range of online research techniques in the students’ core subject areas, and applying digital applications to data related to their discipline. [Required for students in SPS degrees; elective for SLS students. Formerly DGTL-4000; a student may not receive credit for both. Seven week format.]

NLCC-4200  Labor and Work in the United States

This course is designed to provide students with an understanding of issues related to what unions do (with a specific focus on the rights and responsibilities of union members, organizing, and bargaining), the history of the labor movement and its context in today’s economy, and labor’s contributions to American society and the middle class. Students will explore issues in political economy. Students in this course will become familiar with the required writing and analytical standards of the College. [Seven week format. Required for all degree programs in SLS and SPS.]

NLCC-4500  Labor and Work in the Global Economy

This course will focus on a broad series of challenges and opportunities facing the labor movement triggered by the globalization of labor markets and production. It will review the character and outcomes of global restructuring driven by neoliberal “free market” policies and how such policies result in suppressed demand and consequently depressed wages. The course will also include an overview of comparative industrial relations systems and practices within the context of a globalized economy. As important, students will analyze the growing efforts of labor unions to globalize and to build cross national alliances, new models for organizing and global unionism. [Seven week format. Required for all degree programs in SLS and SPS.]
OxAA-1000  Online Orientation and Academic Advising (non-credit)

Upon completing an application, prospective students are automatically enrolled in this course to familiarize them with NLC’s institutional policies, programs, and academic requirements. Students will use the FAQ database and the “Ask an Advisor” forum to find answers to common questions, view short videos, and complete tutorials on how to access and use NLC’s Online Campus (Self-Service), Learning Management System (LMS), and other important resources. There is no additional charge for this course and no credit is awarded; however, new and returning students are expected to complete the Online Orientation. Students in the School of Labor Studies will complete two brief questionnaires prior to registering for classes.

PLWK-1000  Prior Learning Assessment Workshop (non-credit)

NLC’s Prior Learning Assessment (PLA) program honors students’ lifelong learning experiences by offering the opportunity to earn up to 30 college credits through a writing-intensive portfolio development process. The Prior Learning Workshop is a non-credit online seminar that helps students develop the three main components of a portfolio—an educational resume, narrative, and prior learning essays—to be submitted for credit evaluation. [Seven week format.]

RSCH-3900  Bibliography and Research

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. [Fifteen week format.]

SCIE-3000  Science, Technology, and Our World  [Gen Ed: Sci]

Science and technology touch our lives in many instances and at many levels of concern that it is important to make our citizenry knowledgeable and informed of the positive and negative aspects of science and technology as well as the alternatives for the future. This course offers the understanding of basic principles of science to explain the world around us. The course will pursue in two directions (1) to discuss the impact of some very important environmental and quality of life issues and (2) to provide the basic facts concepts and principles of science in a non-abstract manner that will provide the student with a basic understanding of the phenomena discussed. [Credit will not be awarded for both LBSH-3000 and SCIE-3000. Fifteen week format.]
Labor Safety and Health Training Program

NLC’s 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, 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, 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 NLC offers a full menu of classes geared for both new and experienced safety activists taught by experienced faculty members whose primary goal is to ensure safe and healthful working conditions.

Students in both the School of Labor Studies and School of Professional Studies may take certain OSHA and HazMat courses for degree or elective credit with the permission of their Academic Advisor. All courses are offered in residence only.

For a full list of OSHA courses, descriptions, and the schedule of upcoming offerings, follow the Safety and Health Training program link from the NLC website.

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<tr>
<th>Course Code</th>
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<tr>
<td>HZMT-3125</td>
<td>DOT Train-the-Trainer</td>
<td>1 to 3</td>
<td>This train-the-trainer course provides regional peer trainers with the skills and knowledge necessary to deliver training at their job sites, union meetings, and in their communities. They will learn adult teaching methods and learner centered presentation techniques. Participants will spend approximately twelve hours per day including the teach-back demonstrations and preparation time. On Thursday of each class participants will present a full eight-hour program divided equally among them; they will receive a review and critique at the end of each module. The prerequisites required supply a foundation of content material for a better understanding and preparation of materials. [Offered in a residential format only.]</td>
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<tr>
<td>HZMT-3126</td>
<td>DOT Advanced Training Techniques—RAIL Program</td>
<td>1 to 3</td>
<td>This advanced course is a follow-up to the basic DOT Railway Workers Train-the-Trainer course. It offers participants the opportunity to enhance their teaching skills and allows them a forum to exchange experiences and ideas with other trainers. Participants will learn methods for designing effective teaching outlines. In addition, they will expand the range of techniques they use and will learn how to write their own teaching materials. Leading a discussion and practice-teaching with critiques will be emphasized. [Offered in a residential format only.]</td>
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<tr>
<td>OSHA-0500</td>
<td>Trainer Course in Occ. Safety &amp; Health Standards for the Construction Industry</td>
<td>1 to 3</td>
<td>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-0510, or have equivalent training, and five years of construction experience to take this course. Offered in a residential format only.]</td>
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OSHA-0501  Trainer Course in Occ. Safety & Health Standards for General Industry (1 to 3 credit hours)

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-0511, or have equivalent training, and five years of work experience to take this course. Offered in a residential format only.]

OSHA-0510  Occ. Safety and Health Standards for the Construction Industry (2 or 3 credit hours; 2.5 CEUs)

This course for private sector personnel covers OSHA policies, procedures, and standards as well as construction safety and health principles. Topics include scope and application of the OSHA construction standards. Special emphasis is placed on those areas that are the most hazardous using OSHA standards as a guide. Upon successful course completion the student will receive an OSHA construction safety and health 30-hour course completion card. [This course is for personnel who will not be conducting training sessions or who need to complete the prerequisite for OSHA-0500. Offered in a residential format only.]

OSHA-0511  Occupational Safety and Health Standards for General Industry (1 to 3 credit hours; 2.5 CEUs)

This course for private sector personnel covers OSHA policies procedures and standards as well as general industry safety and health principles. Topics include scope and application of the OSHA general industry standards. Special emphasis is placed on those areas that are the most hazardous using OSHA standards as a guide. Upon successful course completion the student will receive an OSHA general industry safety and health 30-hour course completion card. [This course is for personnel who will not be conducting training sessions or who need to complete the prerequisite for OSHA-0501. Offered in a residential format only.]

OSHA-6000  Collateral Duty Course for Federal Workers (2 credit hours; 2.2 CEUs)

This course introduces federal agency collateral duty (part-time) safety and health personnel to the Occupational Safety and Health Act Executive Order 12196 29 CFR 1960 and 29 CFR 1910. Students will be able to recognize basic safety and health hazards in their own workplaces and to effectively assist agency safety and health officers with inspection and abatement efforts. [Offered in a residential format only.]
Bonnie Ladin Union Skills Program

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. With over forty years’ experience in teaching Union Skills through the George Meany Center, NLC faculty offer a full range of classes each year. The majority of NLC Union Skills courses are delivered in a week-long residential format at the Conference Center at the Maritime Institute (a union facility) in Linthicum, Maryland. Most Union Skills classes are taught for college credit, and these credits can be applied toward NLC’s 12-credit certificates or toward NLC’s degree programs. Students in the School of Labor Studies and School of Professional Studies may take certain Union Skills courses for degree or elective credit with the permission of their Academic Advisor. The Bonnie Ladin Union Skills Program also offers two-day workshops in Washington, DC, not for college credit.

Because of the accelerated pace and residential format, policies for registering and withdrawing from Union Skills courses are different from those of degree program courses. Students may register for a Union Skills course until the beginning of the first day of the class. Once the class has begun, permission of the Provost is required to add a Union Skills course. The deadline for dropping a Union Skills course without penalty is three weeks prior to the first scheduled day of class. A student who notifies the Registrar’s Office in writing or electronically of their intention to drop the class by this date will receive a full refund, and the course will not appear on their transcript. A registered student who fails to notify the Registrar’s Office, or who withdraws late, remains financially obligated for the courses. Attendance in residential courses is tracked and recorded daily. A student must attend all scheduled class sessions in order to receive academic credit. Failure to attend will result in a grade of NC (no credit). No refund will be granted. For the current schedule of Union Skills offerings and associated tuition and fees, follow the links to Bonnie Ladin Union Skills Program on the NLC website www.nlc.edu.

**LBED-3402  Teaching Techniques I (3 credit hours)**

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. [Offered in a residential format only.]

**LBED-3412  Teaching Techniques II (3 credit hours)**

A follow-up to the 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. [Permission of the instructor is required for admission to this course. Offered in a residential format only.]

**LBUS-3020  Immigration and Labor (1 credit hour)**

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. [Offered in a residential format only.]
LBUs-3041  Effective Communication Skills for Trade Unionists (2 credit hours)

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. [Offered in a residential format only.]

LBUs-3080  Strategic Grievance Handling (2 credit hours)

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. [Offered in a residential format only.]

LBUs-3091  Managing Local Unions (2 credit hours)

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. [Offered in a residential format only.]

LBUs-3430  Psychology of the Adult Learner (3 credit hours)

This course covers adult learning theories and principles essential for instruction for and communication with adults. The programmatic, classroom, and personal application of the theories and practices are deeply examined and discussed. The course also explores how adults can increase their capacity as life-long learners. [Equivalent to LBED-4432, The Adult Learner; a student may not earn credit for both. Offered in a residential format only.]

LBUs-3450  Advanced Teaching Methods (3 credit hours)

Advanced Teaching Methods is a survey course for experienced trainers and instructors. This course is designed to give an introduction to advanced curriculum design, assessment, course development, and communication in a multi-cultural environment. The participants will have the opportunity to design and teach a course using new techniques and today’s hottest technologies. [Prerequisites: Teaching Techniques I and II. Offered in a residential format only.]
LBUS-3500  Secretary-Treasurers Total Solution Training (2 credit hours)

Secretary-Treasurers manage hundreds of thousands of dollars of the membership and local’s money. They have the responsibility to ensure the prudent handling of funds and compliance with all the regulatory requirements dictated by the IRS and DOL. This four-day workshop is designed for all locals (LM-2, LM-3, LM-4), providing students with effective tools to accomplish their filings and learn their fiduciary responsibilities. In addition, the class is hands-on, designed for developing student’s proficiency with QuickBooks as it relates to a financial operation of a typical local. The workshop material will provide students with an excellent understanding of all the new requirements and assist with vital information relating to manage their local finances. [Students must bring to class their own PC/Windows-based laptops with the latest version of QuickBooks loaded and working properly. Do not use the online version of QuickBooks. This class does not accommodate Macs. Offered in a residential format only.]

LBUS-3510  QuickBooks Training for Secretary-Treasurers (1 credit hour)

This is a hands-on class in the computer lab, designed for developing students’ proficiency with QuickBooks as it relates to the financial operation of a typical local. The class is for beginners and advanced users of QuickBooks. This three-day workshop will provide students with an excellent understanding of QuickBooks tailored to the needs of their local. The training class will cover a comprehensive overview of QuickBooks, Chart of Accounts, Writing Checks, Banking Deposits and Reconciliations, Payroll Review and Information, Budgets, Credit Cards, Treasurer and Financial Reports, and other information and topics. [Students must bring to class their own PC/Windows-based laptops with the latest version of QuickBooks loaded and working properly. Do not use the online version of QuickBooks. This class does not accommodate Macs. Offered in a residential format only.]

LBUS-3550  Secretary-Treasurers and Officers Fiduciary Responsibility Training (1 credit hour)

It is crucial for the entire executive board of a local to understand their fiduciary responsibilities. This training will cover the legal responsibilities of union officers and review the LMRDA (the law that governs labor unions) and IRS rules and regulations. This three-day workshop will cover various aspects of managing the financial side of administering a union, as well as managing union finances through setting policies and procedures as well as organizing and managing the finances and budgeting. Other topics covered during this training include travel and business expenses, insurance, record keeping, payroll information, bank accounts and union credit cards, and budgeting. This course is designed for all local unions. [Students must bring to class their own PC/Windows-based laptops with the latest version of QuickBooks loaded and working properly. Do not use the online version of QuickBooks. This class does not accommodate Macs. Offered in a residential format only.]

LBUS-3605  New Union Staff Training (2 credit hours)

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. [Offered in a residential format only.]
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<tr>
<td>LBUS-3898</td>
<td>Grievance Mediation (1 credit hour)</td>
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<td>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. [Offered in a residential format only.]</td>
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<tr>
<td>LBUS-3900</td>
<td>Arbitration Brief Writing (3 credit hours)</td>
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<td>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. [Offered in a residential format only.]</td>
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<tr>
<td>LBUS-3901</td>
<td>Arbitration Preparation &amp; Presentation Level I (3 credit hours)</td>
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<td>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. [Participants with fewer than three years of grievance handling experience must talk to the instructor prior to registering. Offered in a residential format only.]</td>
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<tr>
<td>LBUS-3902</td>
<td>Arbitration Preparation &amp; Presentation Level II (3 credit hours)</td>
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<td>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. Students exempt from the Level I course must possess extensive hearing experience. Offered in a residential format only.]</td>
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<tr>
<td>LBUS-3906</td>
<td>Contract Negotiations in the Private Sector (2 credit hours)</td>
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<td>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. [Offered in a residential format only.]</td>
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LBUS-3910  Labor Relations in the Federal Sector (2 credit hours)

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 contract enforcement, collective bargaining, workers’ compensation, solidarity building, and federal labor history. [Offered in a residential format only.]

LBUS-3912  Negotiating and Writing Contract Language (2 credit hours)

Participants in this course will learn how to develop effective bargaining strategy and how to write contract language. Participants will learn the “how-to” of writing contract language: defining and analyzing issues, developing proposals, and writing actual language. In addition, particular kinds of contract language will be examined. Throughout the week, participants will work on a number of case studies. [It is strongly recommended that participants have prior experience as members of union negotiating committees. Offered in a residential format only.]

LBUS-3913  Negotiating Contracts with State and Local Governments (2 credit hours)

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. [Federal sector negotiations will not be addressed in this course. Offered in a residential format only.]

LBUS-3915  Organizing I (2 credit hours)

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. [Offered in a residential format only.]

LBUS-3916  Organizing II (2 credit hours)

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. [Offered in a residential format only.]
Train-the-Trainer on Workplace Health and Safety (3 credit hours)

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. [Permission of the instructor is required. Participants must be sponsored by their unions and must agree to facilitate safety and health training in their unions. The sponsoring union must make a commitment to support the participants in conducting health and safety training for its members. Offered in a residential format only.]

Health Care Bargaining (2 credit)

This class will begin with an overview of the US health care system, emphasizing key features such as hospitals, prescription drugs, testing and medical devices, and cost-drivers such as over-treatment and prescription drug 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. [Offered in a residential format only.]

Other Educational Programs

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.

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 US. The majority seek certificates in either Strategic Planning or Leadership and Union Administration in seminars offered at NLC. MINILS staff members also have matriculated in NLC’s bachelor’s programs. In addition, NLC has hosted VIP consultations with official Nigerian delegations headed by the Nigerian Permanent Secretary of Labor and the Labor Ministers of newly-elected Nigerian national administrations.
Graduate Study 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.

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 NLC, on their own campuses, and online, in studies such as organization development, union leadership, public administration, and legal and ethical studies.

While NLC is supportive of these programs and assists in recruitment, these are not NLC programs because NLC is not a graduate institution. Information about the programs currently working with NLC can be found at: www.nlc.edu/educational-programs/graduate-studies.

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

The Organization Development and Knowledge Management (ODKM) 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, contact:

Tennille Haegele
Director of Graduate Admissions
School of Public Policy, George Mason University
3401 Fairfax Drive
Arlington, VA 22201
703-993-3183
Thaegele@gmu.edu
http://policy.gmu.edu/

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, contact:

Union Leadership and Administration Program
University of Massachusetts
Labor Center/Gordon Hall
418 N. Pleasant Street, Suite B
Amherst, MA 01002-1735
413-545-4875
www.umass.edu/lrrc
**Campus Crime Policy**

**STATEMENT OF PURPOSE**

National Labor College is strongly committed to the prevention of criminal activity and to the personal physical safety of its students, employees and visitors. This policy is designed to help prevent crime and to facilitate the prompt reporting of criminal activity whenever it occurs. The intent is to create a secure environment for the day-to-day operations of the College as well as for all of the educational activities sponsored by the College no matter where they take place.

**REPORTING CRIMINAL ACTIVITY AND THE ROLE OF CAMPUS SECURITY**

In the event of an emergency need to report criminal activity, individuals should dial 911 directly and make an immediate report to the local law enforcement agency. In the event of a non-emergency need to report criminal activity, individuals should notify NLC’s Vice President for Operations or other individual designated by the president of the College or to Campus Security. Any criminal activity reported to Campus Security or other NLC officials shall, as a matter of policy, be reported promptly to the appropriate local law enforcement agency. All individuals who are victims or witnesses to any crime are strongly encouraged to promptly report the incident to the local police. Because police reports are public records under state law, the reporting of a crime cannot be kept confidential. Campus Security is not a police force and its members are not armed. While they will report criminal activity to the appropriate law enforcement agencies, they are not empowered to make arrests or enforce the law.

**CAMPUS VIOLENCE**

Be alert! Should you become aware of anyone who appears suspicious or you feel intends to cause harm to your or anyone else, please do not hesitate to contact both campus security and 911. Because the actions, tactics, and state of mind of an active shooter are highly unpredictable, discretion in responding to the threat is required. If a hostile person or persons is actively causing death or serious injury, it is recommended that you:

**Shelter-in-Place:**

- Move to the nearest safe location or room.

- Close and lock the door(s) as possible.
- If doors cannot be locked, barricade them with desks, chairs, or other available objects.
- Turn off lights and equipment.
- Remain calm and quiet.
- Call 911 if you can do so safely.
- Do not open the door for ANYONE but a uniformed police officer.

**Open Area of Hallway:**

- If you can escape the building safely, do so.
- If cover or concealment is available, hide as well as you can.

**Outside Areas:**

- Run away from the threat as fast as possible, randomly changing direction as you do so. This will make you much harder to target.
- Use cover. Solid objects may shield you from bullets and hide you from the view of the aggressor.

**In All Circumstances:**

- Call 911 if you are able to do so safely.
- Give the 911 operator as much information as you can.
- Warn others you encounter of the threat if you can do so safely.
- Do EXACTLY as ordered by police.
- When approaching police, keep your hands visible at all times.
- Remain calm.
- Be alert for avenues of escape such as windows or fire exits.
- Once the threat has ended, DO NOT leave the area. The police will need to interview witnesses.

**TIMELY WARNINGS AND EMERGENCY NOTIFICATIONS**

The authority to declare a campus state of emergency rests with the Vice President for Operations, only after consultation with the President or his/her designee or, if they are not available, with any other Vice President. During the period of any campus major emergency the Vice President for Operations or his/her designee shall place into immediate effect the appropriate procedures necessary.
in order to meet the emergency, safeguard persons, and maintain educational facilities. In addition, only those faculty and staff members who have been assigned emergency response team duties, or issued an emergency pass by the Vice President for Operations will be allowed to enter the immediate site.

**FIREARMS AND WEAPONS PROHIBITED AT NLC EVENTS AND ON NLC PROPERTY**

NLC employees, students, or any visitor or other third party attending any NLC event, including all NLC classes, are prohibited from carrying, maintaining, or storing a firearm or weapon during said attendance even if the owner has a valid permit. NLC employees, students, visitors or other third parties while present in any NLC academic or administrative office or any property other owned or lawfully occupied by NLC are prohibited from carrying, maintaining, or storing a firearm or weapon even if the owner has a valid permit. Violators are subject to NLC disciplinary action, up to and including dismissal or expulsion, as well as criminal prosecution where applicable.

**SEXUAL ASSAULT**

Any assault, including actions that may constitute a sexual assault that occurs on campus property will be treated as criminal activity and reported to the appropriate law enforcement agency. Sexual assault by an NLC employee would be grounds for discharge, in addition to whatever legal penalties are applicable. Sexual assault by an NLC student would be grounds for expulsion, in addition to whatever legal penalties are applicable. Sexual assault by anyone else on campus property or program site would be the basis for immediate eviction from the campus or program site and a ban on returning, in addition to whatever legal penalties are applicable.

If you are a victim of a sexual assault at NLC, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment. NLC strongly advocates that a victim of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation.

An assault should be reported directly to the appropriate law enforcement authorities. Filing a police report will:

- ensure that a victim of sexual assault receives the necessary medical treatment and tests; and
- provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later. (Ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam).

When a sexual assault victim contacts campus security, local law enforcement authorities will be notified as well. The victim of a sexual assault may choose for the investigation to be pursued through the criminal justice system and NLC. The College will assist any victims in obtaining in obtaining appropriate counseling services.

In NLC disciplinary proceedings involving a sexual assault the accused and the victim will each be allowed to choose one person who has had no formal legal training to accompany them throughout the proceeding. Both the victim and accused will be informed of the outcome of the proceeding. A student found guilty of violating the NLC sexual misconduct policy could be criminally prosecuted in the state courts and may be suspended or expelled for the first offense. Student victims have the option to change their academic and/or on-campus living situations after an alleged sexual assault, if such changes are reasonably available.

NLC educates the campus community about sexual assaults and date rape by making available information about prevention and risk reduction to interested persons. Information about these matters is available upon request from the Office of General Counsel.

Law enforcement agency information provided by the state of Maryland concerning registered sex offenders may be obtained at: www.socem.info.

**DRUG AND ALCOHOL USAGE**

NLC’s Drug & Alcohol Policy may be found on the college website www.nlc.edu/nlcpolicies/drug-and-alcohol-policy.pdf. A description of the health dangers of alcohol abuse and a listing of available services to deal with alcohol and drug usage issues is attached to this policy as Appendix A. A description of the dangers associated with the use of controlled substances is attached to this policy as Appendix B. A listing of federal criminal penalties associated with possession or sale of controlled substances is attached to this policy as Appendix C.

The possession, sale or the furnishing of alcohol on NLC’s campus is governed by Maryland state law. Regulations regarding the possession, sale, consumption or furnishing
of alcohol are promulgated by the duly authorized liquor control authority of Montgomery County, Maryland. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. Possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Violations will be reported to appropriate law enforcement authorities.

REPORTING THE ANNUAL DISCLOSURE OF CRIME STATISTICS

The Office of the General Counsel is responsible for compiling, reporting and publishing the annual crime statistics in the fifteen categories of crime required to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The Office of the General Counsel will work with campus security personnel, and whenever reasonably possible, the local law enforcement authorities in compiling, reporting and publishing accurate information regarding crime on campus and in the nearby area. The full text of the most recent report can be accessed on the college website at www.nlc.edu/documents_PDF/Campus_Crime_Log.pdf.

Each year, an e-mail notification is to be made to all enrolled students, faculty and staff providing information about accessing this report on our website. Copies of the report may also be obtained from the Office of General Counsel, 10000 New Hampshire Avenue, Silver Spring, Maryland 20903 (301) 431-6400.

SEXUAL HARASSMENT AND DISCRIMINATION

NLC’s Anti-discrimination and Anti-harassment Policies may be found on the college website at www.nlc.edu/nlc-policies/discrimination.html.

Drug & Alcohol Policy

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 in 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 OPEIU, 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 in 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.

Discrimination & Harassment Policies

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. 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 anti-discrimination statutes (that is, opposition to prohibited discrimination or participation in the statutory complaint process).

In keeping with this policy, 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, 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
General Principles
NLC strongly encourages you to come forward with a complaint at the earliest possible point, for example, before harassment becomes severe and pervasive. 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 or a Deputy 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.

COMPLAINT AND INVESTIGATION PROCEDURE
The procedure for dealing with complaints of discrimination or harassment is as follows:

• If an individual believes that he or she has been the target of discrimination or harassment, 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.

• When discrimination or harassment is alleged, if appropriate, the Director of Human Resources will attempt to resolve the matter informally.

If the nature of the allegations makes such 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.

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 the opportunity to respond to the allegations and to submit the names of individuals who he or she believes have information relevant to the investigation.

The Director of Human Resources or 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.

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

At the conclusion of the investigation the Director of Human Resources or designee will submit findings to the President.

If the investigation establishes that discrimination or harassment has occurred, 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. NLC will inform both the complainant and the accused of the outcome of the investigation.

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 for more information about filing deadlines.


**Information Technology Policies**

**ACCEPTABLE USE POLICY**

1. **Overview.** NLC has established this policy to ensure that NLC employees, students, consultants and all others who use the NLC e-mail system, NLC connections to the internet and NLC computer equipment and systems, shall do so in an efficient, ethical, secure and lawful manner. This policy applies to both internal and external email, and it applies to all usages of the e-mail system, the internet and the computer equipment and systems by employees, students, or others, whether on campus or at any remote location. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

2. **Right to Amend.** NLC reserves the right to amend or change this policy as circumstances and experience require. Employees, students, and other users will be notified promptly of any changes.

3. **Purpose.** The primary purpose of the e-mail system, the internet connections and the computer equipment and systems provided to employees, students, and other users by NLC is to facilitate NLC business. Limited personal use of the email 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.

4. **Access.** Access to the email system, the internet connections and the computer equipment and systems provided by NLC, by any person, other than employees and students, must be expressly authorized by the President or her designee. NLC reserves the right to revoke or limit the e-mail, internet and computer privileges of any employee, student, consultant or other user for any infraction of this policy.

5. **Responsibility.** Employees, students, and other users are responsible for all activity attributable to their accounts. For example, all email 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. A record is created each time an employee, student, or other user composes, sends, or receives an email message. All users should be aware that an email message may remain on the system even after it is sent, read, or deleted, and that it will be preserved electronically by NLC.

6. **Privacy.** 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 email message, even if the message is marked “personal” or “confidential.” 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. 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. 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.

7. **Monitoring.** NLC reserves the right to monitor usage of the email systems (including the right to audit any messages composed, sent, or received), internet connections and computer equipment and systems for compliance with these policies and for administrative, business, or legal reasons.

8. **Outside Parties.** Employees, students, and other users should be aware that computer files—including email 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 email or other computer communications as they would be in any written communication. For example, employees, students, and other users should not make statements in emails that would not reflect favorably on themselves or NLC if disclosed to the public.
9. **Deletion.** NLC will, on a regular basis, permanently erase all email messages that have been marked for deletion. Except for those email messages that, for business reasons, must be retained for extended periods, users of email should, on a regular basis, delete stored messages and should dispose of hard copies in the same way they would dispose of other business papers. In addition, NLC regularly will erase all email messages stored in a user’s “mailboxes” and “sent folders” that are older than six months, whether they have been marked for deletion or not.

10. **Passwords.** Authorized users are responsible for the security of their passwords and accounts. System level passwords should be changed every three months; user level passwords should be changed every six months. All PCs, laptops and workstations should be secured with a password-protected screensaver with the automatic activation feature set at 15 minutes or less, or by logging-off/locking when the host will be unattended. Because information contained on portable computers is especially vulnerable, special care should be exercised. Employees, students, and other users should not share their system or email passwords with anyone, including fellow employees, except to the extent directed by a supervisor.

11. **Software.** Employees, students, and other users must obtain permission from the President of NLC or her designee before downloading any software, to ensure that the software is compatible with the NLC system, and that the system remains operational, efficient, and free of viruses.

12. **Viruses.** All devices used by an authorized user that are connected to the National Labor College internet/intranet/extranet, whether owned by the authorized user or NLC, shall be continually executing approved virus-scanning software with a current virus database unless overridden by departmental or group policy. Authorized users must use extreme caution when opening email attachments received from unknown senders, which may contain viruses, email bombs, or Trojan horse code.

13. **Inappropriate Usage.** NLC’s email system, internet connections and computer equipment and systems must not be used in an inappropriate manner or in a manner disruptive to the work of any employee or student. Examples of inappropriate or disruptive uses include, but are not limited to, use of these resources for mass mailings unrelated to official NLC business, use of these resources for partisan political purposes or other activities that might endanger NLC status as a 501(c)(3) entity under IRS regulations, use of these resources for any commercial ventures or for personal profit, or any excessive personal use.

14. **Offensive Usage.** NLC’s email system, internet connections and computer equipment and 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 email 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 or any other legally protected basis.

15. **Copyright Protection.** Under no circumstances may users install, download or otherwise transmit any copyrighted material through NLC’s 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.

16. **Confidential Information.** Users may not transmit any NLC confidential or trade secret materials via email or the internet or post any such materials to any public or interactive area of the internet.
17. **Unauthorized Access.** 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 her designee. 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.

18. **Liability.** NLC will not assume any liability for any claim, suit, criminal prosecution, or judgment against a user of email 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 party.

19. **Sanctions.** Any employee, student, consultant or other user who uses the email 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 from employment, expulsion from school, or termination of contractual arrangement.

20. **Reporting of Violations.** Any complaints about unlawful, improper, or inappropriate use of email (including receipt of such material) should be reported promptly to the President or her designee.

**INFORMATION SECURITY POLICY**

1. **Access.** Each user’s computer information technology access privileges shall be authorized according to business need. User access authority to computer resources shall be provided only when necessary to perform a task related to NLC business and only after approved by the President of NLC or her designee.

2. **Right to Amend.** NLC reserves the right to amend or change this policy as circumstances and experience require. Employees, students, and other users will be notified promptly of any changes.

3. **User Identifier.** Every user must use a unique account and connect through a unique User Identifier (User ID). NLC User IDs will consist of the individual’s first initial followed by their last name (e.g. John Doe = jdoe). All User IDs will be written in all lower case letters. If the chosen User ID is already being used, the user’s middle initial should be added after the first initial. If resulting User ID is also being used, sequential numeric digits will be added to the end until a unique User ID is found. Shared or group User IDs are never permitted for user-level access.

4. **Passwords.** Every User ID, system account and application account must be authenticated with a different password. All passwords must be at least 8 characters in length. All passwords must consist of both upper and lower case letters and numeric/symbol characters. Passwords should not be based on easily discoverable personal information such as names of family members. Passwords should never be written down or stored online. The same password should not be used for NLC accounts and for other non-NLC access. The “remember password” feature of applications should not be used. Authorized users are responsible for the security of their passwords and accounts. If an account or password is suspected to have been compromised, the incident should be reported to the System Administrator. System level passwords should be changed every three months; user level passwords should be changed every six months.

5. **Lockout.** Account lockout will happen after 4 unsuccessful login attempts. This will require the account to be locked for no more than thirty (30) minutes or until the System Administrator resets the account.

6. **Removable Media.** Removable media are any devices or media that are readable and/or writeable by the end user and are able to be moved from computer to computer without modification to the computer. Removable media include, but are not limited to, flash memory devices.
such as thumb drives, cameras, MP3 players and PDAs; removable hard drives (including hard drive-based MP3 players); optical disks such as CD and DVD disks; floppy disks and any commercial music and software disks not provided by NLC. To minimize the risk of loss or exposure of sensitive information maintained by NLC and to reduce the risk of acquiring malware infections on computers operated by NLC, users may only use NLC-approved removable media on their work computers. NLC-owned removable media may not be connected to or used in computers that are not owned or leased by the NLC without explicit permission of the President or her designee. Sensitive information should be stored on removable media only when required in the performance of assigned duties.

7. **System Administrator.** The System Administrator has the following responsibilities regarding user account and access management:

- Account creation requests shall specify access either explicitly or via a “role” that has been mapped to the required access. There must be written authorization by the President or an NLC Vice Presidents before the creation of any account type or resource access is granted.

- Access shall be immediately revoked for terminated employees, at time of an employee’s last day or for any user whose access is no longer required for a specific resource unless otherwise directed by the President or her designee.

- User IDs shall be disabled after 30 days of inactivity. After an additional thirty days, disabled User IDs shall be purged. These restrictions may not apply to certain specialized accounts used by the Information Technology Department for running services or applications. In these instances the IT department will keep an encrypted database of these specific IDs and passwords.

- All Computer resources capable of displaying a custom sign-on or similar message must display as part of the login process:
  - This system is for use of authorized users only. Individuals using this computer system without authority, or in excess of their authority, are subject to having all of their activities monitored and recorded. National Labor College reserves the right to take any and all appropriate legal actions against any individual who uses this system in an unauthorized or unlawful manner.
  - Passwords set by the System Administrator shall be changed by the user immediately upon the user’s next login. System Administrators shall set initial passwords that are unique and are compliant with the password rule set.
  - The identity of users shall be validated before performing a password reset. The approved method for validating identity is in person or remotely only after the being provided with a unique piece of information about the person. Examples include: date of birth, full name, or home phone number.
  - All systems and access to databases containing credit cardholder information shall be authenticated. Direct database queries shall only be made by authenticated Database Administrators.

8. **Liability.** NLC will not assume any liability for any claim, suit, criminal prosecution, or judgment against a user of email 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 party.

9. **Sanctions.** Any employee, student, consultant or other user who uses the email 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 from employment, expulsion from school, or termination of contractual arrangement.

10. **Reporting of Violations.** Any complaints about unlawful, improper, or inappropriate use of email (including receipt of such material) should be reported promptly to the President or her designee.
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