

The Harry Van Arsdale Jr. Center for Labor Studies  
New Student Orientation Handbook



**SUNY EMPIRE**  
STATE COLLEGE

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# STUDENT ORIENTATION HANDBOOK



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# Introduction

Welcome to The Harry Van Arsdale Jr. Center for Labor Studies at SUNY Empire State College.

The New York State legislature created Empire State College in 1971 in order to provide educational opportunities to adults not adequately served by traditional residential colleges.

At the same time, the legislature also established the Center for Labor Studies (renamed in 1986 to honor the distinguished labor leader who did so much to support its creation) to ensure that wage-earning adults had an opportunity to earn a college degree in a learning environment that celebrates their achievements and recognizes their distinctive needs.

To ensure this opportunity, the Van Arsdale center hires highly qualified faculty with a demonstrated interest in labor and working-class studies, broadly conceived, to develop and provide flexible programs that enable working adults to acquire the analytical and communicative skills that are the hallmark of a college education.

## EXPECTATIONS OF THE COLLEGE DEGREE PROGRAM

To think critically and to read and write at the college-level implies, minimally, the capacity: 1) to understand, analyze and evaluate stories, descriptions, summaries, comparisons, arguments, etc., produced by others; and, 2) to produce well-constructed stories, descriptions, summaries, comparisons and arguments of one's own.

The ability to think critically and to read and write at the college level are essential skills for all citizens of a modern democratic society, but especially for trade unionists. The Van Arsdale programs are designed to ensure that trade unionists acquire the skills and knowledge required of them to be leaders in their workplaces, at their work sites, in their communities and in their union.

The Van Arsdale degree programs provide each and every student, regardless of their prior learning or educational background, an opportunity to acquire these skills by reading a range of texts of proven interest to the general reader, talking about them in class and completing specified writing projects, based upon their reading and discussions, under the expert guidance of experienced instructors.

The program emphasizes collective learning, student-faculty interaction and class discussion. Van Arsdale students learn to think, read and write at the college-level in a "hands on," active fashion, with their instructors functioning as "mentors," who foster

their students' active engagement with the issues and arguments in the required texts and offer guidance about how they can most effectively communicate their own views or tell their own story.

## WHY TRADE UNIONISTS NEED TO GO TO COLLEGE

Getting a college degree is hard work. If it weren't, it would be of much less value. But new students and even continuing students, pressed by the many demands on their time and energies, often ask, "Why do I need to go to college?" After all, they say, "I'm just going to be an electrician, a plumber, carpenter, painter, teacher's assistant" (or a sheet metal worker or an orderly or a motorman or a whatever). "And I don't need book learning to bend pipe or pull wire."

Why do blue- and white-collar wage earners need to go to college? What do they learn in a literature class or a history class or a writing class that will help them on or off the job?

There are three answers to this question. First, a college education opens up job and career opportunities that would not otherwise be available. That is what most people these days think going to college is all about. And with good reason. High-paying upper-level positions generally require the skills and knowledge that a college degree signifies and anyone who wants to move into any kind of supervisory or managerial position later in their career should go to college.

But career advancement is neither the only nor the most important reason to go to college. A second reason for attending college is the unrivaled opportunity for enriching one's self – for expanding your horizons, for figuring out who you are and what you believe in and for acquiring new and wider tastes in literature, music, art, etc. Many are reluctant to admit, at least in public, that such things matter. "What do I need enrichment for," they ask? "I know who I am and what I believe in. Just show me the money!"

To which the appropriate response is, "So you say." But going from one college class to another where you participate in conversations about who you are, what you believe and what you enjoy, in public ways will, inevitably, reveal that there is much more to who you are and what you believe than you realize. What is the meaning of life? Why are some countries (and people) rich and some poor? How can people who are different learn to treat each other the same? What is equality, anyway? What is truth? Beauty? Fairness? The Good? Why does it matter?

In exploring these and other ideas you will experience an education that will affect your continued growth as an adult and as a member of your workplace and community.

## **WHY THE LABOR MOVEMENT NEEDS TO GO TO COLLEGE**

But wanting to think about the meaning of life, or to earn a promotion in your chosen field, or even to set up your own business serving a community are not the only reasons wage earners need to go to college. There is a third reason and it has to do with the union movement itself. The union movement needs college-educated leaders at all levels, including the rank-and-file. It cannot effectively represent or be advocates for the interests of working people and their families without confident, articulate, well-educated leaders who know who they are, what they believe in and what they have to do to secure their fair share.

Where do union members acquire the knowledge and skills required to be strong leaders? One place is certainly “on the job.” The most important influence on a strong union leader is his or her experience as a wage earner. You can’t be a weatherman if you don’t know which way the wind blows.

But a second important place where leaders are formed is in college classrooms, where they learn how to make the case for why workers deserve a fair share – and, more importantly, what that share is and how to go about getting it. The future of American prosperity and democracy depends upon them – upon you – doing so. There is no prosperity if working people don’t have money and there is no democracy if working people don’t have power.

And no one is going to secure either money or power for working people if we don’t do it ourselves. For democracy and prosperity to continue, wage earners need to organize and press for a voice and a fair share in every arena in which they have a presence.

The ability to do so effectively will be greatly enhanced by going to college. The more you know, the more you can do and the more effective and successful you will become.

# IBEW Local 3 Electrical Apprentices' College Degree Programs for New York and Westchester-Fairfield

Since 1978 IBEW Local 3 and its signatory contractors have required their registered electrical apprentices to complete, in addition to their related classroom instruction in electrical theory, an academic course of study designed to develop their capacity for critical thinking, and for reading and writing at the college level.

Apprentices who complete the program may earn a State University of New York (SUNY) degree from Empire State College. The Joint Industry Board of the Electrical Industry requires all apprentices who have not already earned 64 or more credits from an accredited college to complete the course of study leading to an associate degree as a condition of their apprenticeship. Students who enter the apprenticeship with 64 or more credits may enroll in either a 20-credit program or earn a bachelor's degree.

## Attendance Policy

Students are expected to attend every class session. There is no such thing as a "free absence" or an "excused absence" in this program. Students who miss more than **three classes**, regardless of the reasons, will be dropped from the roster.

Also, absence is not an excuse for late or missing work. A student who is forced to miss a class is still responsible for all the material covered during the missed class (or classes) and also for completing and turning in any assignments due.

## School Schedules and Day Placements

The Joint Industry Board assigns apprentices to a school schedule which consists of one night of college class and one night of theory per week. Students are not allowed to change their day placement, but they may take additional courses on off-nights as the schedule permits and with the permission of the registrar.

## EDUCATIONAL REQUIREMENTS FOR THE ASSOCIATE DEGREE

A SUNY Associate in Science degree requires 64 credit hours, of which at least 32 must be in liberal arts and at least 24 must have been earned through Empire State College.

As part of their apprenticeship, registered IBEW Local 3 apprentices complete a five-year course of study in electrical theory sponsored by the Joint Industry Board of the Electrical Industry of New York. The New York State Department of Education has evaluated this course of study to be worth 41 college credits and Empire State College accepts 32 of these credits toward the

64-credit associate degree after an apprentice has completed their fourth year. (In the bachelor's program, the college will accept all 41 credits.)

With 32 credits in electrical theory, it is possible for an apprentice with prior college experience to transfer up to 8 credits in liberal arts from an accredited college and still earn the minimum 24 required from Empire State College for a degree:

<b>Required Credits for Associate Degree</b>	<b>64</b>
Electrical Theory	32
Minimum Empire State College Credits	24
Maximum Transfer Credits	8

Of course, there are rules concerning the kind of credits Empire State College can accept.

If an apprentice who has attended an accredited college is eligible to transfer credits, such transfer credits can only be accepted upon evaluation for relevance of certain required courses. For example, a U.S. History course at another college might be accepted in fulfillment of our U.S. History requirement. Such transfer credits must be in liberal arts, not in technical courses.

## Program of Study for the Associate in Science Degree

Most IBEW apprenticeship students in the Van Arsdale center's associate degree program will need to take eight of the courses listed below in order to earn the 32 liberal arts credits required for their degree. Those courses include (for a fuller description of each course, see Appendix A):

### Associate Degree Courses

- College Writing and Effective Communication
- Texts and Interpretive Strategies
- Global Civilizations
- Literature and Society
- United States History
- Labor and the Economy
- Class, Race and Gender
- Occupational Safety and Health in Construction or Labor and Public Affairs

For a full description of each course, see Appendix A.

**Students with prior college experience may be able to place out of two of these eight courses. But every student will have to take at least six of them; and most will have to take all of the eight.**

The 32 liberal arts credits, when combined with the electrical theory credits, comprise the 64 credits for the degree and puts students halfway to a bachelor's degree, should they choose to continue during their apprenticeship or afterwards.

## EDUCATIONAL REQUIREMENTS FOR THE 20-CREDIT PROGRAM

Apprentices who have already earned 64 or more credits or a bachelor's degree from an accredited college may choose to complete a five-course program of study in "The Principles and Practices of Trade Unionism." Should those students who have not earned a Bachelor degree chose to do so after completing the 20-credit program they may continue with their studies toward that goal.

Students in the 20-credit program:

- must take at least five classes, chosen from the bachelor's level courses that focus on the labor movement
- may not take "Project Management" or "Estimating for Construction"

A typical 20-credit program will look like the following:

- Principles of Trade Unionism (required)
- Educational Planning/Labor Studies
- Labor Law or Collective Bargaining or another related elective
- Economics of (or Labor Relations in) the Construction Industry or another related elective
- Critical Labor Issues

## EDUCATIONAL REQUIREMENTS FOR THE BACHELOR OF SCIENCE AND BACHELOR OF ARTS DEGREE

Apprentices who have already earned 64 or more credits from an accredited college (even if they were not awarded a degree) may choose to pursue a State University of New York (SUNY) Bachelor of Science or a Bachelor of Arts degree in Labor Studies from Empire State College.

The bachelor's degree requires a total of 124 credits of which at least 62 must be in liberal arts; at least 45 must be advanced level; and at least 31 must be earned through Empire State College.

## Summary of Educational Requirements

Required Credits for Bachelor of Science Degree	124 credits
Minimum liberal arts	62 credits
Minimum advanced-level	45 credits
Minimum earned at Empire State College	31 credits

The requirements for a Bachelor of Arts degree are similar, except that the student must complete a minimum of 94 liberal arts credits (including introductory and advanced-level study).

## General Education Credits

The SUNY General Education Requirements for students matriculating in September 2014, or later in either the associate or bachelor's degree programs stipulate that students must complete 30 credits of study in at least seven of 10 general education areas (mathematics, natural science, social science, American history, Western civilization, other world civilizations, humanities, the arts, foreign language and basic communication). Courses taken at Empire State College or at another accredited institution can be used to fulfill the requirement. Students must pass at least one 3-credit course in both mathematics and basic communication, as well as at least one course in at least five of the remaining eight general education areas, and the total amount of credits earned from all these courses **must** total at least 30 credits.

## Educational Planning

All advanced-level, upper-division students must take the Educational Planning/Labor Studies course. This course provides students with the opportunity to explore the role of education in the labor movement as well as chart a course of study that interests them and fulfills degree requirements. With the assistance of a mentor, students analyze their transcripts from other colleges to determine what additional Empire State College courses are needed to fulfill the requirements of either a Bachelor of Arts or a Bachelor of Science degree.

## Bachelor-Level Courses

*All bachelor-level courses are listed and described in the Appendix. If a course fulfills a general education course, it is indicated.*

# New York City United Association – Plumbers Local 1 Associate Degree Program

The United Association Local 1 in New York City has established a partnership with The Harry Van Arsdale Jr. Center for Labor Studies at SUNY Empire State College to enable apprentices to earn an Associate in Science degree in Labor Studies.

## ATTENDANCE POLICY

The HVACLS abides by the attendance policies set forth by the UA Local 1 Plumbers Apprentice Program, which are as follows: Students are required to attend all class sessions. Students who miss more than one class are subject to administrative warning.

An “excused absence” is an absence that occurred as a result of extenuating circumstances (i.e., hospitalization, illness, death in the immediate family, etc.) and for which students can provide official documentation (i.e., hospital papers, doctor’s note, death certificate, etc.). All requests or appeals for excused absences must be made by the student to the apprenticeship training director immediately. Without official documentation, all absences are considered “unexcused.”

## EDUCATIONAL REQUIREMENTS FOR THE ASSOCIATE IN SCIENCE DEGREE

A SUNY Associate in Science degree requires 64 credit hours, of which 32 must be in liberal arts and at least 24 must be earned through Empire State College. Local 1 apprentices apply 40 credits of their ACE-evaluated apprenticeship or other college-level study toward meeting the requirements of an Associate in Science degree in Labor Studies from the State University of New York. This fully transferable degree can be used as a basis for further study at any four-year college.

## General Education Credits

To satisfy the SUNY General Education Requirements, UA Local 1 associate degree courses include those fulfilling seven general education areas: mathematics, science, other world civilizations, social science, American history, humanities and basic communication. The ACE evaluation determined that two SUNY General Education Requirements – mathematics and science – are met in the apprenticeship program. Taking six courses through The Harry Van Arsdale Jr. Center for Labor Studies fulfills the remaining SUNY General Education Requirements.

## PROGRAM OF STUDY FOR THE ASSOCIATE IN SCIENCE DEGREE

There are six required courses for the Associate in Science degree. Each course is worth 4 credits.

*For course descriptions, please see Appendix A.*

<b>Required Courses for SUNY Associate in Science degree</b>	<b>64 credits</b>
College Writing and Effective Communication	
Labor and Management in the Pipe Trades	
Literature and Society	
Texts and Interpretative Strategies	
United States History	
Class, Race and Gender <i>or</i> Global Civilization	
<b>Total Credits from SUNY Empire State College</b>	<b>24 credits</b>
Credits from UA apprenticeship	40 credits

For course descriptions, please see the Appendix.

# New York City District Council of Carpenters Associate Degree Program

The District Council of Carpenters has established a partnership with The Harry Van Arsdale Jr. Center for Labor Studies at SUNY Empire State College to enable members and apprentices to earn an Associate in Science degree in Labor and the Construction Industry. The program allows students to combine college credits earned from their apprenticeship courses with general education and liberal arts courses.

## EDUCATIONAL REQUIREMENTS FOR THE ASSOCIATE IN SCIENCE DEGREE

A SUNY Associate in Science degree requires a total of 64 credit hours, of which 32 must be in liberal arts and at least 24 must be earned through Empire State College.

The National College Credit Recommendation Service (NCCRS) has evaluated the NYC District Council of Carpenter's apprenticeship program and determined it to be worth 30 college credits. These credits can be applied to the 64-credit requirement for an associate degree. The completed Associate in Science degree is a fully transferable degree and can be used as a basis for further study at any four-year college.

In addition, it is possible for a student to transfer up to 10 credits in liberal arts from an accredited college and still earn the minimum 24 credits from Empire State College, as shown below:

<b>Required Credits for Associate Degree</b>	<b>64 credits</b>
National CCRS-Evaluated Carpentry Apprenticeship	38 credits
Maximum Additional Transfer Credits	2 credits
Minimum Empire State College Credits	24 credits

## GENERAL EDUCATION CREDITS

To satisfy the SUNY General Education Requirements, associate degrees must include courses in seven areas, including: mathematics, science, other world civilizations, social science, American history, humanities and basic communication. These must include mathematics and basic communication and amount to 30 credits or more. Taking courses through the Van Arsdale center can fulfill these requirements.

## Program of Study for the Associate in Science Degree

The Van Arsdale center offers 10 different courses to enable its carpenter students to complete the requirements for an Associate in Science degree. Each course is worth 4 credits.

## Courses for an Associate in Science degree

- Educational Planning/Labor Studies
- College Writing and Effective Communication
- Texts and Interpretative Strategies
- Global Civilizations
- Literature and Society
- United States History
- Labor and the Economy
- Class, Race and Gender
- Occupational Safety and Health in Construction *or* Labor and Public Policy

For more detailed course descriptions, please see Appendix A.

## Educational Requirements for the Bachelor in Science Degree

The bachelor's degree requires a total of 124 credits of which at least 62 must be in liberal arts; at least 45 must be advanced level; and at least 31 must be earned through Empire State College.

## Summary of Educational Requirements

<b>Required Credits for Bachelor of Science Degree</b>	<b>124 credits</b>
Minimum liberal arts	62 credits
Minimum advanced-level	45 credits
Minimum earned at Empire State College	31 credits

The requirements for a Bachelor of Arts degree are similar, except that the student must complete a minimum of 94 liberal arts credits (including introductory and advanced-level study).

## General Education Credits

The SUNY General Education Requirements for bachelor's degrees stipulate that students must complete 30 credits of study in at least seven of 10 general education areas (mathematics, natural science, social science, American history, Western civilization, other world civilizations, humanities, the arts, foreign language and basic communication). Courses taken at Empire State College or at another accredited institution can be used to fulfill the requirement. Students *must* pass at least one 3-credit course in both mathematics and basic communication, as well as at least one course in at least five of the remaining eight general education areas, and the total amount of credits earned from all these courses *must* total at least 30 credits.

## Educational Planning

All bachelor-level students must take the Educational Planning/Labor Studies course. This course provides students with the opportunity to explore the role of education in the labor movement as well as chart a course of study that interests them and fulfills degree requirements. With the assistance of an instructor, students analyze their transcripts from other colleges to determine what additional Empire State College courses are needed to fulfill the requirements of either a Bachelor of Arts or a Bachelor of Science degree.

## Bachelor-Level Courses

*All bachelor-level courses are listed and described in Appendix A. If a course fulfills a general education course, it is indicated.*

## United Federation of Teachers (UFT) Paraprofessional College Degree Program

The NYSUT Education and Learning Trust and The Harry Van Arsdale Jr. Center for Labor Studies have established a college program for para-educators. The program is intended to assist UFT paraprofessionals in meeting New York State educational requirements for teaching assistant certification and to provide an accessible and rigorous path to a college degree. The program includes the following components:

- a set of courses that meets the requirements for an associate degree at Empire State College
- a bachelor's degree program in Child and Family Studies. This is a joint program with the Metropolitan Center and falls within the Community and Human Services Area of Study.
- individualized evaluation of prior college-level classroom and experiential learning.

The institutional home of the program at Empire State College is The Harry Van Arsdale Jr. Center for Labor Studies. The Para-educator Program is part of ESC, operating as a self-contained program within the Van Arsdale center.

Registration for courses is handled in collaboration with the NYSUT Effective Teaching Program and the UFT Teacher Center.

UFT members receive vouchers from the New York City Department of Education which pay tuition costs for up to 6 credits per term.

Classes are held at any of the following locations:

- Brooklyn, Bronx, Queens or Staten Island UFT borough offices
- New York public school district offices
- Empire State College centers in Manhattan, Staten Island or Brooklyn.

*A list and description of the courses available in the Paraprofessional Program are listed in Appendix B.*

# Academic Support Resources

Here is a list of the **free** academic support resources provided for all HVACLS students by the center and SUNY Empire State College:

## 1. Writing Coaches

Writing coaches are trained, professional tutors who are available to help you at every stage of the writing process.

**Writing coaches** can help you with many things including (but not limited to):

- start a paper
- brainstorm for ideas
- get past writer's block and writer's anxiety
- organize your ideas effectively
- create effective transitions ("flow")
- hone your proofreading skills
- learn how to identify grammar errors
- practice effective reading strategies

### On-Site Locations and Times

*The Learning Center:* 325 Hudson Street, Room 607  
Monday - Thursday, 3 - 7 p.m.

*IBEW White Plains:* Days and times classes are in session

*UA Local 1 Plumbers Training Center*  
Monday, Tuesday, Thursday, 3 - 7 p.m.

*UFT Locations* (Brooklyn, Bronx, Queens and Staten Island)  
Monday - Thursday, 4:30 - 7:30 p.m.

## 2. Reference Librarians

**Reference librarians** are professional librarians who are available to help you with all of your research and computer-based needs.

**Reference librarians** can help you with many things including (but not limited to):

- how to use ESC's online library
- practice basic computer skills
- locate scholarly sources
- evaluate sources
- how to properly cite sources
- draft an effective thesis statement

### On-Site Locations and Times

*The Library:* 325 Hudson St., Room 623  
Monday - Thursday, 3 - 6 p.m.

3. **Smarthinking** is an online tutoring service that Empire State College provides for students. To use this service go to ESC's Learning Support site, click on *Smarthinking Online Tutoring Service* and follow the log-in directions. [www.esc.edu/learning-support](http://www.esc.edu/learning-support).

## Center Policies and Procedures

The Van Arsdale center and Empire State College have a number of important policies and procedures, some of which are detailed below.

It is a student's responsibility to be familiar with all relevant center and college policies. If you have any questions about them, please contact James McMahan, coordinator of student services.

A complete record of all College Policies can be found in the most recent Undergraduate Catalog, which can be accessed through the college website: [www.esc.edu](http://www.esc.edu)

### ACADEMIC ACCOMMODATIONS

In places such as college and work, services and resources for individuals with disabilities are regulated by Section 504 of the Rehabilitation Act and the Americans with Disability Act. In college, these two laws place the responsibility to disclose a disability and ask for accommodations onto you (the student). This means that you drive the process of requesting accommodations for a disability. Accommodations are not provided until you identify yourself as a student with a disability and ask for specific modifications.

#### Temporary Disability Accommodations

A temporary disability, acute health issue or injury requires the same accommodation request process as for students with a long term or permanent disability. The difference is that in temporary situations, a medical professional determines an end date for the accommodation implementation. For example, a note taker may be an approved accommodation for a student with a broken arm for six to eight weeks with documentation from a medical doctor specifying the expected recovery date. If necessary, the accommodation can be extended beyond the six to eight weeks for residual effects of the injury if the physical therapist or other treating medical professional provided a note requesting additional time for the accommodation to be provided.

The HVACLS students who have questions about disability services or about the process for requesting accommodations should contact Sophia Mavrogiannis, the center's director of academic support.

### ACADEMIC CALENDAR

The Van Arsdale center has two principal terms (fall and spring). A new academic year begins with the fall term, which lasts from shortly after Labor Day to the middle of January.

The second, or spring term for the same academic year begins in late January and ends in early May.

A calendar of each term's schedule is distributed during the first week of class to instructors and students.

### ACADEMIC STANDARDS: GOOD ACADEMIC STANDING

Good academic standing for undergraduate students comprises both satisfactory academic progress (SAP) and at least a 2.0 grade point average (GPA).

Earning full credit with a grade of C or better is the best way to maintain good academic standing.

When a student has not achieved good academic standing, she or he has failed to meet SAP and/or GPA requirements. When this happens, the student may be placed on warning or dismissed from the college.

### ACADEMIC STANDARDS: MINIMUM GRADE POINT AVERAGE

*Empire State College undergraduate students must maintain a 2.0 GPA.* A student who has completed at least 8 credits at Empire State College and whose cumulative GPA is below 2.00 is placed on academic warning. If a student who is on academic warning still has a cumulative GPA of less than 2.00 after earning 16 additional credits at Empire State College (i.e., after earning a total of at least 24 credits at Empire State College), the student is academically dismissed.

### ACADEMIC STANDARDS: SATISFACTORY ACADEMIC PROGRESS

The grade point average is one of two criteria that establish a student's academic standing with the college. The other is a student's academic progress rate. To achieve satisfactory academic progress (SAP), the student is expected to complete courses, to accumulate credit in proportion to the credit attempted (i.e., meet academic progress expectations), and to make progress towards a degree.

Sometimes a student makes less academic progress than expected. When this occurs, the college notifies the student with an academic warning or dismissal.

1. A student is making satisfactory academic progress when he or she has earned both a cumulative GPA of 2.0 and the minimum number of credits expected for the number of terms of enrollment at Empire State College.
2. Academic progress is monitored at the end of each enrollment term.
3. Academic progress is cumulative across associate and baccalaureate study at Empire State College.

A student earns no college-level credit and makes no progress academically under the following conditions:

- The student receives any of the following grades for a course:  
IN – Incomplete  
NC – No Credit
- The student withdraws from a study more than 28 days after the start of an enrollment term or the student is dropped due to excessive absences, failure to complete assignments or other reasons.

## ACADEMIC STANDARDS: WARNING AND DISMISSAL

If a student has not accumulated the expected number of credits (SAP) or has a GPA of under 2.0, the student will receive a written academic warning. An academic warning is in effect until it is rescinded or the student is academically dismissed. If a student cannot restore the GPA and/or progress in the next 16 credits, the student may be dismissed without warning.

The Center for Labor Studies rescinds the academic warning in writing only when the student's GPA and/or progress rate returns to a satisfactory level.

The Center for Labor Studies will academically dismiss the student if the student's GPA and/or progress rate does not return to a satisfactory level within the 16 credits following the warning.

**Please review the “Policy and Procedures for Undergraduate Student Evaluation and Grading” and the policy on “Satisfactory Academic Progress – Undergraduate” in the Undergraduate Catalog for complete information.**

If you have questions about the academic standards, warning and dismissal policy, speak with James McMahon, coordinator of student services.

## CELL PHONES

Cell phones must be turned off while in school. Cell phone use – whether for voice or text messaging – is not permitted in class for any reason.

## CLASSROOM EXPECTATIONS

Students and faculty of the Van Arsdale center are expected to conduct themselves in a professional manner and in ways that are consistent with ESC college policy outlined in the Undergraduate Catalog.

## STUDENT LIFE POLICY STATEMENT

The Student Conduct Policy sets behavioral standards for Empire State College students and defines the relationship between the college and its students. It affirms values essential to promoting individual intellectual and personal development and for creating an effective learning community. Empire State College expects students to conduct themselves in a responsible manner that is respectful of the rights, well-being and property of all members of the college community and that supports the college's educational mission.

Students are expected to:

- treat students, faculty and staff of the college with civility and respect in class and out;
- represent themselves and any documentation that they may present to the college in an honest manner;
- respect college property and the activities conducted at college facilities or college-sponsored events; and
- uphold college policies, SUNY policies and all applicable laws.

Empire State College students should expect the same degree of civility and respect from other students, faculty and staff.

## COLLEGE REGULATIONS

The following behaviors by a student or any guest of a student, whether acting alone or with any other persons, violate the Policy on Student Conduct.

1. Conduct that threatens or endangers the mental health, physical health or safety of any person or persons or causes actual harm, including:
  - physical harm or threat of physical harm such as physical abuse, sexual assault or coercion;
  - harassment and intimidation, whether physical, verbal (oral or written) or nonverbal.
2. Dishonest conduct not covered by the Empire State College “Academic Integrity Policy,” including forgery; alteration, fabrication or misuse of identification cards, records, grades, diplomas, college documents; or misrepresentation of any kind to a college office or official.
3. Disorderly conduct that interferes with the rights of others.
4. Intentional or reckless disruption or interference with the activities of the college or its members.

5. Theft of personal or college property or services, or illegal possession or use of stolen property.
6. Vandalism or intentional or reckless damage to personal or college property.
7. Unauthorized entry, use or occupation of college facilities or the unauthorized use or possession of college equipment.
8. Illegal purchase, use, possession or distribution of alcohol, drugs or other controlled substances.
9. Failure/refusal to comply with the directions of college officials who are performing the duties of their office in relation to the maintenance of safety or security.
10. Unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials.
11. Interference with or misuse of fire alarms, elevators or other safety and security equipment or programs, including but not limited to initiating, or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency.
12. Violation of a condition or sanction imposed (or agreed upon) due to a violation of the Policy on Student Conduct.
13. Violation of any federal, state or local law that poses a threat to the health, safety or well-being of the college or its individual members.

Everyone in a classroom – students as well as faculty – are responsible for the learning of everyone else. At a minimum, they must not actively interfere with the learning of others. Ideally, everyone actively contributes to the learning of all.

\* **Please review the “Student Conduct Policy and Procedures” in the Undergraduate Catalog for complete information.**

## CLASSROOM MANAGEMENT

**If a faculty member is dissatisfied with the conduct of a student in class, then he or she has the right to ask that student to leave the class.**

Students who are asked to leave a class may be required to meet with the coordinator of student services or the dean before being allowed to return to the class.

Depending upon the result of that meeting, a student may be allowed to return to class. Other possibilities – again, depending upon the nature of the problem – include being assigned to another class or being referred for a student conduct hearing, which could lead to suspension or expulsion.

## SUNY GENERAL EDUCATION REQUIREMENTS

All students seeking Empire State College degrees must fulfill the SUNY General Education Requirements as outlined by the SUNY Board of Trustees. Students matriculating in the September 2014 term or later pursuing an associate or a bachelor’s degree are required to complete a minimum of 30 credit hours in seven of 10 knowledge and skill areas (mathematics, natural science, social science, American history, Western civilization, other world civilization, the humanities, art, language or basic communication) and in two competencies (critical thinking and information management). The two knowledge/skill areas that must be included are mathematics and basic communication. The only exception are for students who matriculated on or prior to Sept. 1, 2004.

## ADDRESS CHANGES AND OTHER PERSONAL RECORDS

Students who change their physical or mailing address must complete a change of address form with the registrar in room 631. Any other question about personal records can be addressed here as well.

### Grading System

The Harry Van Arsdale Jr. Center for Labor Studies uses a traditional letter system (A through D-) for grading and other letter codes to indicate Withdrawals (WD), Incomplete (IN) and No Credit (NC). Grades are as follows:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7		

**NC** Indicates that a student engages in a study or course and fails to achieve the minimum standards required for credit to be awarded; hence, No Credit. *No Credit means that the student has not earned credit for the course and it must be taken again.*

**WD** Stands for withdrawal. Students who encounter problems with their college work should first seek help from his/her instructor. Should a student be unable to continue with a course, he/she should officially withdraw by completing a Request for Withdrawal form. Depending upon when the withdrawal occurs, the Joint Board of the Electrical Industry, which pays for the student’s tuition, may be eligible for a full or partial refund. Students are further advised that depending upon when the withdrawal occurs, it can count against their satisfactory rate of academic progress. The request to withdraw should be filed with the registrar.

**IN** Indicates an “Incomplete.” If a student has completed at least 50 percent of the required work, an instructor may, at his or her discretion, grant the student up to 16 weeks to complete outstanding assignments. If an instructor decides to grant an extension, he/she is obligated to state exactly what must be completed and by what date. This “what and when” must be clearly stated on the Grade Form that the instructor fills out for an “Incomplete” and which is mailed to the student. Students are advised that an “Incomplete” counts against their rate of academic progress until a credit-bearing grade is submitted for the course.

Note: Failure to complete the work in a satisfactory fashion within the time set by the instructor changes the Incomplete to a No Credit (NC). Therefore, students are encouraged to complete their work as quickly as possible. Instructors are always willing to help a student should he or she require assistance. However, once the instructor provides the student with a detailed account of exactly what must be completed, the onus is on the student to do so. The instructor is not required to track down or follow up with the student once he or she has been provided with a detailed account of what is required of them.

## PLAGIARISM

Plagiarism is the presentation of another writer’s work as one’s own. It is a very serious offense, comparable to cheating on an exam. When submitting written work under his or her name, the student certifies, except as indicated by quotation marks and references, the originality and personal ownership of the ideas and manner of presentation in the work.

In all written assignments, the student should take particular care to acknowledge any use of words, facts, ideas, opinions or interpretations of other writers or speakers. Any sequence of words from another writer or speaker must be treated as a quotation and acknowledged either in the text or in a reference. In addition, paraphrasing – the use of one’s own words to convey the facts, ideas and opinions of another – also requires acknowledgement, either in the body of the paper or in a reference.

Individual course instructors have the initial responsibility for determining the seriousness of a case of plagiarism and may bring the matter to the attention of the Dean and the Academic Review Committee.

**\* Please review the “Academic Honesty Policy and Procedures” in the Undergraduate Catalog for complete information.**

## ACADEMIC APPEALS

Students, who believe that a miscalculation of their final grade was made, or who feel that the application of academic standards has been inconsistent or arbitrary, may take the following steps:

1. Informally discuss the issue with the instructor.
2. Present the case in writing to the dean. The dean may discuss the matter with the instructor and then with the student.
3. If the issue cannot be resolved at step 2, the dean, at the student’s request, may present the petition to the Academic Review Committee (ARC) for its decision.
4. If the student rejects the decision of the ARC, he or she may appeal to the Office of Academic Affairs of Empire State College for further review.

**\* Please review the “Student Academic Appeals Policy and Procedures” in the Undergraduate Catalog for complete information.**

## TRANSCRIPT AND TRANSFER OF PRIOR COLLEGE CREDIT

The Harry Van Arsdale Jr. Center for Labor Studies works with many groups and organizations in carrying out its mission to make a college education available to working men and women. Many individual unions work with the center on behalf of their members. Credits from the Van Arsdale center are transferable within Empire State College and the SUNY system, and to other colleges and universities.

An apprentice who has attended an accredited college may transfer up to 8 credits in liberal arts. Such transfer credits can only be accepted upon evaluation for relevance of certain required courses. For example, a U.S. History course at another college might be accepted in fulfillment of our U.S. History requirement. Such transfer credits must be in liberal arts, not in technical courses.

Non-apprentices, such as paraprofessional and general members alike, can transfer credits from other colleges and institutions and in some cases may earn credit by evaluation for licenses or military experience, as well as for prior learning assessment (PLA). For more information please seek out information through your mentor or Thomas Kerr, the center’s enrollment specialist.

There are other regulations as well:

The Van Arsdale center must receive an official transcript from the other college. We provide a form to request the transcript, which must be returned directly to the Van Arsdale center’s associate registrar by the other college.

The other college may charge a transcript fee and should notify the student when his/her transcript is sent to Empire State College. If the student does not receive notification from the other college within 30 days, he or she should call that college.

To transfer credit for a course, the student must have attained a grade of “C” or better. (This only applies if you are in a degree program with Empire State College.)

## READING AND WRITING ASSESSMENT (ESSAY)

Empire State College's programs require students to use and improve their reading and writing skills continually as they study at the college. In order to be successful from the beginning, students need to start with sufficient reading and writing skills.

The writing sample you complete will **determine whether you are admitted into the college**. Many of our applicants are successful in being admitted; however, some are referred for further reading and writing development during their enrollment at the college. A few applicants may be referred elsewhere, if they need more skill development assistance than we can provide.

This **writing assessment is completed on-site**. It consists of a short reading followed by a writing assignment.

If you have questions about this writing assessment process, speak with Sophia Mavrogiannis, the center's director of academic support.

## Appendix A – Course Descriptions

### **IBEW BACHELOR'S STUDENTS AND OTHERS PURSUE DEGREES IN THE LABOR STUDIES AREA OF STUDY (AOS)**

Labor Studies comprises an examination of work, workers and worker organizations both historically and in a contemporary context. This is an interdisciplinary field that explores the impact and relevance of the labor movement and the working class experience, as expressed in the arts, history, politics, economics and the myriad institutions that constitute a democratic society.

### **ALPHABETICAL COURSE LISTINGS AND DESCRIPTIONS FOR IBEW LOCAL 3, UA LOCAL 1 PLUMBERS AND NYC DISTRICT COUNCIL OF CARPENTERS AND JOINERS**

*(Associate courses are introductory level; bachelor courses are advanced level.)*

#### **LAB-576358: Chaplaincy in the Labor Movement**

(bachelor level, 3 credits, liberal)

The first segment of this course introduces students to the principal religions and religious traditions of the American workforce and encourages them take stock of the role that religious ideas and feelings play in human communities. The second segment surveys the history of U.S. labor movement, especially from the standpoint of the role of religion in the labor movement, and the ways in which religious movements and labor movements are similar and different. The third and final segment of the course considers the role of nondenominational chaplains in fostering the spiritual striving and the social solidarity characteristic that have historically been characteristic of the labor movement.

#### **LSS-576185: Class, Race and Gender**

(associate level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

Our identity is influenced not only by how we look at ourselves – as men and women, as working or middle class, as white or black or some other racial and/or ethnic mix, as a citizen or an “illegal” immigrant. It also is shaped by the way society perceives us, puts us into certain groups. Indeed, since they often build off existing patterns of economic, social and political inequality, these broader social perceptions shape our opportunities for a full life. But as we will learn in this class, inequality is not some natural or inevitable aspect of social life. It is the product of history, of the way we have conducted politics and economics, and created images and perceptions of ourselves and others. As we study the sociology of inequality through the semester, we will pay close attention to

what we will call the “problem of solidarity.” Unionists know that solidarity is the basis for strength. However, it is not something that can be taken for granted. It is an imaginative process, an active intellectual struggle, in which working men and women of all backgrounds discover and re-discover common ground.

#### **LAB-576351: Collective Bargaining**

(bachelor level, 4 credits, liberal, fulfills the Social Science SUNY General Education Requirement)

Collective Bargaining is part of the process of Labor Relations. In this course, students will examine the different players involved in collective bargaining: the negotiating parties themselves, their constituents, and the bystanders and audience. All of these groups may influence the outcome of the negotiations. Some of the many topics explored in this course include: laws that affect the bargaining process, the duty to bargain, types of bargaining, strikes, management and union rights and responsibilities, the mediation process, and grievance and arbitration.

#### **ENG-574104: College Writing and Effective Communication**

(associate level, 4 credits, liberal, fulfills the Basic Communication SUNY General Education Requirement)

This course helps students develop their reading and writing and speaking skills in order to become better communicators. In this course, students learn to use writing as a way to think; to increase written fluency; to brainstorm ideas, write, revise and edit papers; to read a variety of texts; and to think reflectively and critically about the readings. Students will be given the opportunity to explore topics of interest and to write about them in different ways.

#### **LAB-576339: Contemporary Labor Issues: The Economics of Health Care**

(bachelor level, 4 credits, liberal; fulfills the Social Sciences SUNY General Education Requirement – may be a 20-credit capstone course)

One of the most pressing issues facing working people today is health care – how to get it, keep it and pay for it. The costs of health care are skyrocketing and more and more costs are being pushed off on to working families. The United States spends twice as much per person on health care compared with other industrialized countries, yet we are not healthier and we don't have better outcomes. The U.S. has 46 million uninsured people and is the only major industrial country without universal health care. Why is this so? This course focuses on why the economics of health care is so different from the economics of any other commodity, the history of the health care industry, and the health care models used in other countries.

**LAB-576339: Contemporary Labor Issues: Immigration**

(bachelor level, 4 credits, liberal, fulfills the Social Science SUNY General Education Requirement)

This study examines the impact of the border, as a political and cultural boundary, on workers in the U.S., on the labor markets in which they make their living, and on policy discussions geared toward solving the immigration “problem.” We will push the “immigration debate” away from its current focus. The issue is not, as many believe, simply that the flow of undocumented or “illegal” workers into the U.S. distorts the labor market by putting downward pressure on wages. The issue is that these worker lack basic rights. By examining common assumptions about undocumented workers – that they don’t pay taxes, for example, or don’t make any contributions to the economy as a whole – we will clear the ground for a more considered conversation about how it is their legal status that creates problems, such as they are. We will then assess recent literature that argues for the free movement of labor across the border and the creation of a regime of “transnational labor citizenship.” Might policies based on such notions break the current deadlock, which leaves undocumented workers ever more vulnerable to exploitation?

**LAB-576313: Development of the Labor Movement**

(bachelor level, 4 credits, liberal; fulfills the American History SUNY General Education Requirement)

The American Labor Movement was directly or partially responsible for enormous changes in American society in the 20th century. Unions raised wages, improved living standards and increased opportunities for millions of workers and their families. This course examines how unions and the Labor Movement developed over the course of many decades. Students debate whether particular decisions made by union leaders, workers, politicians and industrialists were “good” or “bad” and how different decisions could have led the Labor Movement and the country toward different outcomes.

**EDPL-579125: Educational Planning/Labor Studies**

(20-credit and bachelor level, 4 credits, liberal)

The purpose of Educational Planning is to help students determine their educational goals and course of study. In this course, students design an educational program that fulfills all degree requirements and allows for the selection of electives. The course asks students to consider and discuss the purpose and role of a college education in today’s changing economy, particularly for working people and union members.

**ECO-571342: Economics of the Construction Industry**

(20-credit and bachelor level, 4 credits, liberal; fulfills Social Science SUNY General Education Requirement)

The economics of any industry involves four major players: consumers, workers, employers and the government. Each group plays different and interconnecting roles. This course explores the history, present circumstances and possible futures of workplace relations with special attention to the circumstances faced by contractors and journey workers. Issues are examined from labor and management, union and nonunion perspectives.

**LAB-576457: Estimating in the Construction Industry**

(bachelor level, 4 credits, nonliberal; not open to 20 credit students)

*Cost estimating is an art, not a science* – there is legitimate disagreement as to what constitutes reasonable costs even when plans, specifications, site, and labor and material costs are identical for all bidders. This course introduces students to estimating for the general construction trades, as well as reviewing construction procedures and trade practices. Students examine management techniques from the standpoint of bid preparation, take-off and bid submissions.

**HIS-576214: Global Civilizations**

(associate level, 4 credits, liberal; fulfills Other World Civilization SUNY General Education Requirement)

“Global Civilization” is designed for students undertaking their first systematic study of world history – the story of human habitation and human diversity from earliest times to the present. The course has three major goals. First, it seeks to acquaint students with how civilizations develop and the forces – environmental, economic/technological, political, spiritual – behind the rise *and* the decline of civilizations. Second, it seeks to help students understand why some countries are richer than others and give them the wherewithal to measure the impact these differences have made to people’s lives. Third, it will ask students to analyze how one part of the world’s well-being is linked to another’s struggles, and to consider how working men and women the world over might indeed constitute a shared community of fate.

**ECO-571341: The Global Workplace**

(bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

“Globalization” is a term that we hear or read about almost every day in the media. Some say globalization is inevitable and good for the economy and should be encouraged; others argue that globalization is detrimental to society and must be controlled. This course focuses on clarifying the meaning of the multi-faceted phenomenon of globalization, understanding the current debates surrounding its economic and political impact, and exploring the relationship between globalization and labor. The course also explores what reforms and policies, if any, labor and workers should adopt in response to globalization.

**HIS-578310: Islam and the Contemporary World**

(bachelor level, 4 credits, liberal; Fulfills the Other World Civilizations SUNY General Education Requirement)

This course provides students with an in-depth understanding of the history and variety of Islamic cultures and faiths. Students will read a short history of Islam and consider the place of Islam in the contemporary world, not only in majority Islamic cultures but also in the United States and Europe.

**ART-572207: Issues in Public Art** (bachelor level, 4 credits, liberal; fulfills The Arts SUNY General Education Requirement)

In this course, students will investigate contemporary public art in New York City that is dedicated to and about working people. Through readings and slide presentations students will learn about the aesthetics and social politics at play in art, architecture and urban planning; and consider the role of art and artists in society within the debated definitions of “art,” “community” and the “public.” What can art be and who is it for? Students will be presented with examples of controversial public art in order to develop their own aesthetic reactions to the works and their own critical responses to the issues the art is addressing.

**ECO-571240: Labor and the Economy**

(associate level, 4 credits, liberal; fulfills the Social Sciences SUNY General Education Requirement)

Labor and the Economy provides students with an introduction to economic reasoning through exploring a variety of current economic topics, an overview of the labor market and the position of working people in the economy. The course locates the tensions in modern economic thinking and debates within the influential and rich history of various economists such as Smith, Keynes and Marx. The course also examines economic issues from the point of view of working people and provides an introduction to the importance of worker organization and unions to prosperity, efficiency, and equity.

**LAB-576230: Labor and Management in the Pipe Trades**

(associate level, 4 credits, liberal)

This course explores the history, present circumstances and possible futures of workplace relations in the pipe trades. Issues are examined from the perspectives of both labor and management and union and non-union. The course looks at the diversity of work settings and practices in the industry, as well as the changing nature of the workforce and the circumstances faced by contractors and journey workers. It also explores the role of education in developing the new workforce and in providing leaders for different sectors of the industry.

**LAB-576451: Labor and Politics** (bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

In the Labor and Politics course, students will explore the role of labor in the political process of the United States, both on an historical and current basis. Students will be required to engage in and work with a campaign during the 2012 elections. The campaign can be for a candidate running for either local or national office, or it can be a campaign for a referendum question. Topics covered in the course will include the presidential electoral process, the issues in this campaign cycle, the structure of our government, what is it labor is seeking from candidates, the democrats changed relationship with labor, the growing inequity between the rich and the middle class, the deficit crisis, what this year's national elections mean to labor, can a president achieve goals that will benefit labor, an exploration of volunteerism, the results of this year's election and the future of labor in this country.

**LAB-576151: Labor and Public Policy: Discussions of Today's World** (associate level, 4 credits, liberal; fulfills the Social Sciences SUNY General Education Requirement)

The goal of this course is to educate the students on how to properly conduct discussions and support arguments in private and public speaking environments. Students are required to work together to formulate “think tanks” which would educate the students on how to work in groups in order to create the strongest arguments and present supporting facts when debating their opponents. Discussion topics would be based on current events so students can see how the world around them is affecting their lives. Reading material will consist of newspaper articles and scholarly journals assigned by the instructor.

**LAB-576681: Labor Law** (bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

The purpose of this course is to familiarize students with the array of laws affecting the workplace and workers' rights and how these are applied in the real world. The course examines recent and pending changes in federal and state labor laws and the implications of these changes for workers and their families. The course provides students with skills to understand and effectively utilize labor law as employees or employers either in a unionized or non-unionized workplace.

**LAB-576365: Labor Relations in Construction**

(bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

This course examines the development of workplace relations in the building trades from both a union and nonunion perspective. The purpose of this course is to familiarize the student with an array of laws affecting the construction workplace, the obligations and realities faced by labor unions, an understanding of the complexities of labor-management cooperation on the job, and an understanding of negotiations being not so much labor against management, but rather labor and management in the marketplace. This course will provide a study of the law of private sector labor law and the impact of labor organizing. Students will explore the framework of building and construction trades' jurisdictional issues and will seek to develop suggestions for change.

**LIT-574129: Literature and Society**

(associate level, 4 credits, liberal; fulfills the Humanities SUNY General Education Requirement)

Literature provides us with examples of experiences and situations from which we can learn more about the nature of our obligations to ourselves and to each other. "Literature and Society" takes advantage of this opportunity, reading novels, poems and plays about the experiences of particular human beings in particular situations, and reflecting upon the meaning of these experiences for the ways we live our own lives. The writers who will be discussed in this course are chosen for the unique stories they tell about individuals and social groups seeking a "good" life, justice, equality, acceptance, respect and fair living conditions in life. This course also provides students with an opportunity to encounter a diverse group of storytellers and to think both about the central role that stories play in the way human beings make sense of their lives and the world in which they live.

**OSHA-576371: Occupational Safety and Health in Construction**

(associate and bachelor level, 4 credits, nonliberal)

This course examines the basic concepts and standards in the field of occupational safety and health. Students will identify the causes of illness and injury in a variety of occupations with a special focus on construction. Students also will look at the nature of health problems that emanate from the workplace and how standards to measure, prevent and reduce them has been developed. The evolution of health and safety social policies and legislation will be examined.

**ECO-571361: The Political Economy of New York City**

(bachelor level, 4 credits, liberal, fulfills the Social Science SUNY General Education Requirement)

This course examines New York City's economy and the role of politics in directing its growth and distributing its rewards. Its hinge will be the Fiscal Crisis of 1975, an event that marked a dramatic shift in the way city government planned for economic growth, interacted with the private sector and served the people of New York. More specifically, course readings, brief lectures and class discussions will focus on the forces that have shaped life in the city before, during and after the Fiscal Crisis: the labor movement; public sector institutions; the real estate industry; a widening gap between rich and poor; the privatization of public services.

**TUS-576340: Principles of Trade Unionism**

(bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

There are two schools of thought about trade unions. Some see them as necessary organizations of wage earners that help make our society work better. Others see them as illegitimate monopolies or special interests that benefit their members at the expense of the general public. In this course, students learn what unions are, how they operate, who organizes them and why, and what they are doing, or propose to do, to ensure a good life for all.

**LAB-576366: Project Management**

(bachelor level, 4 credits, nonliberal; not open to 20-credit students)

Students in this study examine the diverse tasks and obstacles inherent in completing a construction project. They review project contracts, plans and specifications before preparing schedules for all tasks. They are given an overview of the steps necessary to complete a project from the initial stages through construction. They assess special site and job issues, the impact of delays, system testing and the creation of a punch list. They also become familiar with city, state and federal requirements pertaining to building codes and occupational safety and health standards.

**HUM-574201: Texts and Interpretive Strategies**

(associate level, 4 credits, liberal; fulfills Humanities SUNY General Education Requirement)

Reading is not an isolated individual activity; it is social. All readers do not just passively receive meaning, they actively make it. This course explores the strategies readers use to make their reading as meaningful as possible. It is designed to help students acquire a range of techniques to increase their reading fluency; to develop greater awareness of the complex process of reading as an activity; to become more critical readers through close attention to the text, discussion and writing; and to grow in confidence as readers able to find their way through any text with which they are likely to be presented.

**LAB-576350: Theories of the Labor Movement**

(bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

The objective of this course is to understand the origin, nature and future of the U.S. labor movement through different theoretical lenses and comparative approaches. The course analyzes the role played by trade unions in American society and explores the historical and institutional factors that have shaped the U.S. labor movement. The course also introduces contemporary debates on the economic and political challenges facing American trade unions and the potential solutions to revive the labor movement.

**HIS-578157: United States History**

(associate level, 4 credits, liberal; fulfills the American History SUNY General Education Requirement)

This course introduces students to some of the achievements, complexities and contradictions of the United States as it became a prosperous democratic society and a conquering continental power incorporating not only the tribal lands of indigenous peoples but also former “New World” colonies of France, Spain, Holland, Russia and a large section of independent Mexico. Working with primary documents, students explore the consequences and contested meaning of key episodes paying special attention to the role of working people in the development of the relative prosperity of the economy and the democratic inspiration of the country’s governing institutions.

**LIT-574382: Working Class Themes in Literature**

(bachelor level, 4 credits, liberal; fulfills the Humanities SUNY General Education Requirement)

This course provides students with an opportunity to think about the central roles that work and stories play in the way we make sense of the world we live in. Over the course of the semester, students read and discuss a number of texts that explore working-class themes. Students are asked to consider, “What is the working-class? How do the books read represent or not represent the working class?” Students discuss and write about how class shapes the characters in the books read – or how those characters shape class.

**ECO-571345: Women, the Economy and the Trades**

(bachelor level, 4 credits, liberal; fulfills the Social Science SUNY General Education Requirement)

This course examines women’s changing roles in the economy and more specifically in the construction trades. How and why have these roles changed overtime? Women have always worked – in their families and in their paid market work. But the types of paid labor women engage in are influenced by their gender, class, race, and male and union culture. Today, women’s labor force participation patterns resemble that of men’s – emphasizing the need for policies that address the work and family needs of working families. Yet these issues are too often seen as “women’s issues.” This course asks, “why” and seeks answers in an analysis of occupational segregation, the family, the devaluation of homework, caring labor and social policies in other countries.

## Appendix B – Course Descriptions

### PARAPROFESSIONALS PURSUE ASSOCIATE DEGREES IN THE INTERDISCIPLINARY STUDIES AREA OF STUDY (AOS)

Interdisciplinary Studies consists of the simultaneous and inter-related study of two or more disciplines. At the Associate level, that means taking various courses to provide a well-rounded academic understanding of general areas of education (such as art, history, social sciences, etc). There is also a required set of competencies of critical thinking and information management.

### Alphabetical Course Listings and Descriptions for the UFT Paraprofessionals Program

*All of the courses in this section are associate level, introductory, liberal and worth 3 credits. The courses that fulfill particular SUNY General Education Requirements are indicated.*

#### LSS-576185: Class, Race and Gender

(fulfills the Social Science SUNY General Education Requirement)

The purpose of this course is to provide students with the opportunities to explore the impact of class, race and gender differences on individual and collective identities and experiences. It provides the student with opportunities to critically reflect on the significance of how these issues shape people's lives and identities.

#### EDU-573204: Classroom Communication

The purpose of Classroom Communication is to provide participants with the skills and knowledge to understand and improve their own and their students' communication behavior. By combining theory and practical advice, this class focuses on the reasons for using certain communication and instructional strategies and how to implement them.

#### ENG-574104: College Writing and Effective Communication

(fulfills the Basic Communication general educational requirement)

This course provides students with the opportunity to spend a semester working intensively on their writing and writing process. The goals of this course are to introduce students to the use of writing as a meaning-making tool; increase students' fluency of the written word; engage them in all stages of the writing process and in thinking reflectively and critically about the nature of work – personal, local and social/political; and to introduce students to a range of writing styles and forms.

#### EDPL-579125: Educational Planning

The purpose of Educational Planning for an associate level degree is for each student to design and complete a degree program that will 1) fulfill their degree requirements and, 2) allow the choosing of degree related courses of interest. Students will develop their educational plans in the context of examining their own educational biographies, exploring education as a basic human right fundamental to democratic social change. Students will evaluate their prior learning experiences: what were their expectations? How were those expectations shaped? How did they change as their learning environments changed? What impact did their experiences in school have on their vision of education? This course asks students to consider and discuss the purpose and role of a college education, both in shaping their identities as learners and educators.

*Educational Planning and Introduction to College Level Learning must be taken together for a minimum of 4 credits.*

#### ENG-574110: English Composition for Paraprofessionals

This course is designed to help teaching assistants/ paraprofessionals improve their writing skills through exposure to the basics of writing mechanics, usage, structure, research skills and more. The course includes the use of selected readings as a base for examining the characteristics of literature from character, setting plot and theme to imagery, symbolism, voice, point of view and more. Students practice writing in a variety of purposes including journal entries, essays, personal narratives and short research papers.

#### MATH-577101: Foundations of Mathematics I (fulfills the Mathematics SUNY General Education Requirement partially)

This course provides an overview of mathematics covered in grade K-8 through hands-on inquiry. This course is designed for students who have a limited mathematics background. Students will discover the underlying mathematical concepts that relate the content strands of the New York state mathematics curriculum. Emphasis will be placed on:

- understanding numbers, multiple ways of representing numbers, relationships among numbers and number systems;
- understanding meanings of operations and procedures, and how they relate to one another;
- computing accurately and making reasonable estimates.
- Students also will develop an understanding of the five process strands of the New York state mathematics curriculum: problem solving; reasoning and proof; communication; connections and representations.

**MATH-577102: Foundations of Mathematics II** (fulfills the Mathematics SUNY General Education Requirement partially)

This course provides an overview of mathematics covered in grade K-8 through hands-on inquiry. This course is designed for students who have a limited mathematics background. Students will discover the underlying mathematical concepts that relate the content strands of the New York state mathematics curriculum.

Topics include:

- algebra and algebraic relationships and functions;
- elements of geometry and approaches to geometric analysis and problem solving;
- measurement, including use of appropriate methods and units, and an understanding of estimation and measurement error;
- basic statistics and probability, including organization, display and analysis of data and making predictions based on data.
- Students also will develop an understanding of the five process strands of the New York state mathematics curriculum: problem solving, reasoning and proof, communication, connections and representations.

**HIS-576214: Global Civilizations** (fulfills the Other World Civilizations SUNY General Education Requirement)

“Global Civilization” is designed for students undertaking their first systematic study of world history – the story of human habitation and human diversity from earliest times to the present. The course has three major goals. First, it seeks to acquaint students with how civilizations develop and the forces – environmental, economic/technological, political, spiritual – behind the rise and the decline of civilizations. Second, it seeks to help students understand why some countries are richer than others and give them the wherewithal to measure the impact these differences have made to people’s lives. Third, it will ask students to analyze how one part of the world’s well-being is linked to another’s struggles, and to consider how working men and women the world over might indeed constitute a shared community of fate.

**HIS-578123: History of Public Education**

This course provides an overview of the struggle for public education in the United States from the 18th century to the present. This struggle has been the means by which new groups – wage earners, slaves, women, immigrants and others – pursued and won inclusion into an expanded (and still expanding) body of citizens in the U.S. By insisting upon and gaining access to public education, they helped secure their own claims to equality and created new opportunities for advancement for themselves and their descendants. The nature and effect of these struggles, the education opportunities created and lost, as well as the challenges we face educating the next generation of citizens, are central concerns of this course.

**ENG-574170: Human Communications**

This course focuses on two of the basic components of human communication – speaking and listening. Students completing the course will have an understanding of the development, characteristics, and structure of language, as well as an understanding of the unique and specific issues related to communication within diverse groups, such as the typical student population found in the schools today. Topics covered in the course include the “what and why” of human communication; perception, the self and communication; language; listening; speaking; nonverbal communication; and understanding and improving interpersonal relationships.

**PSY-573201: Human Development**

(fulfills the Social Science SUNY General Education Requirement)

This course provides an overview of the theories, current research and controversial issues in human development from birth to adolescence. It focuses on the physical, cognitive, social, emotional and moral development of learners with different abilities and needs in the school environment. Various aspects of developmental contexts are explored including heredity, culture, community, socioeconomic levels/backgrounds, family and school environment.

**INT-579123: Introduction to College Learning** (must be taken for at least 1 credit to meet the Educational Planning requirement)

This course introduces students to the purposes, character and history of post-secondary education in the United States, particularly from the standpoint of the working adults. What does it mean to be college-educated? What does one have to do in order to acquire college-level learning? The course helps prepare students to succeed in their college experience.

**EDU-573201: Introduction to Education for Paraprofessionals**

The course focuses on the interactions taking place in the classroom and within the school system from the perspective of the paraeducator. Reading assignments are contained in *The Paraprofessionals Guide to the Inclusive Classroom: Working as a Team* by Mary Beth Doyle. Students are required to participate in class, complete a four to five page research paper on a topic to be identified, read and review four research articles assigned by the instructor, complete a student observation, quizzes at the discretion of the instructor, and mid-term and final exams.

**PSY-573202: Introduction to Exceptionalities**

This course provides an overview of the education of children and youth with exceptionalities, focusing on those with disabilities and giftedness. Among the areas covered are: a review of the historical, philosophical and legal foundations of special education and other exceptionalities; definitions of exceptionalities and their prevalence, causes and characteristics. In addition, the course will cover current issues and trends in regard to how and where these children are educated. A variety of teaching strategies are used including lecture and discussion, large and small group structured learning activities and journal writing. Where possible, participants will demonstrate the application of course content to classroom situations.

**CIS-577225: Introduction to Information and Computer Resources**

This course provides an overview of the issues regarding Information Literacy as they relate to conducting a successful research process for undergraduate college courses in most academic courses. It focuses on learning and understanding the research process and the use of accurate, authoritative sources of information. The goals of the course include equipping students to assess information for accuracy and usefulness, and to help students organize the information clearly, logically and persuasively. Students will apply the research and information literacy skills they learn to identify, find and retrieve information needed to address the assigned topics. Topics will include issues of concern to students in their roles as workers, as family members, as union members and as citizens.

**LAB-576202: Labor Relations in Public Education**

This course provides students with an overview of the rise of collective bargaining in public education, primarily in New York City and New York state, but also nationally. It focuses, in particular, on the effect unionization and collective bargaining on students, teachers, administrators and school systems. In addition to examining existing models of unionization, students also will consider alternative forms of work organization and “stakeholder relations” in schools, which proponents claim will encourage continued improvement in the schools and be increasingly relevant to the emerging knowledge economy.

**LIT-574129: Literature and Society**

(fulfills the Humanities SUNY General Education Requirement)

Literature provides us with examples of experiences and situations from which we can learn more about the nature of our obligations to ourselves and to each other. “Literature and Society” provides an opportunity to read novels, poems and plays about the experiences of human beings in ordinary and extraordinary situations, and to reflect upon the meaning of these experiences for the ways we live our own lives. The writers discussed in this

course are chosen for the unique stories they tell about individuals attempting to improve or ameliorate their living situations using the struggle and the redemptive power of creative thinking.

**EDU-573203: Supporting Students in Reading and Writing**

This course provides an overview of the components of early reading and writing, composition and motivation to read and write. It includes research-based instructional strategies, activities and assessments aimed at improving students’ reading and writing abilities. Among the areas covered in reading are: reading readiness; phonemic awareness; phonics, fluency, vocabulary and comprehension. Writing topics include the fundamentals of writing, the writing process, purposes of writing and a variety of writing products. An emphasis will be placed on strategies for one-to-one and small group instruction. Participants are required to write a five to six page typed research paper on a prominent person in the field of reading and writing. A variety of teaching strategies are used, including lecture and discussion; large and small group structured learning activities, and journal writing. Where possible, participants will demonstrate the application of course content to classroom situations.

**HIS-578157: United States History** (fulfills the American History SUNY General Education Requirement)

A survey of U.S. history from colonial times to the present, this course introduces students to the most important events and trends in the history of the United States over the last 300 years. In particular, students use survey texts, monographs, scholarly articles and original documents to explore the nature and progress of freedom, the status and condition of women, and the experience of immigrants to the United States at significant moments during its history.

**ENG-574180: Writing as Learning**

This course is designed to give the participants systematic instruction in writing that incorporates specific strategies in a wide range of content and genres. The major goal is to enable the learner to produce fluent and organized writing products that are interesting, well-crafted and appropriate for the many writing needs required as a student and eventual instructor to others. A fluent writer knows the appropriate words for the specific topic or subject being addressed. Well organized writing has progression, relatedness and complete ideas. An organized writer knows the typical format or pattern of the genre in which he or she is writing – a letter, a poem, a biography, an essay or something else. In fact, everyone who writes must know that all writing is genre-based and cannot be a haphazard collection of words or sentences. The goal of this course therefore is for the participants to achieve this essential fluency and organization. Paraprofessionals also can pursue bachelor’s degrees in the Community and Human Services Area of Study (AOS) with a concentration in child and family studies. Core courses for the degree include:

**LSS-576390: Child Abuse, Neglect and Family Violence**

This course examines theory and research related to child abuse, neglect and family violence. Socio-cultural influences on the incidence of family violence and its consequences will be explored. This course also will address multidisciplinary approaches to intervention and prevention.

**LSS-576391: Child Behavioral Health**

In this study, students will look in-depth at the psychological, emotional, and developmental health of children and adolescents, with a special emphasis on social and cultural contexts. The study will include the following topics: How do we define “normal” mental and behavioral health in children? What social and environmental contexts promote child behavioral health? How does the psychiatric community categorize and describe child and adolescent behavioral health problems? What treatments and interventions are most effective?

**LSS-576392: Children and the Out-of-School Learning Environment**

This course explores how children learn and develop as a result of informal educational experiences. Theory and programming related to children learning in diverse out of school settings will be examined. There will be a focus on the role of community, neighborhood and culture on child developmental learning outcomes.

**LSS-576393: Children, Families and Poverty** (fulfills Social Sciences SUNY General Education Requirement)

Students will explore the relationship between economic structures and various socio-cultural factors that place children and families at risk for poverty and access to resources. The unique challenges posed by poverty will be addressed, as well as interventions and policy considerations.

**LSS-576388: Family Development** (fulfills Social Sciences SUNY General Education Requirement)

Using an interdisciplinary perspective, this course is designed to provide an understanding of the concepts and theories related to transitions over the human life cycle. The concepts of continuity and change in individual and family relationships also will be explored.

**LSS-576387: Family Intervention**

In this course students will examine the primary strategies and techniques of helping families, in the context of major theoretical models and diverse sociocultural environments. A significant focus will be on observing, understanding and intervening with families as they function as systems.

**LSS-576389: Family Stress and Daily Living**

This course examines the theoretical, cultural and sociological perspectives on Family Stress. Common family stressors that shape the daily functioning, interactions and adaptations of families will be addressed. Risk factors that impact family functioning, as well as protective and resiliency factors that assist families in the recovery from stress and adversity will be explored.

**CHS-575301: Helping and Counseling Skills**

Students will explore the theoretical foundations of counseling and professional helping and gain the skills needed to become effective helpers. Focus on practice of skills through observation, role plays and experiential assignments.

**CHS-575300: Human Service Ethics**

This course provides an in depth analysis of human services ethics, application of the National Organization of Human Services (NOHS) Code of Ethics, and concepts and dilemmas specific to helping relationships. Students will examine their own personal ethics and values and relate them to those applied in the human services professions.

**LSS-576395: Working With Diverse Children and Families**

This course explores various approaches to working with families and children from diverse backgrounds. Special attention is given to developing skills and competencies for providing service to families and children in a variety of professional settings.

## Appendix C – Who, What, Where

### **IBEW LOCAL 3 – ASSOCIATE DEGREE STUDENTS**

SUNY Empire State College – 325 Hudson St., 6th Floor,  
New York, N.Y.

### **IBEW LOCAL 3 – BACHELOR AND 20 CREDIT STUDENTS**

SUNY Empire State College – 325 Hudson St., 6th Floor,  
New York, N.Y.

### **UA LOCAL 1 PLUMBER STUDENTS**

Plumbers Local 1 Training Center – 37 - 11 47th Ave., LIC, N.Y.

### **NYC DISTRICT COUNCIL OF CARPENTERS STUDENTS**

NYC District Council of Carpenters and Joiners of America –  
395 Hudson St., New York, N.Y.

SUNY Empire State College – 325 Hudson St., 6th Floor,  
New York, N.Y.

### **UNITED FEDERATION OF TEACHER PARAPROFESSIONAL STUDENTS**

Held at various UFT headquarters within the five boroughs

UFT Brooklyn Location – 335 Adam St., Brooklyn, N.Y.

UFT Bronx Location – 2500 Halsey St., Bronx, N.Y.

UFT Queens Location – 97 - 77 Queens Blvd., Rego Park, N.Y.

UFT Staten Island – 4456 Amboy Road, Staten Island, N.Y.

SUNY Empire State College – 325 Hudson St., 6th Floor,  
New York, N.Y.

The main office for the Van Arsdale center is on the 6th floor  
of 325 Hudson St., New York City, NY 10013. The main phone  
number is 212-647-7801.

Office Hours: 10 a.m. to 6 p.m., Monday - Thursday;  
10 a.m. to 4 p.m., Friday

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